

Enhancing the Performance of Grade Five Learners in English Using Reap (Ready to Play Lessons)

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ABSTRACT

The new normal in education gave rise to redefining the schools' way of teaching and assessing students. It brought into the fore an alternative to more traditional educational approaches, competency-based learning, which made it the new normal in education. It is for this reason that ready to play lessons, anchored on the Most Essential Learning Competencies (MELCs), have been developed and utilized in order to target the multiples ways in which the learners learn best as well as to improve the learners performance in English among the Grade 5 learners at Pangapisan Elementary School during the school year 2021- 2022. Utilizing the results of the pretest and posttest in English, results of the study showed how the Grade 5 learners of PES benefited from the use of ready to play lessons in English as evidenced by their improved levels of performance in the said tests. Moreover, the results of the study reveal that there was significant difference in the levels of performance of the Grade 5 learners after they were taught in English using ready to play lessons. Thus, teachers are recommended to scaffold the instruction in English with the use of tools that are competency-based and target the best ways in which the students learn best.

Keywords: Competency-based learning, English, MELCs, New normal, Video lessons

Context and Rationale

Quality education can be achieved through improving the learning process. Tkatchov (2017) underscored this perspective in an article she wrote in the Education Weekly about making competency-based education the new normal. Undeniably, the classroom learning process is one component of an important educational situation in realizing quality education. To this end, Vitali (2015) concurs that learning must be carried out as well as possible through good planning. It entails the development, adoption and utilization of many different approaches where each approach has its own role and special attributes contributory to the teaching and learning process. Moreover, Vitali maintains that the education system should be based on proficiency.

According to Tkatchov (2017), global education system is based on efficiency, not proficiency. Thus, teachers are left with little room to address the needs of individual learners. In particular, students are grouped by age into grade levels and given a fixed amount of time to learn what they can before moving on, even though there are huge inequities in achievement. As a result, too many students proceed to the next lesson or grade level without learning what they need to know, while advanced learners remain stagnant to keep pace with the rest of their classmates. Students are then artificially labeled as at, above, or below grade level.

Based on a 2017 report from the International Association for K-12 Online Learning, varied learning outcomes are inevitable in our current educational setup, and there is so much more that should be done to address equity and diversity in student learning and achievement. Reynolds (2014) notes how educators have lowered their expectations and perpetuated a shaky foundation for building new knowledge because the system allows, or even compels, them to do so. Analogous to this, teachers feel limited in their power to confront what they're up against, but that the consequences of their participation in this system make it necessary to address these problems. Collectively, this gave rise to redefining the schools' way of teaching and assessing learners. It brought into the

fore an alternative to more traditional educational approaches, competency-based learning. Alongside Tkatchov, Jackson (2015) calls for making competency-based learning the new normal in education.

Notably, for teachers, learners, authorities and education stakeholders in the new setup in the education system, the new normal would pertain to the current learning modality that is implemented brought about by the COVID-19 pandemic. Smith (2020) points out how mastery-based or standards-based instruction or learning has become the new normal in today's education system.

In particular, competency-based learning is anchored on specific learning standards that students have to acquire relative to a lesson or a learning task. For Abbot (2017), competency-based learning (CBL) addresses a variety of standards, each of which describes the knowledge and skills students are expected to acquire. Lalor (2017) highlights how teachers translate the identified competencies into actions that clearly defines how a student can show mastery in that particular competency. Proponents of CBL argue that this method improves the chances that students learn the most important information, concepts, and skills they will need throughout their lives. It can also help reduce learning gaps or opportunity gaps and provide a more equitable approach to public education. This will reduce or eliminate students advancing to the next lesson, unit, or even grade without acquiring the knowledge and skills they should have to do so. Studies conducted on the effectiveness of Competency-based Learning showed favorable results.

Gallavan (2017) conducted a research on how competency-based formative assessments can be used as an engaging assessment tool to improve student engagement and performance. Results of the study showed how the strategy worked that led to improved student engagement and performance among high school learners in Arts education. The result of the study is supported by the work of Myrick (2016) that revealed the contribution of competency-based learning opportunities to academic performance of learners in English. Likewise, Alutaya (2015) made a study on improving elementary students' performance in English through competency-based worksheets. Results of the study revealed how the utilization of competency-based worksheets did not only improve students' performance but their engagement as well. Villafania (2016) corroborated the results in a study. She conducted the correlated enhancement of student engagement to the academic performance of Grade 5 learners in Laguna. Results of the study revealed that using competency-based activity sheets led to improved academic performance among the Grade 5 learners. From the studies cited, it can be gleaned that the utilization of competency-based worksheets contribute significantly to improving student engagement and educational outcomes.

It can be gleaned from the studies cited that competency-based learning tasks favorably worked in the learning process. Thus, Steere and Domenico (2017) suggest that the standards and learning task should always be aligned when making learning tasks. It becomes imperative for the teachers to create learning opportunities that appropriately measure the identified standards.

For the Department of Education, the new normal in education brought to the fore the Most Essential Learning Competencies (MELCs) as part of its Basic Education- Learning Continuity Plan (DepEd Order No. 12, s. 2020). Prepared by the DepEd's Bureau of Curriculum Development and approved by Education Secretary for Curriculum and Instruction Diosdado San Antonio, the MELCs are made available to help teachers focus on what is most essential given the challenge in learning delivery this school year. Undersecretary Alain Pascua (2020) said in a statement that the MELCs is part of the department's response to develop resilient education systems, especially during emergencies and will enable DepEd to focus instruction on the "most essential and indispensable" competencies. As part of DepEd's Basic Education Learning Continuity Plan amid the coronavirus crisis, the K to 12 curricula had been streamlined to 5,689 MECLs from the original 14,171, or a reduction by 60 percent. Learning competencies, according to DepEd, refer to the knowledge, understanding, skills, and attitudes that students need to demonstrate in every lesson and/or learning activity.

The researcher teaches English to Grade 5 learners at Pangapisan Elementary School enrolled under the blended learning modality. Specifically, English 5 aims at developing learners' logical and accurate expression of ideas in oral and written forms as well as in getting relevant information from various text types. Moreover, the said subject aims to enable the learners to read independently. For these competencies to be brought into fruition, the

learners need to watch or listen to different text types and to news reports and other broadcasts. For the researcher, the challenges posed by the new normal in education such as the absence of face to face classes limit the provision of activities and presentation of concept discussions that shall provide the learners an opportunity to participate in activities that will develop their skills along the aforementioned areas. It is for this reason that the researcher developed video lessons which anchored them on the Most Essential Learning Competencies (MELC) to ensure that the students master the concepts and competencies expected of them to master in the said subject in the new learning setup. The video lessons did not only adhere to the learning opportunities required in the subject but targeted as well the learners who learn best when they see or hear what is being presented or see and hear it at the same time. It was in this context that this study was conducted. It looked into the influence of ready to play video lessons in enhancing the performance of learners in English 5 at Pangapisan Elementary School during the school year 2021- 2022.

Innovation, Intervention and Strategy

Ready to Play (ReaP) Lessons was an intervention aimed at providing the learners alternative instructional resources in English while targeting as well the enhancement of their engagement and academic performance. The innovation was anchored on the provision of support instructional materials based on the Most Essential Learning Competencies and took off from what is being implemented by the Department of Education (DepEd) where education under the new normal is concerned. The learning competencies under the K to 12 program have been thoroughly studied and undergone a process of identifying the Most Essential Learning Competencies (MELCs). This process ensured that content areas and learning opportunities covered in the new school year are those that are regarded as truly relevant in the acquisition of the skills, knowledge, attitude and values as stated in the curriculum guide.

The standards the learning resources were aligned to were integrated in the ready to play MELC-based lessons in English.

Prior to the implementation of the intervention, the researcher reassessed the academic standing of the Grade 5 learners through the pretest. Video lessons were based on the identified least mastered competencies just as learning opportunities and competencies that required them to listen to and assess different text types and news reports. In carrying out the intervention, the researcher coordinated with the parents or the learning facilitators the procedures and their roles in the utilization of the ready to play video lessons.

Action Research Questions

This study aimed to assess the in the performance of Grade 5 learners in English using ReaP or ready to play lessons in enhancing at Pangapisan Elementary School during the school year 2021 -2022.

Specifically, it sought to answer the following questions:

1. What is the performance of the Grade 5 learners in English before the intervention?
2. What is the performance of the Grade 5 learners in English after the intervention?
3. Is there a significant difference between the performance of the Grade 5 learners in English before and after the intervention?

Action Research Methods

Participants and/or other Sources of Data and Information:

The Grade 5 learners (N =32) of Pangapisan Elementary School served as the subjects of this study. They were chosen as participants of the study as they belonged in the class handled by the researcher. The respondents were in one online learning class in order to prevent disruption to the other learning modalities.

Data Gathering Method

This study employed the experimental design. An experimental design, according to Williams (2012), supports or refutes a hypothesis using statistical analysis. The said design is appropriate for this study as it shall established a significant difference in the academic performance of the Grade 5 learners in English after the utilization of MELC-based video lessons.

A content-validated test questions (Phil-Iri Passages) was used as the primary tool in gathering the data needed.

Discussion of Results and Reflection

This section presents the level of performance of the Grade 5 learners in English before and after the intervention in the said subject. The results of the pretest and posttest is presented on the foregoing tables.

Table 1 Level of Performance Before and After the Utilization of Ready to Play Video Lessons

N		Pre-test		Posttest		
Score	Frequency	Percentage	Descriptive Equivalent	Frequency	Percentage	Descriptive Equivalent
21-30	0	0.0	Outstanding	22	68.75	Outstanding
11-20	14	43.75	Satisfactory	10	31.25	Poor
0-10	18	56.25	Poor	0	0.0	Satisfactory
Total	32	100				
Mean:		9.81		Mean:		19.59
Standard Deviation:		3.5482		Standard Deviation:		4.2268

Legend

0-10 - Poor

11-20 - Satisfactory

21-30 - Outstanding

Majority of the Grade 5 learners (18 or 56.25%) had their level of performance assessed as poor in the given multiple test prior to the utilization of ReaP or ready to play lessons aimed at improving the performance of Grade 5 learners in English. Also, the data in Table 1 reveal that there were 14 learners (43.75%) whose performance in the test was found satisfactory while none (0.0%) proved to be outstanding.

On the other hand, a comparison of how they fared in the posttest in after they were taught in English using ReaP or ready to play lessons in Table 1 reveal a marked improvement in their level of performance. It can be noted, too, that there were no longer learners whose performance was poor (0 or 0.0%) while there were just 10 (31.25%) learners whose performance was satisfactory and 22 or 68.75% were assessed as outstanding.

It is noteworthy that there was an increase in the number of learners whose performance in the posttest in English was outstanding just as there was an increase, too, in the number of learners whose performance in the test improved from poor to satisfactory after they were taught using ReaP or ready to play lessons. An increase in the statistical data relative to the mean (9.81 to 19.59) is also noted that the increase in the mean is indicative of an increase in the level of performance vis-à-vis the learner’s performance of the Grade 5 learners in the posttest.

The results uphold what Gallavan (2017) and Myrick (2016) contend on how competency-based learning opportunities such as video lessons can be used as an engaging assessment tool to improve student engagement and performance. Moreover, the results of the study affirmed how the strategy worked that led to improved student engagement and academic performance among learners as indicated in the studies conducted by Villafania (2016) and Alutaya (2015).

Table 2 Significance in the Level of Performance of the Grade 5 Learners in English Before and After the Utilization of Ready to Play Video Lessons

N	Mean	Std. Deviation	t-stat	p-value.	Decision (0.05)
32	9.81	3.5482			
32	19.59	4.2268			
			10.025	.00001	Significant

The data in Table 3 calculated the difference between the observed means (9.81 and 19.59 respectively) representative of the pretest and posttest results of the Grade 5 learners in English. A significance value (P-value) and 95% Confidence Interval (CI) of the difference is shown, too. In the procedure, the P-value is the probability of obtaining the observed difference between the means if the null hypothesis was true. The null hypothesis is the hypothesis that the difference is 0.

As shown in the tabular data, the t-value is 10.025 while the p-value. is .00001. The decision is significant. This means that the difference between the level of performance of the Grade 5 learners in English before and after they were taught in English using ready to play video lessons is significant.

All in all, the results support what Steere and Domenico (2017) underscored on how creating learning opportunities that appropriately measure the identified standards, such as ready to play video lessons, contribute significantly to improving student engagement.

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Reflection

The results of the study affirm the exploration of sound framework in the teaching and learning process that scaffold the process in which the students assimilate information or concepts learned through the use of multiple modalities such as ready to play video lessons. Likewise, the results of the study indicate how the use of ready to play video lessons helped the learners in improving their level of performance in English. This makes it imperative that teachers need to scaffold the instruction or language teaching with the utilization of teaching

tools that are competency-based to help learners not only to meet their academic needs but increase in their learning engagement as well.

Action Plan

Program/Activity	Objective	Strategy	Persons Involved	Timeline	Remarks
A.Pre-Planning Stage 1.Orienting 2.Vision Sharing 3.Organizing and Scheduling	Increase the Level of Performance of Grade 5 Learners in English	1.Convene the learners and discuss the result of the Pre-Test 2.Identify learning Instruction like Reap and share the vision 3.Organize pupils assignment and schedule of conducting ReaP. Prepare /select activites	Grade 5 Learners	October 2021	
B.Implementation Stage		1.Teacher assigns to conduct ReaP in the designated modality and scheduled conduct 2. Intensify maximum implementation of Reap.		November 2021-April 2022	
C. Post Implementation Stage		1. Conduct Post –Test 2.Prepare a comparative analysis on the Pre-Test and Post-Test results. 3. Post the result. 4. Document the outcome.		April 2022	Improved Performance of Grade 5 Learners in English
Submission of the tight-copy of the research conducted to the Division Committee on Research.	To evaluated and appraise the action research	Submit the tight-copy of the research conducted to the Division Committee on Research.	District/ Division Committee on Research	April 2022	Evaluated and appraised action research
Coordination with the School Head for the issuance of memorandum encouraging the English teachers to adopt the results of the study.		Coordinate with the School Head for the issuance of memorandum encouraging the English teachers to adopt the results of the study.	Principal, Teachers	April 2022	
Getting feedbacks from the teachers who adopted the results of the study.		Gather feedbacks from the teachers who adopted the results of the study.	English Teachers	May 2022	
Writing reports on the adoption of the ReaP or ready to play video lessons as a strategy in improving student outcomes in English in the context of the learning delivery modalities and submitting it to the committee on research.		Write reports on the adoption of the ReaP or ready to play video lessons as a strategy in improving student outcomes in English in the context of the learning delivery modalities and submitting it to the committee on research.	Committee on Research	June 2022	

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