

IMPACT OF USING VIDEO LESSON IN TEACHING TYPES OF SPEECHES TO FRESHMEN ENGLISH MAJOR AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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DISCIPLINE

Education

KEYWORDS

*video lessons – public
speaking – technical
accessibility – internet
connectivity – student
collaboration – group projects
– discussion forums – english
majors – bestlink college –
speech performance; video
lesson; lesson teaching;
teaching types*

ARTICLE ID

AASGBCPJMRA-B42966

This study investigated the effectiveness of video lessons in enhancing first-year English major students' understanding of the different types of speeches at Bestlink College of the Philippines. It aims to determine the difference in student performance before and after the implementation of video-based instruction, using pre-tests and post-tests as measurement tools. A quantitative descriptive research design was employed, involving 70 purposively selected students from specific sections. The researchers employed purposive sampling to select 70 first-year English major students from Bestlink College of the Philippines for the academic year 2023–2024 as participants in the study. This non-probability sampling technique involves selecting individuals based on predetermined criteria relevant to the research focus. By using this approach, the researchers ensured that the participants possessed the necessary background to provide meaningful and informed responses. This intentional selection process allowed for the collection of targeted data, aligning closely with the study's objectives. According to the data, out of 70 respondents, 44 (62.85%) are female, while 26 (37.14%) are male, indicating a higher representation of female participants. In terms of age, the majority fall within the 17–18 age bracket, accounting for 61.42% of the total respondents. This demographic profile shows a predominance of young female students. All respondents are first-year English majors enrolled at Bestlink College of the Philippines. To maximize the effectiveness of video lessons, it is crucial to ensure uninterrupted access by addressing technical barriers such as poor internet connectivity and outdated devices. Enhancing digital infrastructure and providing modern technological resources are necessary steps to support students' learning experiences. Additionally, incorporating collaborative activities—such as group projects and discussion forums on speech topics—can promote active engagement and peer interaction. These strategies contribute to improving students' confidence and competence in public speaking.

RECOMMENDED CITATION

Carlos, L. M., Delasllagas, C., Irag, K., Isla, S. J., & Suela, J. (2025). Impact of Using Video Lesson in Teaching Types of Speeches to Freshmen English Major at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(5), 118.