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Utilizing Context Clues Strategy in Improving the Reading Vocabulary Skills of Grade 11 HUMSS Students in Barretto Senior High School

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Keywords	Abstract
context clues, vocabulary level	*One of the most important parts of reading and writing is vocabulary. Low vocabulary knowledge causes serious issues for its learners, which ultimately prevents them from mastering the English language. Therefore, this study was conducted with the goal of improving the vocabulary level of the students using the context clues strategy. Context clues are words that are used in connection with an unknown word to provide information about that word's meaning. The respondents of this study were the HUMSS 11 A students, wherein, most of them is at a B1 vocabulary level before the intervention. A test consisting of 30 multiple-choice items was used to assess the student's understanding of the words' meaning in context. The pre-test scores of the respondents accumulated a mean of 16.2 and the post-test scores have accumulated a mean of 20.6 which indicates that there is an increase on the scores of the respondents. The study shows that teaching students how to use context clues improve their proficiency in learning from context, hence, builds their vocabularies. This highlights the significance of teaching and learning contextual clue strategies to enhance the vocabulary skills of the students.*

INTRODUCTION

One of the most important parts of reading and writing is vocabulary. You may not realize it, but the more words you know, the better your speaking and writing skills will be (Postell, 2021). Word knowledge is power as words serve as building blocks to teach. (Moeller et al, 2009). Developing vocabulary helps students gain knowledge and abilities in many different areas of language and literacy. This includes helping with fluency, comprehension, and decoding (phonics and phonemic awareness). If learners lack vocabulary knowledge, they soon discover that their ability to comprehend or express themselves clearly is limited (Decarrico & Nation,

2001). To understand and construct more complex texts for a range of social reasons, children needs to have a wide vocabulary that continuously develops through language and literacy experiences. Vocabulary is a key component of reading for meaning. If children know the meaning of a word, they are far more likely to be able to read it and make sense of it within a sentence (Konza, 2010).

Vocabulary knowledge is an essential component of language and is vital for an efficient communication. Low vocabulary knowledge causes serious issues for its learners, which ultimately prevents them from mastering the English language (Alqahtani, 2015). By expanding their vocabulary, language learners must expand their word bank and build their linguistic range. However, acquiring new vocabulary can be difficult, especially for non-native English speakers who have issues with inferring meaning from context, proper use, and other issues. There may be a variety of factors causing these issues. For instance, various research have highlighted the poor methods used in English teaching and learning in Saudi Arabia (Afzal, 2019). In addition regarding their study, learners face vocabulary-learning problems even at the university level of education.

For junior and senior high school students in the Philippines, vocabulary knowledge is crucial for meeting the skills demanded by the Department of Education (DepEd) and overcoming additional reading demands, which are often educational (Cruz, 2015). The two senior high school subjects that mainly promote reading and vocabulary development were Practical Research 1 and 2 and English for Academic and Professional Purposes. The same subjects focus on the prerequisite competencies for tertiary education. However, not every student in the higher grades is prepared for the requirements especially since the pandemic situation wherein students have to miss education opportunities while other countries started in-person classes (UNICEF, 2021). In order to address this, teachers have looked out for the best way to improve their students' vocabulary skills, and one of the most highly recommended is the context clue strategy (Fudhla et al., 2019).

According to Karbalaei (2012) Context clues are words that are used in connection with an unknown word to provide information about that word's meaning. Students can determine the meaning of a word using the context's clues. Students can identify a word's meaning by using the context cues offered. There are some types of context clues that can be directly taught to students. According to Goldstein and Johnson (2011), there are several different types of context clues. Some of them are: Definition Clues wherein a formal definition of the new phrase may be provided, or the context of the statement or the sentence that follows may provide adequate clarification; Example Clues wherein a sentence may include examples that reveal what an unfamiliar word means; Synonym Clues wherein the reader may learn its meaning if a word repeats a notion that is already being stated through close-by familiar terms; Antonym Clues wherein an opposite meaning context clue compares the meanings of two words, one of which is unfamiliar; and the General Clues wherein sufficient clues might be available for readers to figure out the meaning of an unfamiliar word.

Therefore, in this research study, the students' vocabulary level will be determined before and after the intervention and will test if there will be an improvement on their pre-test and post-test score once the context clues strategy was applied.

Statement of the Problem

This study determined the vocabulary level of the Grade 11 HUMSS-A BSHS students' Academic Year 2022-2023 with the aim of improving the vocabulary skills of the learners.

Specifically, the study sought to answer the following questions:

1. What is the vocabulary level of the respondents before the intervention?
2. What is the vocabulary level of the respondents after the intervention?
3. What are the scores of the students in terms of:
   3.1. Pre-test
   3.2. Post-test
4. Is there a significant difference between the pre-test and post-test scores?

METHODOLOGY

Research Design

The researcher used a quasi-experimental research design, it is a unique research methodology because it is characterized by what is lacks. It was used since it aims to evaluate the researcher's intervention without using randomization. According to Thomas, L. (2020), quasi-experimental design aims to establish a cause-and-effect relationship between an independent and dependent variable.

Respondents

The participant of this study was thirty-five (35) HUMSS 11 A students in Barretto Senior High School. A.Y 2022-2023. The researcher seeks approval from the students in participating in the study. Confidentiality was maintained all throughout the study to safeguard the privacy of the participants.

Research Instrument

This study utilized a 30-item researcher-made, multiple-choice vocabulary test based on Common European Framework of Reference (CEFR) level of Vocabulary using the Vocabulary English Profile (EVP). It served as the participants' pre-test and post-test examination. The test contained sentences with highlighted difficult or unfamiliar words to allow the participants to utilize the context clues strategy. For the daily vocabulary assessment, a modified Vocabulary Knowledge Scale (VKS) was used which is a self-report scale developed by Brown (2008). The words in the VKS were lifted from discussion for that day. Various English teachers validated the multiple-choice vocabulary test.

Statistical Treatment of Data

To analyze the data, the researcher computed the frequency distribution for the vocabulary level of the respondents before and after the intervention. For hypothesis testing, the researcher used a Paired T-Test to test the significant difference of the data.

Results and Discussion

1. Vocabulary Level of the Respondents before the Intervention

Table 1: Vocabulary Level before the Intervention

Vocabulary Level	Frequency	Percentage
A1	0	0%
A2	5	14.29%
B1	24	68.57%
B2	6	17.14%
TOTAL	**35**	**100%**

Table 1 shows the vocabulary level of the respondents before the intervention. Out of the thirty-five (35) respondents, twenty-four (24) or 68.57% were at B1 level, six (6) or 17.14% were at B2 level, and only five (5) or 14.29% were at A2 level. The respondents' vocabulary levels were ranging between the A1 levels to B1 level. This indicates that most of the respondents were at B1 level.

With most of the respondents being at B1 level, the researcher, therefore conclude that students are at a lower level than they are ought to be. This was supported by Perez, A. & Perez, L. (2022), where he stated that the senior high school students of today have been revealed to be unable to reach the expected level of vocabulary knowledge for their grade level. He added that senior high school students perform poorly across all multiple levels of vocabulary knowledge due to some limiting factors.

2. Vocabulary Level of the Respondents after the Intervention

Table 2: Vocabulary Level after the Intervention

Vocabulary Level	Frequency	Percentage
A1	0	0%
A2	0	0%
B1	16	45.71%
B2	19	54.29%
TOTAL	35	100%

Table 2 shows the vocabulary level of the respondents after the intervention. Out of the thirty-five (35) respondents, sixteen (16) or 45.71% were at B1 level and nineteen (19) or 54.29% were at B2 level. The respondents' vocabulary levels were

now ranging between the B1 levels to B2 level with most of the respondents at a B2 level and none of the respondents were at A1 and A2 level.

This indicates that there is an improvement on their vocabulary level. This lines with the study of Ilter (2019) wherein the results of his study indicates that experimental group demonstrated a higher level of improvement in their vocabulary knowledge after applying context clues strategy instruction.

3. Pre-test and Post-test Scores of the Respondents

Table 3: Summary of the Scores of the Respondents

Table 3 shows the summary results of the pre-test and the post-test scores of the respondents. The pre-tests scores of the respondents accumulated a mean of 16.2 with a standard deviation of 4.86. The post-test scores, on the other hand, have

Score	Mean	SD
Pre-test	16.2	4.86
Post-test	20.6	4.31

accumulated a mean of 20.6 with a standard deviation of 4.31. It is evident that there is an increase in the mean of the pre-test and post-test scores.

Therefore, there is an improvement between the pretest and posttest scores of the respondents. This is in accordance to a research by Gala, J. (2019), wherein the increase in the mean of both scores showed that context clues were effective in discovering the meaning of unknown words.

4. Difference between the Pre-test and Post-test Scores of the Respondents

Table 4: Summary Results of T-test

Variables	t	sig	decision
Pre-test and Post-test	-3.133	.004	Reject HO

Table 4 shows the summary results of the t test on the difference between the pre-test and the post-test scores of the respondents. Since the p-value of 0.004 is less than the marginal error of 0.05, then the null hypothesis can be rejected. Therefore, there is a significant difference between the pre-test and post-test scores of the respondents.

This adheres to Sasa, W. & Suchaniya, W. (2021), where the findings of their study revealed that the ability to use context clues to derive the meaning of unfamiliar words among their respondents was significantly different. This means that the context clues generally helped the respondents to determine the meaning of unfamiliar and technical words.

Conclusion

Based on the findings, the researcher made the following conclusions:

1. Before the intervention, most of the respondents' vocabulary level was at B1 level; however, there are still some who were at A2 level. According to the CEFR Global Scale, A2 level are the Basic Users who can understand sentences and frequently used expressions related to areas of most immediate relevance.
2. The vocabulary level of the respondents improved after the intervention. There respondents are now either on level B1 or B2. According to the CEFR Global Scale, these levels are the Independent Users who can understand the main points of clear standard input on familiar matters regularly encountered in work, school, etc.
3. The pre-test scores of the respondents accumulated a mean of 16.2 and the post-test scores have accumulated a mean of 20.6. This clearly shows that there is an increase on the scores of the respondents which indicates that the context clues strategy was an effective way to improve the reading vocabulary skills of the students.
4. Based on the t-test results, there is a significant difference between the pre-test and post-test scores of the students before and after the intervention.

Recommendations

The researcher recommends the following actions referenced from the above findings and conclusion:

1. 1. With this research, the words are only limited to the subject of the researcher. It is recommended that the research should be sustained and expanded by including words that is used in other subjects or words in general to further enhance the vocabulary skills of the students.
2. Teachers should integrate context clues strategy to help the students improve their vocabulary skills without the use of dictionary.
3. The researcher may focus on the jargons of each specialization. Since they are a senior high school students, they should be familiar with these words first before entering college.
4. For future researchers, when creating a researcher-made test, ensure to incorporate a more challenging word when creating a test or an assessment.

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Peer-Assisted Learning Strategy in Improving Reading Comprehension Level of Grade 11 TVL-Combo 1 Frustrated Readers of Tapinac Senior High School

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Keywords

reading comprehension, frustrated readers, Peer-Assisted Learning Strategy (PALS), Grade 11 TVL students of Tapinac Senior High School

Abstract

Reading is one of the most vital macro skills as it forms the foundation for all further learning and opens the door to all other content and discipline areas in education. The study aims to determine whether the peer-assisted learning strategy effectively improves the level of reading comprehension of frustrated readers. This quantitative pre-experimental one-group pre-test-post-test research study was conducted on seven (7) Grade 11 TVL Combo 1 students categorized as frustration readers. Data were collected using an adapted reading intervention material. The study found out that in the pre-test, all respondents fell under frustration level, and after the six (6) weeks of intervention, their scores improved in the post-test. Six (6) respondents were categorized as instructional readers, while the remaining one (1) was categorized as independent readers. The researcher rejected the null hypothesis as it was found that there is a significant difference between the pre-test and post-test, highlighting the effectiveness of Peer-Assisted Learning Strategy (PALS) in Reading. Thus, the study recommended that PALS in Reading must be continued. School administration, teachers, and students should engage in this strategy to further enhance the student's reading comprehension. More research is needed to confirm the findings and enhance the reading materials that were employed in this study. Lastly, the Peer Assisted Learning Strategy (PALS) in Reading can be strengthened by expanding this reading program to other schools to collect more data.

INTRODUCTION

Reading is one of the most vital macro skills as it forms the foundation for all further learning and opens the door to all other content and discipline areas in education. (McKnight, 2021). In addition, many of our daily tasks require reading. Life in the twenty-first century demands strong reading comprehension abilities. This need will become more and more evident as students mature into their roles as adult citizens. Although reading is an essential skill a student must acquire, many students have seen reading as an everyday task that most people in today's modern World give little thought to. Joy (2019) highlights that the ability to read, unlike the ability to speak, is not inborn, and a learner does not acquire it simply by watching and listening to others read. As a result, it becomes crucial for teachers to create learning activities that can better meet the needs of each student in terms of reading.

In the Philippines, educational experts emphasize that students shall be the primary concern of all instructional institutions. Penido (2017) claims that students must be the center of the teaching and learning process; thus, educators need to change how they perceive and interact with the learners, starting from the premise that all of them, without exemption, can learn and contribute to their education. The Department of Education has implemented the "No Child Left Behind' policy to address the needs of all learners regardless of their status. Hence, the researchers have become active in searching for the best strategies to cater to the student's needs, whether in instruction, facility, or other educational resources. In addition, the reading comprehension skill of the students in the country has various issues. According to the 2019 Programme for International Student Assessment (PISA), out of 79 nations and economies, the Philippines ranks the lowest in reading comprehension scores (Juan, 2021). In connection with that, the Department of Education (DepEd) has been striving to improve the literacy levels of Filipino students. DepEd released Memorandum 173, Section. Hamon to introduced in 2019: Bawat Bata Bumabasa (3Bs Initiatives). Schools nationwide use this to make every student a proficient reader. The project also aims to improve the reading abilities of the students.

In Tapinac Senior Highschool, there are identified frustrated readers. It refers to learners who can read words but do not have the desire and the ability to comprehend (Bermejo, 2020). In addition, according to the University of Utah Clinic (n.d), frustrated readers are students who lack reading comprehension. These types of students are seen mainly during their classes in 21st Century Literature around the World and the Philippines, wherein they are required to read orally. Some students cannot distinguish words and sounds and can read but cannot answer when asked questions.

These problems paved the way for the researcher to utilize the Peer-Assisted Learning Strategy in Improving reading among frustrated readers. According to Vardy et al. (2022), Peer-Assisted Learning Strategies (PALS) is a class-wide structured supplementary paired reading program to support learners' reading. PALS for reading is a powerful, empirically supported whole-class paired reading program that helps students improve their reading abilities. In addition, Peer-Assisted Learning Strategies (PALS, as such, is a structured peer tutoring program. In conjunction with Dr. Deborah Simmons, PALS was developed in 1989 by Dr. Lynn Fuchs and Dr. Doug Fuchs (2001). The strategies derived from Fuchs' interest in developing a peer-mediated instructional strategy that incorporated elements of other research-based methods, including Class-Wide Peer Tutoring (CWPT), Classroom-Based Measurement (CBM), Cooperative Integrated Reading and Composition (CIRC), and Reciprocal Teaching. Developers used these methods to enable a broader range of students to participate and increase success in school.

Furtherly, as far as the origin of peer tutoring is concerned, it has solid roots both in behaviorist and constructivist approaches to learning. According to the behaviorist approach to learning, the outcome of peer tutoring can be improved by rewarding the tutors for their excellent performance or providing other favorable conditions for tutoring. Here the outcomes of peer tutoring are conditioned to some external stimuli, which is the main idea of Skinner's learning theory. In the same way, the constructivists—both Vygotsky and Piaget—favored peer tutoring. Piaget's cognitive theory admits that the cognition of both tutors and tutees develops in all stages of peer tutoring, e.g., when the tutor prepares the lesson for the tutoring session.

Similarly, when both tutor and tutee interact and exchange their views during the peer tutoring session, the accommodation takes place, and the learning process proceeds further. On the other hand, Vygotsky was the strongest supporter of peer tutoring and said that the academic performance of slow learners could be improved if they were engaged in collaborative work or peer tutoring. He advised teachers to use cooperative learning activities where struggling students could benefit from the assistance of more skillful peers.

The researcher will then use this approach to cater to the needs of those left behind in the instructional process. The researcher is motivated to conduct this study to determine the effect of peer-assisted learning strategy on the reading performance of frustrated readers.

Statement of the Problem

The study aimed to determine the effect of PALS in improving reading among frustrated readers. Specifically, it sought answers to the following questions:

1. How may the respondents be described in terms of:
   1.1. Pre-test Score; and
   1.2. Post-test Score?
2. Is there any significant difference between the respondents' scores in their pre-test and post-test?
3. What action plan may be derived from the results?

METHODOLOGY

Research Design

This research used quantitative research since it was more effective and involved numerical data. Quantitative research gathers and analyzes numerical data, which is used to make predictions, test causal hypotheses, and extrapolate findings to larger populations (Bhandari, 2020).

This research utilized the pre-experimental one-group pre-test-post-test design because the participants in this study were assessed before and after the intervention. The respondents used the same treatments and assessments, particularly the Peer-Assisted Learning Strategy in Reading. According to Cranmer (2022), one group Pre-Test Post-Test Design involves measuring the outcome of interest twice: once before and after exposing a non-random group of participants to a particular intervention or treatment. The effect of a treatment in pretest-posttest research designs is calculated by comparing the results of the first and last assessments.

Respondents

The study's respondents were the seven (7) Grade 11 TVL Combo 1 student labeled as Frustration Readers. All respondents have not been subject to previous research and have not received any intervention before this study. They were the respondents of this study as they fell under the Frustration Level during the pre-test.

Table 1: Distribution of the Respondents by Strand

Strands	Frequency	Percentage
TVL	5	71%
EPAS	2	29%
Total	**7**	**100%**

Research Instrument

The following was the instrument in this study:

Pre-Test and Post-Test Result. The researcher adopted the Pre-test and Post-test from the research study of Daulay (2017) entitled "The Effect of Peer Assisted Learning Strategy (PALS) on the Students in Reading Comprehension At

Mts Al-Washliyah 82 Medan."

Statistical Treatment of Data

The following statistical tools were used to analyze and interpret the data.

1. Mean Distribution. This statistical treatment was utilized to present the pre and post-test results of the respondents.
2. Paired T-test. A paired t-test was a statistical method used to check the mean difference. The paired t-test determined the difference between two variables for the same subject. In this research, a paired t-test was performed to determine if there was any statistically significant difference in the participants' mean scores in the pre-test and post-test.

Results and Discussion

The scale below was used in order to identify the reading level of the respondents:

Score	Reading Level
24-30	Independent
16-23	Instructional
15 and below	Frustration

1.1 Pre-test Scores

Table 2: Pre-test Scores of the Respondents

Student Number	Pre-test Scores	Reading Levels
1	12	Frustration
2	12	Frustration
3	7	Frustration
4	12	Frustration
5	13	Frustration
6	7	Frustration
7	13	Frustration
Mean Score:	**10.86**	**Frustration**

Table 2 shows that all the respondents fell under the frustration reading level. Two (2) out of seven (7) or 28.57% of the respondents got seven (7) points, while 42.86% or three (3) of the respondents got 12 points. The remaining two, or 28.57% of the respondents, got 13 points. All their scores fell under the frustration reading level. Sornito (2020) states that a *frustrated reading level* is defined as readers finding reading materials so difficult that they cannot respond successfully.

The pre-test results may have a number of underlying explanations. Cutting (2017) asserts that several factors, such as inadequate exposure to language and early literacy activities, insufficient instruction, and more physiologically based risk factors, contribute to reading failure. As a result,

frustration levels are those levels that require extensive or even moderate assistance from an educator or peers. Hence, teachers need to use new classroom strategies to cater to all their learning needs, including improving reading comprehension.

1.2 Post-test Score

Improving the learners' reading level comprehension requires a lot of things. Peer is one of the factors that can help students enhance their reading comprehension.

Table 3: Posttest Scores of the Respondents

Student Number	Posttest Scores	Reading Levels
1	26	Independent
2	21	Instructional
3	21	Instructional
4	22	Instructional
5	21	Instructional
6	21	Instructional
7	18	Instructional
Mean Score:	**21.43**	**Instructional**

Table 3 highlights how the scores of the respondents improved. All the respondents, or 100%, got higher than their pre-test scores. 87.5% of the respondents, or six (6) who received Peer-Assisted Learning Strategy in Reading, got a score ranging from 18 to 22 points, identifying them as instructional-level readers. The remaining one student, or 12.5%, reached independent reading levels. The post-test resulted in a 21.42 mean score, meaning most respondents were now under the Instructional reading level. Instructional reading level means that the reader has sufficient background knowledge about a topic and can access texts quickly and with no or few errors (University of Utah, 2022).

In connection with the research study of Hasnani and Ismail (2020), the application of the Peer-Assisted Learning Strategy in Reading that had been completed was judged to have been successful. Thus, the set learning goals were accomplished. It has been demonstrated that peer-assisted learning strategies helped students learn more effectively and fostered their creativity individually and paired. The students' post-test reading comprehension scores showed a better result. In addition, improving the learners' reading level comprehension requires many things. Peer is one of the factors that can help students enhance their reading comprehension. According to Mahdalena, Simamora, and Ginting (2017), students could learn higher-level thinking techniques from their peers and develop self-confidence when reading as they are more comfortable asking questions with their peers.

2. Difference of the Pre-test and Post-test Scores

Table 4: Paired T-test Result of the Pre-test and Post-test Scores of the Respondents

Test	Mean	SD	T-computed	P-value	Decision	
PRE	10.86	2.67			Reject the null	
POST	21.43	2.37	7.87	0.000222252	hypothesis	Significant

*Note: df=6, *p<0.5*

Table 4 shows the paired t-test result yielded a p-value of 0.000222252; thus, the null hypothesis is rejected. Therefore, there is a significant difference in the pre-test and post-test scores of the respondents. The result implies that the difference between the pre-test and post-test averages is big enough to be statistically significant. It can be gleaned from the t-value of 7.87 that the researchers rejected the null hypothesis, which is significant at a 0.05 level. The data shows notable enhancement in the reading levels of the seven (7) students from Tapinac Senior High School after implementing Peer-Assisted Learning Strategy in Reading.

In relation to the research study by Watsons, M. (2018), the outcomes of the two cycles of peer-assisted learning strategies demonstrate that peer-to-peer learning can improve students' reading comprehension abilities. Furtherly, Villaseran et al. (2019) affirm that the scores of those learners who were recognized as having low levels of reading comprehension dissatisfaction increased from the pre-test to the post-test.

Conclusion

Based on the results and findings of the data collection process, the researcher concluded the following:

1. The pre-test of the students yielded a low mean score of 10.86. This indicates that the average of the participants falls under frustration reading levels.
2. The post-test of the students had a result of a 21.43 mean score. This indicates that their average reading levels are at instructional after the implementation of Peer Assisted Learning Strategy (PALS) in Reading.
3. Based on the paired t-test results, there is a significant difference between the scores of the students before and after undergoing Peer Assisted Learning Strategy (PALS) in Reading. It is evident by the result in the posttest wherein, six (6) were classified as "Instructional Readers", one (1) was classified as "Independent Readers", and no one remained in the "Frustration Reader" category; indicating the positive significant difference of the pre-test and post-test scores of the respondents, or the success of the implementation of Peer Assisted Learning Strategy in Reading.

Recommendations

The researcher recommends the following actions referenced from the above findings and conclusion:

1. Peer Assisted Learning Strategy (PALS) in Reading should be continued to further enhance the reading levels of the students in Tapinac Senior High School.
2. Students should engage in pair reading activities with guidance of their teachers to enhance students' reading level comprehension.
3. School administrators and leaders should be aware with the effectiveness of Peer Assisted Learning Strategy (PALS) in Reading to provide seminars and training that will be beneficial in terms of enhancing the reading comprehension of Senior Highschool students.
4. A follow-up study can be conducted to validate the results and further improve the reading materials used in this research.
5. Similar studies should be conducted in the future to enhance the research based on more timely and relevant literature in regards to Peer Assisted Learning Strategy in Reading.
6. This reading program can also be extended to other schools to yield more data that can be used to strengthen Peer Assisted Learning Strategy (PALS) in Reading.

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Project BRILLIANT: Radiating its Effect to Reading Comprehension of Senior High School Students

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Keywords	Abstract
project BRILLIANT, frustration readers, reading intervention material, improved reading comprehension. Tapinac Senior High School	The researcher used Project BRILLIANT as an intervention program to students who had been identified as frustration level readers. The two (2) students from TVL had undergone the Project BRILLIANT and were guided to hone their reading comprehension during multiple sessions in per week. At the final session, it is found out that one of the respondents had a significant increase in the post reading score while the other one achieved smaller progress. The data collected were examined using T- test for dependent means in order to compare the results of pre-reading and post reading scores. Project BRILLIANT has been proven to have a significant impact to the students' reading comprehension. As such, Project BRILLIANT is still a worthwhile reading material and can be used for the benefit of students in need. Language teachers can use this as an intervention material to help out students who are facing difficulty in their lessons along with various reading intervention materials for an added coverage in learning. Another thing to consider is the improvement of the reading material is to increase the level of the material to include higher order skills. Finally, other researchers are free to utilize this material for further studies.

INTRODUCTION

The existence of the pandemic had caused major changes to the academic system in the Philippines as a whole. With the return of the face-to-face education, the teachers have been facing new problems as well as new challenges brought by the two years of remote learning especially when it comes to reading competency.

According to "The State of Global Learning Poverty: 2022 Update," the

pandemic only worsen the learning crisis in low and middle – income countries, like in the Philippines. Over the years of remote learning, students here in the Philippines faced many difficulties on remote learning such as poor internet connection, financial problems, and mental health struggles (Rotas & Chapay 2020). This led to a declining performance of students in school, especially reading. A study has noted that there is a significant decline in the reading achievement of the students during pandemic (Ludewig et al., 2022). It also has been concluded that some students still prefer to learn with a teacher in a face-to-face setting (Zakso & Agung 2021).

Now that face-to-face classes are in full implementation, the teachers must now find a way to solve these learning losses that developed over the years. One of the biggest challenges that the teacher's face during the start of the school year is the alarming number of non-readers in their class (Jackaria, 2022). As such, it was suggested to recover the learning loss is by identifying the struggles of the students and proceed to guide them on their progress to recovery (Gayares et al., 2022).

On this note, various learning recovery programs around the country has emerged to address reading difficulty. In Botolan, scaffolding is used as a means of enhancing the reading competency of their students (Ditona & Rico 2021). Meanwhile, Palina East National High school opted in using Paired Reading Strategy for improving the reading competency of their students (Adviento-Rodulfa & Lopez 2021).

The Department of Education (DepEd) issued Memorandum No. 173, s. 2019, launching the Hamon: Bawat Bata Bumabasa (3BsInitiatives). As a response, the teachers of Tapinac developed their own reading program entitled project BRILLIANT. Also known as "Bridging Reading Intervention through Life-long Learning and Innovative Activities using New Normal Technologies."

This project was established as an intervention material that helped frustration level readers via phone calls. After that, the project proved to be successful with 84% of the frustration level readers showed improvement after the program.

This school year 2022 –2023, there are still frustration level readers among grade 12 students. Hence, the researcher has decided to adopt the Project BRILLIANT material to help the identified frustration level readers improve their reading skills, particularly noting details and sequencing events, distinguishing fact and opinion, recognizing cause and effect, drawing conclusion and making inferences, and interpreting figurative language.

Using the Project BRILLIANT, the researcher aimed to address the reading difficulty of TVL 12 students in Tapinac Senior High School. It was implemented in hope that this project can address treading difficulties the students face after the pandemic and make sure they are well equipped to graduate and tackle college.

Statement of the Problem

The study aimed to improve the senior high school student's reading comprehension through Project BRILLIANT.

Specifically, the study wanted to answer the following questions:

1. How may the students be described in terms of:
    1.1. Pre-reading scores;
    1.2. Post reading scores after the intervention?
2. Is there a significant difference between the pre-reading and post reading results of learners after being subjected to the strategies used in Project BRILLIANT?
3. What are the implications of Project BRILLIANT when it comes to improving the reading comprehension in face to face instruction?

METHODOLOGY

Research Design

This research used the pre-test and the post-test experimental design. The result gathered were compared to one another to measure the effectiveness of the current design of Project BRILLIANT. The result of the data was used as a basis for the improvement of Project BRILLIANT. As action-based research can be used to ensure the enhancement of learning and teaching (Kember 2015).

Respondents

Students of TVL 12 of Tapinac Senior High School who fell under frustration level according to the last assessment using Project SHARP materials were be the respondents of the study.

Table 1: Distribution of the Respondents by section

Strands	Frequency	Percentage
TVL COMBO 12	2	100
Total	2	100%

Research Instrument

The data came from the comparison of pre-reading and post reading result of the students.

The reading intervention material that was used is from the previous Project BRILLIANT material that was used by Tapinac Senior High School. The scores the students will get will be tabulated for the frequency and average.

Statistical Treatment of Data

The researcher used the following techniques for further analysis and interpretation. T Test for Dependent Means was used to compare the pretest and post test results of learners under the frustration level of comprehension.

Results and Discussion

1. Result of Pre-reading and Post Reading

In table 2, there are 2 learners who are in the frustration level and were selected as part of the study. The table showed both the scores of the participants after the pretest and posttest.

The pretest revealed that both readers scored low on the pretest. One of them landed on the frustration level with a score of three while the other landed on the instructional level with a score of five. After the intervention program, the scores of one of the student increased by one while the other had a significant increase in the scores gathered.

Table 2: Learners in Frustration Level Reading Comprehension Pretest and posttest result

	N	Min	Max	Mean	Reading Comprehension Level		
					Frustration	Instructional	Independent
Pre-Test	2	3	5	4	1	1	0
Posttest	2	4	9	7	0	1	1

2. Significance between the pre-reading and post reading scores

The table 3 presents the result of the one-tailed T-test for dependent/paired samples. The table showed that the P- value is at 0.5 value. That means that there is a significant difference between the pre-reading and post reading result after the project BRILLIANT.

Table 3: Result of One- Tailed T- Test for Paired/ Dependent Samples

Test	T-computed	P-value	Decision	
Pre-test & post-test	1.66	0.34	Reject the null hypothesis	Significant

H_0: There is no significant relationship between the student's pre-reading and post reading results after being subjected to the strategies identified in Project BRILLIANT.
H_1: The post- reading result is higher than the pretest result. That means project BRILLIANT has a significant effect on improving the reading comprehension level of the learners.

3. Implication of the Study

Based on the results, it is evident that Project Brilliant helped the development of the students reading comprehension skills. As it stands, Project Brilliant is still a viable way of developing reading comprehension of the students. As such, teachers are encouraged to use it as an intervention material for the foreseeable future.

Conclusion

After the conduct of this study, the following conclusions drawn:

1. There are two respondents in the study. Student A had a frustration level reading comprehension at the pre-reading and instructional level at post reading examination. Student B had an instructional pre-reading score but had an independent post reading score.
2. There is a significant difference between the pre-reading and post reading test. This is supported by a p value of 0.34 indicating that the null hypothesis H0 must be rejected.
3. As it stands now, the Project BRILLIANT is still usable as a learning recovery material designed to improve the student's reading comprehension skills.

Recommendations

Based on the findings, the following recommendations are advised:

1. Language teachers can continue to utilize this material to improve the reading comprehension skills of learners. However, it seemed that other reading materials should accompany it to further boost the reading competency of other learners.
2. Future researchers could also pair this intervention material with other learning strategies and see how both will work together.
3. Researchers should find more ways to improve the material as well as provide more kinds of reading exercises to promote higher order skills. It is also advisable to improve the competencies of the content of the material such as the passages and skill competency.
4. Other researchers could conduct future research and studies with a larger population.

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Efficacy of Extending Deadlines and Leniency in Response to Delayed Assignment Submissions: Grade 8 Student's Compliance to Online Tasks in English at RSHS-III

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Keywords	Abstract
leniency, compliance, online tasks, deadlines, high school	*Education today in the Philippines had been constantly challenged by changes brought about by the pandemic. As per the Department of Education (DepEd), online learning is defined as a venture that features the teacher as facilitator, engaging learners' active participation through the use of various technologies accessed through the internet. This case study discovered particular themes involved in student late submission; namely the lack of organization, troubles in understanding lessons, lack of family support, the length period of assigning tasks. Students were also observed in terms of their performances. The study concluded that the students lack organization skills; All the respondents never asked any follow up question on the tasks; The students does not have any strong support at home; The students do know the value of their work and have a sense of fulfilment upon finishing their tasks; They associate failure in submission as an offensive act to their teachers which also aids in the action to help them submit to their tasks. It is recommended that the school keeps continuous contact with the parents of the students; a recovery program inclined with the school intervention programs; and improvement of school policies on late submissions under student performance.*

INTRODUCTION

The current situation of the education system required partnership with various experts and the private sectors of the Philippines, ensuring that each step is necessarily sound in conducting the available learning modalities alternative to the face-to-face setting. As implemented by the Department of Education (DepEd), they defined online learning as a venture that features the teacher as facilitator, engaging learners' active participation through the use of various technologies accessed through the internet while they are geographically remote from each

other during instruction. Since it is Online learning uses constant internet connections to function, while it makes synchronous learning possible, the teacher has limited control on their end. These provisions make online learning modality more interactive than the other types of distance learning. Without real time responses, the teachers have no extended control to inspect whatever hinders a student to submit an assignment should they be left without an output after their class.

Education systems around the world are facing an unprecedented challenge. Governmental agencies are working with international organizations, private sector partners and civil society to deliver education remotely through a mix of technologies in order to ensure continuity of curriculum-based study and learning for all. (UNESCO, 2021). Now that we are facing the inevitable, this study shall be of immense assistance to discovering the possibilities that the educational process may explore to cater to all the learners and facilitators and their changing needs.

Matheson and Shriver (2005) said that in essence, there are commands that increase the probability of child compliance which can be considered as effective while there may also be commands that do not positively affect child compliance, hence ineffective. In the era of online learning modality, this research shall discover how a certain act from the facilitators of learning becomes effective and therefore cultivates compliance.

The new normal is what we dream to make a better normal, where the people will cope effectively to the rampant changes. According to Sakina, Uyun & Kulsum (2020), the biggest challenge overcome by the teacher is more time needed to learn and adapt to this new situation where they must employ technology in our educational culture. It also shows that for students, the stability of internet connection also becomes major obstacle in blended learning.

With the online technology, which tremendously catered to a lot of sectors, more usage also paves way to greater chances of misuse. Students also had the time to find suitable technologies to be able to accomplish their schoolwork. With this, not all students successfully overcome the struggles which then leads to not finishing on time and failing their tasks. Late assignments submissions are sometimes generalized as an act of procrastination. Procrastination can be defined as the intentional delay of a task as defined by Nordby, Klingsieck & Svartdal, 2017). Furthermore, they noted that the more difficult the task, the more students tend to procrastinate. At the same time, the easier a task, the more likely students were to perceive the task to be boring or uninteresting.

In the study of Robertson, Larson & Humphrey (2020), they observed that depending on the institution, the teacher may or may not have the flexibility on the late point policy for their class. During the time that the online learning modality is made available to the Philippines, the teacher is responsible for monitoring all students hand in hand with the parents playing the role of the home facilitator of learning.

Uncovering strategies like reflective writing assignments where students are asked to reflect on how their time management choices affect their work or project schedule sheets that require students to plan out and schedule specific tasks on their projects, or something like mail situational awareness alerts that give students feedback on how their progress compares to others which Edward, Martin, & Shaffer (2015) found out in their study as viable classroom interventions to ease procrastination.

Statement of the Problem

To serve as a guide for this action research, this study will focus on cases of the delayed assignment submissions. Specifically, this study seeks to answer the following questions:

1. How may the perception of students on their compliance to online tasks be described in terms of:
   1.1. extending deadlines; and
   1.2. leniency in response to delayed assignment submissions?
2. What are the effects of leniency and deadline extensions to the performance of Grade 8 students in online learning?
3. What action plan may be proposed based on the findings from this study?

METHODOLOGY

Research Design

Since there is a cyclical nature of systematic investigation of teaching and learning, followed by data-driven improvements resulting from the outcomes of the investigations wherein this topic is not a valuable, professional development alternative, this research shall fall under the characteristics of an Action Research as defined by Mertler (2013). Cunningham (2008) also emphasizes that in an Action Research, the goal usually is to describe or explain the organizations, phenomena, or behavior being studied and/or to generalize the findings to future organizations, phenomena, or behavior. Moreover, this action research is a case study that seeks to provide viable processes for the best possible way in bringing intervention on the problems of the grade 8 students with complying to online tasks in English.

Respondents

The respondents in this study are from the Grade 8 English students at the Regional Science High School-III enrolled under Online Learning Modality with a total of 5 respondents which is the number of enrollees who have troubles submitting their tasks on time. The respondents and school are selected because both researchers are assigned to the mentioned grade level and school.

Table 1: Frequency Distribution

Respondents	Frequency
Grade 8 Mahogany Online English Learners with late submission cases.	5
Total	**5**

Research Instrument

The instrument to be used in this study is derived from the study of Treadwell (2007) which includes 10 questions for the first part that determines the student's perception on delayed submissions and teacher policies when it comes to complying with their tasks. The questions are to be answered in a 5-point likert scale.

For the next part, four interview questions which shall tackle how the students perceive their circumstances on why they would most likely submit a task late, with questions on organization, not understanding the topic, parental support, and short or long assignment period terms, respectively in that order.

Lastly, the researchers shall conduct an observation on the online classroom and give assignments with total conditional rewards such as complete marks on a task or assignment for at least a two-week period of observation. This shall provide an insight on how the compliance of the students vary upon applied course of submissions.

Statistical Treatment of Data

This research shall employ narrative analysis of the qualitative data gathered. According to Charmaz (2006) Narrative analysis may provide a broad picture to look in to the cases presented. In narrative analysis, the researcher may present both the text structure and its linguistic nuances. Another objective of this research is to navigate the effects of leniency and deadline extensions that is implemented on a child's performance in accordance to academics and their compliance.

Results and Discussion

Students' Compliance Modality

The first data collection approach used by the researcher was an open-ended student survey. There were 10 questions in this survey, on the scale of what they agree and disagree in:

1. 100% of students feel they disappoint their teachers if they don't do their homework.
2. 80% of students said that liking their teacher had little to do with completing homework assignments.
3. 100% of students said they feel good about themselves when they do their homework.

4. 100% of students feel that cheating or copying off of someone else's homework is bad.
5. 20% of students say that they are more willing to do homework if some kind of reward is involved.
6. 40% of students say that they have strong parental support with their homework.
7. 40% of students say that their parents care if they don't do their homework.
8. 80% were having problems understanding their homework/assignments.
9. 80% of students indicated that organization was not a factor in whether or not they turned in their homework.
10. Lastly, 40% of students said that they will still do their homework if they don't finish it at school.

Table 2: Survey Results

No.	Student Survey	5 Strongly Agree	4 Agree	3 Somewhat Agree	2 Disagree	1 Strongly Disagree
1	I feel I have disappointed my teachers if I don't do my homework.	60 %	40%	0%	0%	0%
2	I am more willing to do my homework if I like my teacher.	20%	60%	20%	0%	0%
3	I feel good about myself when I do my homework.	20%	40%	40%	0%	0%
4	I feel that copying someone else's homework is bad.	20%	40%	40%	0%	0%
5	If my teachers rewarded me for doing my homework, I would be more willing to do it.	20%	20%	40%	0%	20%
6	My Parents are always willing to help me with my homework when I need it.	0%	20%	20%	40%	20%
7	My parents do not care if I do my homework.	0%	20%	20%	40%	20%
8	I have a difficult time understanding my homework assignments.	40%	20%	40%	0%	0%
9	I often do not turn in homework because I can't find it.	20%	40%	20%	20%	0%
10	If I do not finish homework at school, I am more than likely not going to do it.	20%	40%	0%	0%	40%

Since the students answered in no particular known order and questions were adapted from a paper on student's late submission in early years, there is strong foundation that the students answered honestly and as best they could. The researcher specifically chose this approach because of the conditions presented to the class. It is notable that these students have never been in a face-to-face environment in their secondary schools, according to a University of the Philippines Los Baños (UPLB) study published on the Philippine Journal Science, Filipino students are ready in terms of demonstrating proper computer and internet skills but not in terms of learner control. To cater to the respondents, the researcher used a tool that has a formal but subtle tone for better understanding.

Student's Interviews

For the next method of this research, the researcher conducted interviews. The researcher focused on four major topics because of the limited online sessions and due to the different duties a teacher undertakes, the four topics include of: organization, level of understanding on assignments, parental support, and the types of assignments students preferred. The five (5) cases involved were interviewed in no order.

Table 3: Thematic Analysis

Trends	Organization	Understanding the topic	Family Support	Period of assignments
Student 1	"No."	"Yes, sometimes. It's really hard for me to focus because sometimes *(sic)*…since there are a lot of distractions.	"…sometimes."	"I prefer assignments given in shorter periods, I can feel the pressure that way."
Student 2	"…not really."	"So far there's no*(sic)*, because every topic given is not that hard but many."	"…when it comes to achievements, but not while achieving."	"…with shorter, because I am a crammer and a procrastinator."
Student 3	Yes	"Yes, there are times I don't understand the topic, but I don't get discouraged to finish my tasks. I will just review the topic and I will try to understand [about] it."	"…sometimes."	"For me, it's easier to answer the assignment if it takes a long period of time, this is because it will give you time to check your answers and you don't have to rush just to answer it."
Student 4	"Not really."	"Yes, it makes me feel like I can't even do the task in the first place	"…not that much."	"Shorter period, I don't know it just seems easier for me."
Student 5	"Definitely not."	"Yes, there's some topics that I really can't understand, and it really demotivates me from spending hours trying to understand if I don't understand the first time."	"Only my dad, he's really supportive and helps me a ton. The last time I remember my mom telling me to do my homework it resulted in me taking bathroom breaks because I couldn't hold back tears every few minutes.	"Either way I forget about it- I forget almost anything that happens that isn't the present or some sort of memorable moment, the time due doesn't usually effect since I forget until after the due date."
Overall	**80% agree they are unorganized**	**80% agree that tasks are hard because they do not understand the topic**	**100% agree of not having full support from family.**	**80% agree that shorter periods of time motivate them to do tasks.**

THEMES

Organization

The researcher used the question: Do you think you are organized with your tasks? Why or why not?, as guide to solicit answers. 4 out of 5 students categorized themselves as not organized. This is also reflected in the researcher observations when it comes to their submission, therefore it is considered that organization affects the student's compliance to online tasks and organization may be mediated by extending deadlines.

Understanding the topic

The research used the question: Are there times you don't understand the topic? If so, does it discourage you to finish your tasks?, as guide to solicit answers. 4 out of 5 students imply that not having proper grasp of the lesson demotivates them to do the tasks inclined with it. As observed in the online sessions of the

teacher, the people who participate in online classes also submit their tasks on time while 2 of these respondents are mostly absent and the others join and disconnects while in session. It can be concluded that the students understanding on the topic affect students' compliance to online tasks and may be mediated by extending deadlines.

Family Support

The researcher used the question: Do you feel like you are supported by your family/ parents with your schoolwork?, as guide to solicit answers. 5 out of 5 students believe that there is no strong parental support received while schooling. As the researcher conducted activities that involve the parents participation to support the children's tasks, it can be inferred that there is a capacity for support. From the respondents' statements, there is guidance and provision from their guardians however a different approach was deemed necessary by the students. It is suggested that most of the students do not like authoritarian parenting and requests for authoritarianism. According to Muhopila (2021) influences of authoritarian parenting, may include extraversion personality, and conformity to bullying. Since this is online, the observations of the researcher are limited to this aspect however it may be concluded that lack of parental support has strong linkage with affecting student's compliance to online tasks and may be mediated by leniency.

Period of assignments

The researcher used the question: What is easier to answer, assignments with longer or shorter period? Why?, as guide to solicit answers. 4 out of 5 students believe that they do better when given shorter periods of assignments. The other attributed data gathered by the researcher under this factor includes not having intrinsic motivation from having organization skills, understanding the topic and their family support. It can be concluded that the students do not request for longer deadlines but leniency although measures to apply due dates and submission policy is observed by the researcher. The students are candidates for alternative measures other than asynchronous modalities and therefore period of assignments affects student's compliance to online tasks and may be mediated by leniency.

Therefore, all factors measured were improve by the end of the researchers observation with a minimum of percent each week. The assumption that extending deadlines and leniency for delayed assignment submissions of the Grade 8 student's online tasks in English has no effect with their performance in online learning is rejected for their performance is directly proportional to their submissions and organization, understanding the topic, family support and period of assignments are all measures that may be mediated by leniency and extending deadlines.

In terms of organization, 80% of the students believe that they are not organized which is determined by their ability to accommodate with their tasks as provided by teachers. When it comes to understanding the topic, most of the students interviewed indicated that understanding is in fact a major issue that results to missing submissions of their assigned outputs in the google classroom

while 20% claims that there were just too many tasks to juggle along with their other subjects' assignments. No student claimed to have full support from parents, 20% believes that only one of their parents show support but is terribly facing extreme consequences with the other, 40% believes that there is a time when they would somehow be supported, while 40% believes that it is the achievement where they can feel supported but not in the process where they aim to succeed in school works/assignments.

There was a lot to process since as teachers, according to Muppudathi (2014) Knowledge of what you can do as teacher to help slow learners enables you to put your best efforts in the right direction and contribute to the children's success in later years. Although the effort from the teacher's end is simple, yet the result at the end of the day is great enough to make a teacher feel proud of herself as well as her learners who had managed to overcome their weakness. With the answers gathered from the students, there were few proper measures a teacher can only act upon.

Lastly, this question is intended to hear their voices on what a teacher can help them with in regards to the due date of their assignments. Most students want a shorter period of submission in each task so they can deal with it faster, 20% believes that they would appreciate to take the time and input quality in their work, another 20% says that the period doesn't make much difference to their compliance with the tasks.

The last method to collect data for this research was online performance observations. For two weeks, the researcher conferred with the daily tasks for communication with the students' guardians through a signed consent form in return of a 100%-mark reward in the next online task. Since this is online, there was 100% feedback from their guardians through Facebook Messenger. With the following tasks assigned to them, the content of their outputs were observed. The trend that is manifesting with this situation involves the student's organization. In the first week, 60% of the students still submitted late. Before deduction, all of the students got at least an 85% mark on their outputs. After the due date of each task, the respondents are notified of their missing outputs and the next week there only 40% of late submission among the students.

There were specific formats given for the students' tasks, the intent is to add another detail to create more specifications in each task (e.g. a certain space for them to put their name, the information they have to provide, their grade level, the date, the format etc.) Out of 5 cases, 3 of them or 60% failed to follow the full instruction in the first task but only 1 or 20% of them failed to follow in the last task of the second week. While some students would inquire about their tasks as it is uploaded on the Google Classroom thread, no student among the 5 cases were able to ask anything in all weeks. Only students that already hand in homework regularly would begin the assignment as instructed. 40% of the cases were not present more than twice a week in class, which means that they were not able to study in the pace like most of the students.

Students that were constant with submitting on time can be seen to be

most active in online classes and talking to their classmates on chat while in class, they communicate effectively with others and volunteer most of the time. A one day provision per submission, there is another day added in each task due date for submission and 80% of the respondents were late in the submission of the first task but it slowly revived to 20% of late submission at the end of the week.

Conclusion

Based on the findings of this research, here are the discoveries of this study:

1. The students accept that they are not organized and heeds to responsibilities (especially about their school works) which is reflected with the teachers observation and their performance. The findings from the survey and the interview questions concludes that there is a need for organization from both teachers, and students viewpoint, and both agrees that this is indeed a factor in them completing and turning in online tasks.
2. All of the respondents, despite the constant contact with them and encouragement, never asked any follow up question on the tasks and instead replies with gratitude like "Yes, ma'am. Thank you." or affirmations like "Yes, ma'am." .
3. 100% of respondents, after the first week, did not reply even after notification that the due date of their task has passed. On the second week, 40% replied that they will submit their tasks and 20% passed on time while the remaining 40% had no reply and passed late in the name of poor connection and other circumstances.
4. Student's does not have any strong support at home, which adds to lack of motivation because of the environment they are in. Without their usual chances to talk and engage to others, they were slower in pace. This is opposed to performing students (students who are able to pass their tasks on time) who continue to communicate with others despite the mode of learning. Students in this case talk in a very casual manner, which is connected to their experience of being exposed to their former ways in elementary school and having no chance to explore secondary school in real life; along with the learning is the maturity. According to Treadwell (2007) such apathetic attitudes are prevalent among some of the students… (students) have an emotional response to homework completion, this is proven to still exist in online learning.
5. Students do know the value of their work and have a sense of fulfilment upon finishing their tasks. They associate this failure in submission as an offensive act to their teachers which also aids in the action to help them submit to their tasks. When it comes to parental support, it is very important for these students to have proper support. With the responses of the students to the interview, my students in fact are voicing out a need of parental support, which the students also believe parents expect them to finish their tasks on their own.

Recommendations

After forming conclusions based on the data gathered, the following recommendations are considered.

1. A continuous weekly update with parents, this shall inform them when and if a task has not been submitted. As for the students support at home and at school, the English students shall have a recovery program inclined with the Project LINGAP (Lending Intervention to Nurture Growing Awareness and Personal Development) wherein the students will have the chance to face their circumstances and work on intrinsic motivation through other mediums.

2. The school should facilitate programs/seminars on organizational skills to students before the beginning of classes, one of which will provide them with measures (Journals, school website intervention in line with Project BPI-URL or Best Practices on Instruction in Using Remote Teaching and Learning; which assigns a teacher per class to have their own method of performance improvement which is then added to their quarterly teaching assessment) such as using planners or online apps.

3. The school should improve policies on late submissions under student performance as additional measures and motivation to finish their tasks. Although there will be deductions, students should always have chances to make up for their unfinished tasks, this involves the quality over quantity aspect of their work.

4. A follow up action research should be conducted focused on less self-assessed approaches such as including teacher assessments and instruments which shall follow naturally along with the other intervention plans prescribed. Because of prevalent trends like loss of interest, lack of support, success and meaningfulness in life should be redefined in the context of a grade 8 learner.

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Impact of Code-Switching among BSED-English Majors in Gordon College

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Keywords	Abstract
code-switching, English, impact, comprehension, class engagement	*This research investigated the impact of code-switching on BSEd-English students of Gordon College A.Y. 2022-2023 concerning classroom engagement and topic comprehension, considering variables such as age, year level, and gender. A quantitative approach was employed, using both offline and online survey questionnaires given to the English majors from first to third year. The data were analyzed using Anova and T-test, with results graphed and recorded. Key findings reveal that there were no significant differences in the effect of instructors' code-switching based on gender and year level. However, for the age, students aged 18-21 exhibited a preference for code-switching, finding it beneficial for better engagement and understanding of the topic. The study concluded that code-switching primarily affects students in terms of age, while other factors seem to have minimal influence. Recommendations for future research include expanding the study's population and testing code-switching effects on junior high school students, given that college students already possess a higher understanding of the English language as well as increasing population sampling and employing a qualitative method in addition to the quantitative study.*

INTRODUCTION

In Philippine classroom discourse, code switching, also known as pedagogic code switching or classroom code switching, has become a tricky issue because Filipino teachers are expected to only use English in teaching content courses like mathematics and science, in addition to English as prescribed by the Bilingual Education Policy (Mangila, 2019). Language code- switching is a

fascinating and complex phenomenon that has intrigued linguists and language learners alike. In today's interconnected world, code-switching has become more common than ever before, particularly among bilingual speakers.

As such, it is essential to understand the impact of this linguistic practice on various groups of language learners. In code-switching, two or more languages are used in a conversation without changing topics. The studies investigate only the code-switching between two languages, the native language and the target language. The phenomenon of bilingualism occurs when two groups of people using different languages communicate with each other constantly for such a long time (Shartiely, 2021).

As mentioned by Lapay, et al., (2018) code-switching is a phenomenon that occurs in bilingual societies where people can communicate in two or more languages. Bilinguals can code- switch and use their languages as resources to find better ways to convey meaning because they can speak more than one language. "The alternation of two languages within a single discourse, sentence, or constituent" (Jamshidi & Navehebraim, 2013) is another definition of code-switching. Code-switching serves a variety of purposes, including filling linguistic gaps, expressing ethnic identity, and achieving specific discursive goals. Later research demonstrates that code-switching is used to foster close relationships between students and their teachers and that when code- switching is permitted, students find classroom interaction to be more natural and effortless. The teacher-student relationship benefits from the relaxed environment that code-switching can create because it allows for more informal communication and reduces the possibility of misunderstandings resulting from English language deficiencies.

However, Ezeh (2021) explains that the difference between code switching and code mixing is basically a theoretical difference based on a matter of grammatical items involved, in addition to the situation and topic. Code switching is basically the juxtaposition of two languages in a spoken discourse which involves transferring from one code to another in communication; while code-mixing uses two or more codes in a single utterance.

The bilingual speakers of any community all over the world use discourse structures containing the properties of code-mixing and code-switching. According to Ramzan, et al. (2021, p. 408), Code-mixing contains placing and mingling linguistic parts/units i.e. morphemes, words, phrases, clauses from two various well grammatical structures within the very utterance and sentence. Code-switching means shifting two or more languages within one's interaction. Both code-mixing and code switching of Urdu and Punjabi are found in children's utterances and interaction with their fellow children, parents, and others. They become bilingual because they are exposed to both the languages in their childhood.

Bhatia and Ritchie (2004), defines that the code-mixing refers to "the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses, and sentences) primarily from two participating grammatical systems across sentence boundaries within a sentence". Meanwhile, code-switching is defined as

"the use of various linguistic units (words, phrases, clauses, and sentences) primarily from two participating grammatical systems across sentence boundaries within a speech event". According to Bhatia and Ritchie (2004), concept of code-mixing and code- switching, there is one definite distinction that differs both of them, that is the fact that code- mixing can occur to the morpheme as the lowest level, whereas code-switching is to the word.

According to Yıldız & Su Bergil (2021), code-switching is a language practice that encourages classroom communication and is an effective learning and teaching tool. Its purpose is to support the learning and teaching principles conveyed in the curriculum, code switching practices are not only inevitable, but also essential in schools where English is taught as well as used as a medium of instruction.

English language and literature instruction are intertwined processes. They agreed that teachers must be creative in order to facilitate learning among students. In such cases, teachers use a variety of methods to effectively deliver and execute lessons. Code switching is one method used by teachers. Nevertheless, it is an effective pedagogical tool. Additionally, code-switching is a common occurrence, particularly in multilingual and multicultural communities. As a result, linguists worldwide regard code-switching as an inevitable occurrence in multilingual and bilingual communities. The Philippines is one of the multilingual societies where code-switching could be used, Ramos (2022).

Studies by Simasiku et al. (2015), de Sanchez (2018), Arias de Sanchez, et al. (2018), and Bhatti et al. (2018) have examined the advantages of code-switching in language classroom practices.

This research investigated the impact of language code-switching on BSED-English majors in GC A.Y 2022-2023. The study explored the level of engagement and comprehension of the topic among the participants, shedding light on the potential benefits and drawbacks of code-switching. By analyzing the results of this research, we hope to contribute to the ongoing discourse on language learning and pedagogy, ultimately enhancing the education of future generations of language learners.

Statement of the Problem

This study aimed to primarily investigate the impact of code-switching among English majors at Gordon College A.Y 2022-2023. Particularly answered the following:

1. Demographic profile in relation to:
    1.1. Age;
    1.2. Sex;
    1.3. Year Level; and
    1.4. Language spoken at home.
2. How may code-switching be described by students of English majors in terms of:

2.1. Classroom Engagement; and
2.2. Topic Comprehension?
3. Is there a significant difference in the impact of code-switching when grouped according to their profile?
4. What program of activities can be proposed as an output of this study?

METHODOLOGY

Research Design

This research employed a quantitative method through a descriptive research design. Quantitative refers to the quantification of research approaches. The design varies based on the technique used, including in-person interviews, online surveys, or postal surveys. On the other hand, descriptive studies are a type of research that examines a population, circumstance, or phenomenon to emphasize the how, what, when, and where issues of a research problem rather than the why (Formplus, 2020). In addition, it attempts to set aside biases and preconceived assumptions about human experiences, feelings, and responses to a particular situation. This design is utilized to determine and have an in-depth investigation on the impact of code-switching on the classroom engagement and topic comprehension of first year to third year English majors at Gordon College A.Y 2022-2023.

Respondents

The population for this study is English majors in GC A.Y 2022-2023. This included all the students who are currently first to third students and are enrolled in a bachelor's degree program in English at GC for the academic year 2022-2023. The sampling method used in this study is convenience sampling. The sample size for this study is 100 participants, which is recommended to achieve sufficient statistical power.

Participants are recruited through printed survey questionnaires, email invitations and announcements on online platforms such as social media or the college website. The sample consists of English majors who agree to participate in the study by completing an online and face- to-face survey.

Table 1: List of the Respondents (N = 100)

Profile Variables (Year Level)	Population	Percentage (%)	Sample
First Year	50	30.67	31
Second Year	57	34.90	35
Third Year	56	34.35	34

Research Instrument

The research instrument used in this study is a self-made questionnaire. The questionnaire consists of two sections:
a. Demographic information; and

b. Questions related to code-switching and its impact on classroom engagement and topic comprehension.

The first section of the questionnaire includes questions about the participants' age, gender, year level, and language spoken at home. This information is used to provide a better understanding of the demographics of the participants. The second section, presented in tabular form, encompasses a series of carefully crafted questions that focus on the impact of code- switching. The responses to these questions are used to explore the impact of code-switching on English majors' classroom engagement and topic comprehension.

The data collected through this questionnaire is analyzed and used to draw conclusions about the effects of code-switching on the respondents' academic performance and overall classroom experience.

The data collected through this questionnaire is analyzed and used to draw conclusions about the effects of code-switching on the respondents' academic performance and overall classroom experience.

Statistical Treatment of Data

To measure the participants' perception of code-switching in classroom engagement and topic understanding, the researchers used quantitative research design methods in order to generate the necessary charts, graphs, numbers, and statistics for the study (Thakur, 2021). A closed-ended type of questionnaire was also used to gather the data from 100 respondents belonging to three different groups (Year levels) in both online and face-to-face settings inside Gordon College. Furthermore, appropriate statistical treatments were used to ensure that the data results are accurate and reliable.

To enable the analysis of data through the research instrument, the responses were presented. For the demographics: name (Optional), sex (male and female), year level (first year to third year), language spoken at home (Filipino, English, Ilocano, Bisaya, Cebuano, and whether their answer is not within the given choices), and whether they encounter code-switching at home. For the second part of the questionnaire, 1 is for strongly agree, 2 for agree, 3 for neutral, 4 for disagree, and 5 for strongly disagree. For the analysis, the data was reverse-coded for one negatively phrased question to align with the scoring convention of other questions. The reverse coding involved flipping the scale, where higher values now indicate agreement instead of disagreement. This adjustment allows for consistent interpretation and comparison across all variables in the analysis.

To identify the perception and attitudes of students towards code-switching, both inferential and descriptive statistics, particularly the mean, are used to know the descriptions and the general magnitude of learners' topic comprehension and topic engagement. (Laerd, 2013) Frequency and percentage are also used to profile and describe counts. After which, to identify whether code-switching affects the learners topic comprehension and engagement, they were grouped according to their personal profiles, and the data were treated using an inferential, parametric statistical tool known as the t-test for the independent

variable known as ANOVA. Finally, excel data analysis tools were used to analyze the data set to aid in the computation.

1. Descriptive Statistics
a. For the demographic profile variables (age, sex, year level, languages spoken at home), calculate the measures of central tendency (mean, median) and measures of dispersion (standard deviation) to describe the distribution of these variables among the English majors at Gordon College.
b. For code-switching, the researchers analyzed descriptive statistics such as frequency counts or percentages to describe the extent and frequency of code- switching in the context of classroom engagement and topic comprehension as well as calculated the mean or average frequency of code-switching per student using the Excel Spreadsheet.

2. Inferential Statistics
a. Correlation analysis - To answer the question of how code-switching may be described by students of English majors in relation to classroom engagement and topic comprehension, the researchers used inferential statistics via correlation analysis. The researchers also calculated correlation coefficients to determine the strength and direction of the relationship between code-switching and classroom engagement, as well as code-switching and topic comprehension.
b. ANOVA - To examine the significant difference in the impact of code-switching when grouped according to the demographic profile variables (age, sex, year level, languages spoken at home), the researchers used analysis of variance (ANOVA independent t-tests). The researchers conducted separate analyses for each impact measure (classroom engagement and topic comprehension) and compared the means or differences in means between the groups.

Results and Discussion

This study aimed to understand the impact of code-switching to the classroom engagement and topic understanding of BSEd English majors of Gordon College, Olongapo City during the School Year 2022 - 2023 as means of enhancing language learning among students.

Specifically, this study answered the following questions:
1. Demographic profile in terms of:
   a. Age – Frequency and percentage of the participants' responses were gathered, organized, and tabled. Majority of the students range from 20-21 having a total count of 51 or 51 percent of the 100 respondents. The least being students who are 24 or higher garnering a total of 6 percent of the population.
   b. Year Level – Frequency and percentage of the participants' responses were gathered, organized, and tabled. The respondents per year level were tallied, 35 percent came from

the second year, 34 percent from the third year, and finally, 31 percent from the first year out of 100 respondents.

c. Sex – Frequency and percentage of the participants' responses were gathered, organized, and tabled. It implies that the majority of the respondents are female being 84 percent of the 100 participants.

d. Languages spoken at home – Majority of the respondents answered Filipino, gathering up to 100 percent of the total response along with English at 51 percent of all the 100 respondents.

3. How may code-switching be described by students of English majors in relation to:
    a. Classroom Engagement – code-switching is beneficial for students' engagement within the class especially those who are of younger age (18-19) but is irrelevant in other variables such as year level and gender.
    b. Topic Comprehension – code-switching is beneficial for students' topic comprehension especially those who are of younger age (18-19) but is irrelevant in other variables such as year level and gender.

4. Is there a significant difference in the impact of code-switching when grouped according to their profile?
    a. When grouped according to their personal profiles, the study found out that there is a significant impact to the perceptions of code-switching among the respondents in terms of their age; however, there is no significant difference whether instructors code-switch or not in terms of sex and year level or whether the spoken language at home is given.

5. What program of activities can be proposed as an output of this study?
    4.1 Enhancement of the current curricula, especially in the lower year level as the majority of the younger generations reside there. Continuation of the instructors' academic freedom at a higher year level (age-based assumption) are still capable of understanding the lesson regardless of the instructor's medium of teaching.

Conclusion

From the findings above, the following conclusion can be drawn.

1. The impact of code-switching on students' classroom engagement and topic comprehension transcends gender and academic year, highlighting its consistent relevance within diverse learning environments.
2. There is no significant difference between the responses of BSED English by year level since the F-Computed value (1.987731) is less than the F-Tabular value (3.0970187) which means that the impact of code-switching is not determined by year level.
3. There is no significant difference between the responses of the male and female respondents since the T-Computed value (0.912749262) is less than the T-Tabular value (2.048407142) which implies that its impact has no means by gender.
4. There is a significant difference between the responses by age since the F-Computed value (3.227808219) is greater than the F-Tabular value (2.2.699392598) that means code- switching impacts the respondents by the age difference.
5. According to the data presented, the respondents view code-switching to be engaging for most in a classroom setting than using one or more formal language.
6. In terms of topic comprehension, the respondents view code-switching as beneficial in learning in a classroom context as they can easily understand the lesson.

Recommendations

On the basis of the findings and conclusions of the study, the following recommendations are offered:

1. Since the comprehension of college students was found to be high, it is recommended that future research should shift its focus to junior high school learners, specifically grades 7 to 10. This change in the target population will allow for a better understanding of code-switching's impact on learners at a different developmental stage, potentially providing insights into the early stages of language acquisition and proficiency.
2. The researchers suggest that future studies should prioritize the implementation of language proficiency development activities by instructors rather than solely focusing on code-switching. By incorporating diverse language activities, educators can assess and enhance students' overall language skills, fostering a more comprehensive understanding of language acquisition.
3. To strengthen the generalizability of the study's findings, it is recommended to increase the population size of the respondents in future research. A larger and more diverse sample will help researchers draw more robust conclusions and make their findings

applicable to a broader range of learners and educational contexts.
4. In addition to quantitative analysis, the researchers propose incorporating qualitative methods to gain a deeper understanding of learners' perceptions and experiences related to code-switching and language comprehension. Qualitative insights can add valuable context to the quantitative findings.
5. To strengthen the validity of the conclusions of this study recommend replication of the research in different educational settings and with various participant groups. This will help verify the robustness and consistency of the findings.
6. Future research could explore additional variables or delve deeper into specific aspects of code-switching to gain further insights into its effects on students' language acquisition and classroom experiences.

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Grade 10 Learners' Classroom Engagement and Academic Integrity in their English Classes: Basis for Project MPL

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Keywords	Abstract
significant relationship, classroom engagement, academic integrity, management plan	*The researchers conducted a correlation research design to determine the significant relationship between the classroom engagement and academic integrity of the grade 10 Regional Science High School - III learners from three sections, namely: two (2) learners from Platinum, six (6) from Copper, seven (7) from Nickel. Purposive sampling method under non-probability sampling method was used to determine the respondents. A Pearson-r Correlation Matrix test shows a moderate positive correlation between the learners' classroom engagement and academic integrity based on the data gathered from the survey questionnaire. Based on the conclusions, the researchers proposed an output Project MPL: Management Plan for Learner-Engagement. This management plan includes the social-emotional learning to monitor the learners' emotion and behavior during their online class in English, applying operant conditioning: positive reinforcement for students to continuously participate in their English class such as giving points for recitations, giving feedback to learners' participation to encourage them to continuously recite more which makes learning effectively and helps the learners boost their engagement in the class, lastly, utilizing Peardeck software in English instruction, for it is an interactive classroom responds system that possesses several strengths: including its accessibility, real-time response system, and session review feature. The application of this management plan to every synchronous class might help the learners to improve their classroom engagement and academic integrity in their English class.*

INTRODUCTION

High school is a unique transition from childhood to young adulthood. The grade 10 learners, specifically, can now form opinions from their daily life, based on the information they receive and live. Therefore, transition for children is the movement from child-centered to adult- oriented activities. Based on the observation from the synchronous class, most of the grade 10 learners at Regional Science High School - III can act accordingly and respect their teachers. In their assigned tasks, they can produce an output that is comparable to adults such as video editing and presentation using PowerPoint or Canva.

In the beginning of January 2021, the U.S. government prioritized ensuring continuity of learning for all students during the COVID-19 pandemic. Johns Hopkins University Applied Physics Laboratory and CDC used a statistical approach Hidden Markov Model (HMM) to estimate the most likely actual learning modality based on patterns observed in past data, accounting for conflicting or missing information and systematic Internet searches for COVID-19 related school closures. The gathered information was used to assess how many U.S. schools were open, and in which learning modalities during August 1 – September 17, 2021. Learning modalities included 1) full in-person learning, 2) a hybrid of in-person and remote learning, and 3) full remote learning (Parks, S. E., et. al., 2021). With the pandemic inevitably occurring last year – 2020, the Commission on Higher Education and Department of Education were forced to establish the new-normal learning setup. There are four alternative delivery modes that can be used in studying now that we are in a new- normal learning setup. These are the following: 1) face-to-face learning; 2) distance learning; 3) modular; and 4) radio/TV broadcast learning (DepEd Bataan, 2020). Applying their study to this paper, the Regional Science High School - III offers online and digitized modular learning modalities for students to choose from.

According to Ajoke (2017), the performance of the secondary school students not taught with the use of teaching materials was very poor. Applying their study to this paper results in a similar report that some students are not engaging if there are no instructional materials.

Abedule, S. O., and Ayoola, O. O. (2016) conducted a study about the impact of instructional materials on a student's academic performance. The study revealed that a significant difference exists between the performance of students taught with instructional materials and those taught without instructional materials.

Prado, N. I., Tan, D. A., & Capuyan, J. B. (2019) conducted a pretest-posttest research design to determine the effectiveness of the materials developed in General Mathematics and High School Statistics. Results revealed that the respondents have low performance before conducting the study. The utilization of instructional materials has shown potential effectiveness to enhance students' performance and to strengthen positive attitudes and high self-efficacy beliefs among high school students.

Based on the study of Brimble & Stevenson-Clarke (2011), students from

Queensland universities were found unlikely, for various reasons, to report suspicions of academic misconduct to their institutions. School staff seem to recognize the importance of the problem, however, with many indicating they have altered the delivery of their courses to address the situation, although individual efforts are often hampered by a lack of resources as well as by a lack of coordinated institutional support.

News about online cheating has been a concern for teachers. Facebook groups named "Online Kopyahan (Cheating)" have recently made the news for supposedly allowing students to share answers with each other for their modules as classes remain virtual amid the COVID-19 Pandemic. These Facebook groups include tens of thousands of members (CNN Philippines, 2021). Applying the findings of the CNN Philippines to our study, there are some learners who got caught having similar answers and got punished. In one section, four learners were caught having the similar answers on their assigned task. In the same section, two learners also have the similar answers and one of them submitted the file with the name of the other learner. Also in another section, six learners were caught having similar answers on their week 4 assigned task and three learners – two of them were also the learners who got caught having similar answers – were found to have similar answers on their week 5 assigned task. Lastly, in another section there were two learners who got caught having similar answers. The learners were personally messaged by their teacher and received punishment by giving them half of the total score.

From the aforementioned reports, it motivated the researchers to investigate the classroom engagement and academic integrity of the learners, determine the problems and provide solutions for the students to have classroom engagement and academic integrity in their English class.

Statement of the Problem

The purpose of the study is to determine the factors of stress of the learners that lead them to have some problems with their mental health, lack of engagement towards class, and their motivation to cheat in their modules. It aims to answer the following questions:

1. How may the profile of the respondents be described in terms of:
   1.1 Age;
   1.2 Sex;
   1.3 Section; and
   1.4 Learning Modality?
2. How may the classroom engagement versus disaffection with learning of Grade 10 learners be described in terms of:
   2.1 Behavior Engagement;
   2.2 Emotional Engagement;
   2.3 Behavioral Disaffection; and
   2.4 Emotional Disaffection?
3. How may the grade 10 learners' academic integrity be described in terms of:

3.1 Classroom engagement; and

3.2 Instructional material?

4. Is there a significant relationship between the learners' classroom engagement and their academic integrity?

5. What output may be crafted based on the findings in the study?

METHODOLOGY

Research Design

The study makes use of the quantitative research design as it is the goal of the researchers to quantify behaviors, attitudes, and opinions and generalize from a larger population. This is a correlation research design that uses questionnaires to determine the significant relationship between the classroom engagement and academic integrity of the grade 10 learners.

Respondents

The respondents of the study shall be the fifteen (15) grade ten learners: two (2) from Platinum, six (6) from Copper, and seven (7) from Nickel in Regional Science High School - III. The process of choosing them is by the evidence gathered that they have similar answers in their assigned tasks.

Research Instrument

The researchers used a modified 5-point Likert scale survey questionnaire from a related study and a self-constructed questionnaire made by the researchers. The instruments to be used in the study are the Engagement Versus Disaffection with Learning: Student-Report by Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008) to test the classroom engagement of the respondents and the self-constructed questionnaire of the researchers to test the academic integrity of the students. The validity and reliability of the instrument was also tested using Cronbach alpha. The result of the test is 0.87 which is acceptable.

Statistical Treatment of Data

The Jamovi software was used to determine the correlation between the classroom engagement and academic integrity of the grade 10 learners in their English class. Further raw data will be processed during the frequency and mean particularly in the profiling of respondents.

All gathered data from the survey will summarize the relationship between the lack of classroom engagement of the learners in their English class and the lack of academic integrity of the learners. The Pearson r: correlation matrix is used to assess a linear relationship between the two quantitative variables.

Results and Discussion

Table 1 presented the distribution of age groups of Grade 10 learners at Regional Science High School – III. It showed that 8 (53.3%) of the respondents are 16 years of age, while 7 (46.7%) of the respondents are 15 years of age. The table also presented those 16 years of age respondents are higher than 15 years of age with the Mean Age of 15.53.

Table 1: Distribution of Age

Age	Frequency	Percentage %
16	8	53.3
15	7	46.7
Total	15	100.00

Mean Age = 15.53

Table 2 shows the distribution of gender groups of the Grade 10 learners at Regional Science High School – III. It showed that among 15 respondents, 100% are all male. It also shows that most of the respondents are in the male gender group.

Table 2: Distribution of Gender Groups

Sex	Frequency	Percentage %
Male	15	100
Female	0	0
Total	15	100.00

Table 3 shows the distribution of the Grade 10 learners per section. It presents that the 15 respondents are from the three (3) sections in Grade 10 curriculum; namely, Platinum, Copper, and Nickel. There are 2 (13.3%) of the respondents are from Platinum, 3 (40%) of the respondents are from Copper, and 7 (46.7%) of the respondents are from Nickel. The table also presents those students from the section Nickel had the most respondents while the section of Platinum had the least.

Table 3: Distribution of Grade 10 learners per section

Section	Frequency	Percentage %
Platinum	2	13.3
Copper	6	40
Nickel	7	46.7
Total	15	100.00

Table 4 shows the distribution of the learning modality of the Grade 10 learners. It presents that the 15 respondents from three (3) sections are all in Online Learning Modality. The table also presents those students from online learning modality and no respondents from digitized modular learning modality.

Table 4: Distribution of the learning modality of the Grade 10 learners

Learning Modality	Frequency	Percentage %
Online	15	100
Digitized Modular	0	0
Total	15	100.00

Table 5 presents the responses of the Grade 10 learners regarding their classroom engagement in terms of their behavior engagement. The questions

were mostly about their behavior towards their engagement in their English class. As presented, respondents 1, 3, 7, 8, 9, 10 mostly answered "extremely to very" to the questions about their classroom engagement in terms of their behavior engagement in their English class based on the Likert Scale that is adapted from the Research Instrument used. This suggest that their behavior engagement in their English class is positive, that they actively participating in class.

On the other hand, respondent 2, 4, 5, 6, 11, 12, 13, 14, 15 mostly answered "very to not at all" to the questions about their classroom engagement in terms of their behavior engagement in the English class. This suggests that they're mostly not as behaviorally engaging as the other participants in their English class. In summary, the respondents were very behaviorally engaged with a total mean of 3.88.

Table 5: Leaners' Classroom Engagement in terms of Behavior Engagement

RESPONDENT NUMBER	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	MEAN
1	5	5	4	4	5	4.6
2	3	3	4	4	4	3.6
3	4	4	3	5	4	4
4	4	4	3	4	3	3.6
5	4	3	3	4	4	3.6
6	3	3	4	4	4	3.6
7	5	5	5	5	5	5
8	4	4	3	5	4	4
9	4	4	4	4	4	4
10	1	5	5	5	5	4.2
11	4	4	3	4	4	3.8
12	4	4	4	4	3	3.8
13	2	2	3	5	5	3.4
14	4	4	3	4	3	3.6
15	3	3	5	3	3	3.4
TOTAL MEAN:						3.88

Table 6 presents the responses of the Grade 10 learners regarding their classroom engagement in terms of their emotional engagement. The questions were mostly about their emotional engagement in their English class. As presented, respondents 1, 6, 7, 8, 9, 10, 11, and 12 answered "extremely to very" to the questions about their classroom engagement in terms of emotional engagement in their English class based on the Likert Scale that is adapted from the Research Instrument used. This suggests that their emotional engagement is positive: that they feel good, interested, having fun, enjoys, and involved in their English class.

On the other hand, respondents 2, 3, 4, 5, 13, 14, and 15 mostly answered "very to slightly" to the questions about their classroom engagement in terms of their emotional engagement in the English class. This suggests that they're mostly not as emotionally engaging as the other participants in their English class. In

summary, the respondents were very emotionally engaged and moderately engaged with a total mean of 4.093333.

Table 6: Learners' Classroom Engagement in terms of Emotional Engagement

RESPONDENT NUMBER	ITEM 6	ITEM 7	ITEM 8	ITEM 9	ITEM 10	MEAN
1	4	5	5	5	5	4.8
2	2	4	4	5	4	3.8
3	4	4	4	4	3	3.8
4	4	4	4	4	3	3.8
5	4	4	4	4	3	3.8
6	4	5	5	5	4	4.6
7	5	5	5	5	5	5
8	5	4	5	5	4	4.6
9	4	4	5	4	4	4.2
10	5	5	5	5	3	4.6
11	4	4	5	4	4	4.2
12	4	4	4	4	4	4
13	3	5	3	4	2	3.4
14	3	3	4	4	3	3.4
15	4	3	4	3	3	3.4
TOTAL MEAN:						4.093333

Table 7 presents the responses of the Grade 10 learners regarding their classroom engagement in terms of their behavior disaffection. The questions were mostly about their behavior disaffection in their English class. As presented, respondents 1, 7, 8, 9, 12, and 14 answered "slightly to not at all" to the questions about their classroom engagement in terms of behavior disaffection in their English class based on the Likert Scale that is adapted from the Research Instrument used. This suggests that there's no behavior disaffection towards these respondents.

On the other hand, respondents 2, 3, 6, 10, and 11 mostly answered "slightly to moderately" to the questions about their classroom engagement in terms of their behavior disaffection in English class. This suggests that they're slightly behaviorally disaffected in their English class. Also, respondents 4, 5, 13, and 15 answered "moderately to very" to the questions about their classroom engagement in terms of their behavior disaffection in English class. In summary, the respondents have slightly behavioral disaffection in their English class with a total mean of 2.173333.

Table 7: Learners' Classroom Engagement in terms of Behavior Disaffection

RESPONDENT NUMBER	ITEM 11	ITEM 12	ITEM 13	ITEM 14	ITEM 15	MEAN
1	1	1	1	2	2	1.4
2	4	2	1	3	3	2.6
3	4	4	1	3	2	2.8
4	3	4	4	2	2	3

5	3	2	3	4	3	3
6	3	1	1	3	3	2.2
7	1	1	1	1	1	1
8	2	1	1	1	1	1.2
9	1	1	1	1	1	1
10	1	1	3	3	3	2.2
11	3	3	3	2	2	2.6
12	2	2	2	2	1	1.8
13	2	4	5	3	2	3.2
14	3	1	1	1	2	1.6
15	3	3	3	3	3	3
TOTAL MEAN						2.173333

Table 8 presents the responses of the Grade 10 learners regarding their classroom engagement in terms of their emotional disaffection. The questions were mostly about their emotional disaffection in their English class. As presented, respondents 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 answered "not at all to slightly" to the questions about their classroom engagement in terms of emotional disaffection in their English class based on the Likert Scale that is adapted from the Research Instrument used. This suggests that there's no emotional disaffection towards these respondents.

On the other hand, respondents 14, and 15 mostly answered "slightly to moderately and one extremely" to the questions about their classroom engagement in terms of their emotional disaffection in English class. This suggests that they're slightly emotionally disaffected in their English class. Also, respondent 13 answered "moderately to extremely" to the questions about their classroom engagement in terms of their emotional disaffection in English class. In summary, the respondents have slightly behavioral disaffection in their English class with a total mean of 1.522222.

Table 8: Learners' Classroom Engagement in terms of Emotional Disaffection

R #	ITEM 16	ITEM 17	ITEM 18	ITEM 19	ITEM 20	ITEM 21	ITEM 22	ITEM 23	ITEM 24	ITEM 25	ITEM 26	ITEM 27	MEAN
1	1	2	1	1	2	3	1	1	1	1	3	3	1.666667
2	2	2	1	1	1	2	1	1	1	1	1	1	1.25
3	1	1	1	2	1	3	1	1	1	1	2	1	1.333333
4	1	2	1	3	3	3	2	1	1	1	1	1	1.666667
5	1	1	1	1	2	2	1	1	1	1	1	1	1.166667
6	2	2	2	2	1	1	1	1	1	1	1	1	1.333333
7	1	1	1	1	1	1	1	1	1	1	2	1	1.083333
8	1	1	1	1	1	2	1	1	1	1	2	2	1.25
9	1	1	1	1	2	1	1	1	1	1	1	1	1.083333
10	1	1	1	1	1	1	1	1	1	1	1	1	1
11	1	1	2	1	1	2	1	1	1	1	2	2	1.333333
12	2	1	1	1	3	3	2	1	1	1	1	1	1.5
13	4	4	1	1	1	4	4	3	3	3	5	5	3.166667
14	3	3	3	2	2	5	1	1	1	1	1	1	2
15	2	2	2	2	2	2	2	2	2	2	2	2	2
TOTAL MEAN													1.522222

Table 9 presents the responses of the Grade 10 learners regarding their academic integrity in terms of their classroom engagement. The questions were

mostly about their academic integrity in terms of their classroom engagement in their English class. As presented, respondents 3, 4, 5, 7, 8, 9, 11, 12, 13, and 14 answered "not at all to slightly" to the questions about their academic integrity in terms of their classroom engagement in their English class based on the Likert Scale that is adapted from the Research Instrument used. This suggests that there's an academic integrity in terms of classroom engagement towards these respondents.

On the other hand, respondents 1, 2, and 6 mostly answered "slightly to moderately" to the questions about their academic integrity in terms of their classroom engagement in English class. This suggests that there's slightly academic integrity in terms of their classroom engagement towards their English class. Also, respondents 10 and 15 answered "moderately to extremely" to the questions about their academic integrity in terms of their classroom engagement in English class. In summary, the respondents were very engaged in their classroom in terms of academic integrity with a total mean of 1.666667.

Table 9: Learners' Academic Integrity in terms of Classroom Engagement

RESPONDENT NUMBER	ITEM 28	ITEM 29	ITEM 30	ITEM 31	ITEM 32	MEAN
1	1	1	5	2	2	2.2
2	1	2	5	2	1	2.2
3	1	1	1	1	3	1.4
4	1	1	1	1	2	1.2
5	1	1	1	1	2	1.2
6	3	3	1	2	2	2.2
7	1	1	1	1	1	1
8	1	1	1	1	1	1
9	1	1	1	1	1	1
10	5	5	3	1	1	3
11	2	2	1	1	1	1.4
12	1	2	1	1	1	1.2
13	2	1	1	1	1	1.2
14	2	1	1	1	4	1.8
15	3	3	3	3	3	3
TOTAL MEAN						1.666667

Table 10 presents the responses of the Grade 10 learners regarding their academic integrity in terms of the instructional materials used in their English class. The questions were mostly about their academic integrity in terms of the instructional materials used in their English class. As presented, respondents 3, 7, 8, 9, 10, and 11 answered "not at all" to the questions about their academic integrity in terms of the instructional materials used in their English class based on the Likert Scale that is adapted from the Research Instrument used. This suggests that there's an academic integrity in terms of the instructional materials used towards these respondents.

On the other hand, respondents 1, 2, 4, 5, 6, 12, and 14 mostly answered "slightly to moderately" to the questions about their academic integrity in terms of the instructional materials used in their English class. This suggests that there's slightly academic integrity in terms of their instructional materials used in their English class. Also, respondents 13 and 14 answered "moderately to extremely" to the questions about their academic integrity in terms of the instructional materials used in their English class. In summary, the results says that respondents have a "very" scale in terms of their academic integrity: instructional materials in their English class with a total mean of 1.533333.

Table 10: Learners' Academic Integrity in terms of the Instructional Material

RESPONDENT NUMBER	ITEM 33	ITEM 34	ITEM 35	ITEM 36	ITEM 37	MEAN
1	1	1	1	1	2	1.2
2	2	3	2	2	2	2.2
3	1	1	1	1	1	1
4	1	2	2	1	1	1.4
5	1	1	2	1	1	1.2
6	1	2	2	1	1	1.4
7	1	1	1	1	1	1
8	1	1	1	1	1	1
9	1	1	1	1	1	1
10	1	1	1	1	1	1
11	1	1	1	1	1	1
12	1	1	1	2	1	1.2
13	3	4	5	1	2	3
14	2	2	3	3	2	2.4
15	3	3	3	3	3	3
TOTAL MEAN:						1.533333

Table 11 presents a Pearson-r Correlation Matrix test that shows a moderate positive correlation (r = .421) between the learner's classroom engagement and academic integrity of the respondents based on the data gathered from the survey questionnaire with a p-value of (0.118).

Table 11: Pearson-r: Learner's Classroom Engagement & Academic Integrity

Classroom Engagement	Academic Integrity
74	17
65	22
69	12
72	13
66	12
68	18
68	10
64	10
59	10
67	20
69	12

66	12
88	21
67	21
73	30

CORRELATION MATRIX

		Learner's Classroom Engagement	Academic Integrity
LEARNER'S CLASSROOM ENGAGEMENT	Pearson's r	—	
	p-value	—	
ACADEMIC INTEGRITY	Pearson's r	0.421	—
	p-value	0.118	—

Conclusion

Based on the findings, the researchers made the following conclusions:

1. There are 15 respondents from the three (3) sections in the Grade 10 curriculum; namely, Platinum, Copper, and Nickel where 53.3% of them are under 16 years of age and 46.7% of them are under 15 years of age. Moreover, 100% of the respondents are male. Also, Grade 10 Nickel had the most respondents with 46.7%, while Grade 10 Copper had the second to the most with 40%, and Grade 10 Platinum had the least of respondents with 13.3%. Also, 100% of the respondents took online learning modality in their English class. Thus, the student profiling data showed how well-represented the respondents of this study.
2. Based on the results from the total mean for the survey questionnaire results from the Engagement Versus Disaffection with Learning: Student-Report, the Grade 10 curriculum were very behaviorally engaged in their English Class with a total mean of 3.88. Also, they were very emotionally engaged with a total mean of 4.093333. Moreover, the respondents have slightly behavioral disaffection in their English class with a total mean of 2.173333. Lastly, the respondents have slightly behavioral disaffection in their English class with a total mean of 1.522222.
3. Based on the results from the total mean for the survey questionnaire results from the Academic Integrity: Classroom Engagement and Instructional Material, the respondents most likely have an academic integrity in terms of their classroom engagement with a total mean of 1.666667. Also, the respondents mostly likely have an academic integrity in terms of the instructional materials in their English class with a total mean of 1.533333.
4. Based on the results from the Pearson-r correlation matrix text, it shows that there's a moderate positive correlation (r = .421) between the learner's classroom engagement and academic integrity of the respondents based on the data gathered from the survey questionnaire with a p-value of (0.118). This debunks the hypothesis that there is no significant

relationship between the learners' classroom engagement and academic integrity.

5. Based on the results of the data gathered, the researchers would like to propose the Project MPL: Management Plan for Learner-Engagement, wherein the behavior and emotion of the students will be assessed by applying the Social-Emotional Learning Strategy in the lesson while also integrating the software Peardeck for students to actively participate in discussions anonymously, but teachers can still monitor their participation by checking the Google Sheets providing the students' responses to each assigned question. Asking the behavior and emotions of the student may help prevent them from having behavioral and emotional disaffection, and to have an academic integrity in their English class.

Recommendations

Based on the conclusions, the researchers recommend the following:

1. Applying a strategy in the synchronous classes that may help monitor the student's behavior and emotions in English class may be a great idea. With the application of this strategy, it may help the students to prevent having behavioral and emotional disaffection.

2. The secondary pre-service teachers and in-service English teachers may consider integrate a software in synchronous classes that engage students in discussions. In line with this, students may also enjoy the experience of the technology while participating in discussions. Feedback and comments in students' works may help them feel encouraged and motivated.

3. The curriculum implementors as well as module writers may consider develop a content and tasks that promotes classroom engagement as well as promoting academic integrity. Learners engage in discussions when there are visuals, especially when applying pictures and videos that are entertaining. Also, if learners know very well the instructions to each task, this help prevent students from asking each other's answers which may help promoting academic integrity.

4. Grade 10 learners may also ask for assistance to their teachers without hesitation for them to be guided correctly in their activities. This may also prevent them from asking their peers what to do and proceed with copying each other's answers.

5. Future researchers may review the data gathered and study factors that may have affected the outcome. Future researchers also may conduct further studies regarding the classroom engagement and academic integrity that the researchers have not done yet.

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Enhancing the Vocabulary Skills of Grade 11 Learners through Figgerits at Barretto Senior High School

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Keywords	Abstract
Vocabulary, Figgerits, Gamification	*Vocabulary is considered as one of the basics when it comes to acquiring a foreign language and is regarded as the core of language instruction and is crucial for a language learner. Learning vocabulary alone can be difficult to understand and use in daily communication. This study aims to enhance the vocabulary skills of the grade 11 learners through the mobile game, Figgerits. The participants of the study were divided into two groups: 20 participants from Grade 11 ABM as the experimental group and 20 participants from Grade 11 HUMSS A as the controlled group; they were identified through a Pre-Test. The experimental groups were taught English vocabulary using Figgerits while the controlled group will not utilize the game. Descriptive statistical analysis (means and standard deviation) and paired t-test were used for the pre and post- tests of students' English vocabulary. The study reveals that there is a significant difference between the pre-test and post-test of the experimental group after the intervention. Therefore, learning vocabulary through Figgerits is effective to increase the level of vocabulary of the students.*

INTRODUCTION

English is used evidently worldwide in daily basis communication. It is the most-known language across the globe and is often encountered in most books. The big six in reading skills are essential in reading and understanding the texts or the books. Each skill contributes to the growth and learning of every student in terms of reading. According to Akdogan, 2017, one of the most important factors is vocabulary, without it language will not exist. Vocabulary is considered one of the basics when it comes to acquiring a foreign language and is regarded as the core of language instruction and is crucial for a language learner. A good vocabulary helps the learner in mastering the target language (Mohandas, M.,

2020). This means that vocabulary should be developed among learners to comprehend the content they are reading very well.

This generation of learners is technology-dependent since the world is evolving and innovating at a very fast phase. Learning vocabulary alone can be difficult to understand and use in daily communication. Searching for the meaning of unfamiliar words on the internet is not enough to ensure the long-term retrieval of the word. Grabner-Hagen M. & Kingsley T. (2017) specified that it is sensible to include elements of game design to motivate students and create a space for comprehensive vocabulary instruction. A study by Hidayat N., 2016 shows that word games could help students to memorize vocabulary items easily, motivate students, and make them more interested in learning vocabulary. In teaching vocabulary, word game is one of the techniques that a student would practice over a long time frame (Al Masri, A., & Al Najar, M., 2014). (Saha & Singh, 2016) A strategy that a teacher may apply in an ESL classroom to accommodate the various learning styles of the learners at the best level is language learning through games. Different teaching approaches in the teaching-learning process will help the learners feel better and the teacher can bring out a beneficial situation in teaching-learning.

There are several approaches to assist students and instructors in learning English, based on the significance of and difficulties with acquiring vocabulary discussed above. Based on what the researcher observed in the reading conducted to every learner at the school in the last quarter, the researcher wants to imply the mobile game as an intervention in enhancing the vocabulary skills of the learners.

The current study intends to increase students' vocabulary retention and determine if utilizing gamified learning activities has a significant effect on improving students' English vocabulary retention. Hence, introducing Figgerits will be a big help in enhancing the vocabulary skills of the students. As the game provides puzzle word games that train brainpower. A crossword puzzle created by Hitapps. The APK is accessible as of November 2021. Figgerits is a cross-logic and word puzzle game for adults that will blow your mind and exercise your brain. It is not just a logic puzzle or clever game. Play brain teasers, finish top word games, and play IQ logic games to win. Decipher the cryptogram and the message by using hints. To solve brain teaser, there are few steps to follow. First, use definitions to guess as many words as you can. Next, match letters and numbers to transfer letters to the solution dashes. Third, be attentive, each word can be matched with different numbers. Lastly, move back to the wordlist to complete dashes without letters and connect words. A little truism will be produced after the mental work is finished and written into the solution dashes.

Statement of the Problem

This study aims to enhance the vocabulary skills through Figgerits of Grade 11 Learners of Barretto Senior High School during the School Year 2022-2023. This study also seeks to answer the following questions:

1. How may the vocabulary skills of the respondents be described before using the intervention?
   1.1 Experimental group; and
   1.2 Controlled group?
2. How may the vocabulary skills of the experimental group be described after using the Figgerits?
   3. Is there a significant difference between the:
   3.1 Pre-Test Scores of Controlled and Experimental Group
   3.2 Pre-Test and Post-Test Scores of Experimental Group
   3.3 Pre-Test Scores of Controlled Group and Post-Test Scores of Experimental Group

METHODOLOGY

Research Design

The researcher utilized quasi-experimental research as the study's methodological approach as this study aims to test or evaluate the effectiveness of an intervention through pre-test and post-test design on a single group only meaning the dependent variable will be test before and after the intervention was given. There were no randomization and the participants were identified through a given assessment.

Respondents

The respondents of the study were the Grade 11 learners, specifically, the Grade 11 ABM as the experimental group and HUMSS B as the controlled group of the Barretto Senior High School during the school year 2022-2023. The students who got 75% below scores in pre-test were the respondents of the study. To protect the privacy of the participants, confidentiality will be guaranteed throughout the entire study.

Research Instrument

The materials that used in this study is the mobile game Figgerits, in order to improve the skills in terms of vocabulary of the learners.

A pre-test was given to the participants to establish that there is no difference in their vocabulary skills.

A post-test was also given to the learners that assessed their improvements. The questions for pre-test and post-test were self-made by the researcher that is aligned to the game, Figgerits.

The result of the pre-test and post-test of both experimental and controlled group were compared and assessed.

Statistical Treatment of Data

The data were analyzed using descriptive statistics with paired T-tests. The purpose of this is to examine and assess whether there is a significant difference between the participants' pre-test and post-test mean scores.

Results and Discussion

1. Vocabulary skills of the respondents before the intervention

Table1: Summary of the Pre-Test Scores of the Respondents

Pre-Test Scores	Mean	SD
Controlled Group	13.85	2.581
Experimental Group	13.90	2.732

Table 1 indicates the mean distribution according to the pre-test scores. The mean distribution of the respondents from the controlled group is 13.85 and the standard deviation is 2.581. On the other hand, the mean distribution of the respondents from the experimental group is 13.90 and the standard deviation is 2.732.

This shows that the purpose of pre-test has been achieved as it gathered the prior knowledge of the respondents in terms of their vocabulary. It agrees with the article of Kelly 2019, that the pre-test measures student growth over time through a comprehensive assessment. It can show a student's level of understanding before and after instruction, even while instruction is still happening. These remarks indicated that despite some of the vocabulary items on the pretest are unfamiliar to the students; this encourages them to use their critical thinking skills.

2. Vocabulary skills of the respondents after the intervention

Table 2 Summary of the Post-Test Scores of the Respondents

Post-Test Scores	Mean	SD
Experimental Group	26.45	2.523

Table 2 shows the mean distribution according to the post-test scores of experimental group. The mean distribution of the respondents from the experimental group after the intervention is 26.45 and the standard deviation is 2.523.

According to the study of Thiagarajah et al., 2022, through the pre-test and post-test scores, there can be seen an improvement in students' scores in their vocabulary skills after the treatment. This supports the increase of the mean score of the post test of the experimental group from their pre-test after the intervention.

3. Difference between the Pre-test and Post-test scores of the Respondents

Table 3: Difference between the Pre-test and Post-Test Scores

Variables	t	sig	Decision
Pre-test Scores of Controlled Group and Pre-test Scores of Experimental Group	-.326	.748	Do not reject
Pre-test Scores and Post-test Scores of Experimental Group	-22.245	.000	Reject Ho
Pre-test Scores of Controlled Group and Post-test Scores of Experimental Group	-22.924	.000	Reject Ho

Table 3 reveals the summary of the t test on the difference between the pre-test and post-test scores of the respondent. The computed significant value of 0.748 for the pretest score of controlled and experimental is higher than the P-value of 0.05, therefore, there is no difference between the pre-test scores of controlled group and experimental group.

This supports to Panmei, B., & Waluyo, B. (2022), where the findings of their study revealed that despite the high score results, there were no statistically significant differences in the total vocabulary scores of students in the experimental and control groups in their pre-test. This means that they are fit for the study because they both share the same skills that the researcher need.

Furthermore, the pre-test and post-test of experimental group has a computed significant value of 0.000 which is lower than the P-value of 0.05. Then the null hypothesis can be rejected, therefore, there is a significant difference between the pre-test scores and post-test scores of the experimental group.

Based on the results of the study of Samotin (2020), the GLA is more effective compared to the conventional approach in introducing new words. The students in experimental group enjoyed the vocabulary learning an activity in creative techniques is effective and successful. This suggests that following

the intervention program, the experimental group performed well on the post test.

Lastly, the computed significant value of 0.000 for the pre-test scores of controlled group and post-test scores of experimental group is lower than the P-value of 0.05, therefore, the difference was significant and the null hypothesis can be rejected. This adheres to Baluyo and Waluyo (2021), where the results showed significant progress in students' vocabulary learning outcomes overall as the result of the intervention. This means that the intervention has an important role in the progress of their vocabulary.

Conclusion

Based on the findings, the researchers made the following conclusions:

1. The pre-test measured the vocabulary level of the respondents before the intervention. It was shown that they have no difference with their vocabulary skills and they share the same skills that the researcher needed for the study.
2. The gathered scores from the pre-test and post-test shows that the vocabulary level of the experimental group have increased. Therefore, the game Figgerits is an effective mobile game to increase the level of the vocabulary of the respondents.
3. The result clearly reveals the difference of the scores of experimental group from the controlled group through the pre-test and post-test after the intervention. There is an increase in the vocabulary level of the respondents after using the Figgerits for two weeks in class.

Recommendations

The following recommendations are intended to the future researcher who wants to continue the study:

1. Integrate the Figgerits in a larger sample;
2. Conduct the experiment for a longer amount of time; and
3. Study the effectiveness of Figgerits in Reading Comprehension.

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Enhancing the English Grammar Proficiency of Grade 10 Students Through Differentiated Instructions

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Keywords	Abstract
differentiated instructions, English, grammar, proficiency	*This research aims to find out whether the utilization of differentiated instructions is effective in enhancing the English grammar proficiency of a learner. This study uses a pre-experimental research design which involves one-group. The samples share the same class section from the Basic Education Program of Olongapo City National High School, of Academic Year 2022-2023. There are two variables for this research. It has differentiated instructions as the independent variable, and on the other hand, the learners' proficiency in the English grammar as the dependent variable. The data collection procedure has administered both pre-assessment and post-assessment. After the study has been conducted, the data analysis result of the research shows that the utilization of differentiated instructions is effective in enhancing the proficiency level in the English grammar of a learner.*

INTRODUCTION

Teachers, students, and a suitable learning environment are the three most crucial components that make teaching and learning possible around the world. The educational wheel revolves around the instructor alongside the various teaching methods, styles, and approaches. In the learning process, the learners play a crucial role. The favorable environment has key qualities and components that might help guide the procedures and techniques required for a seamless connection between the three aspects. However, in addition to these three components, the teaching and learning process requires another vital component: the utilization of appropriate teaching strategies which may assist teachers and students in achieving their goals and objectives.

Having that said, teaching and learning process has now modern concepts, strategies and methods that can meet each learner's abilities, needs, and interests. Therefore, teachers have to discover and find methods that familiarize with students' different abilities. This begins from the teacher's lesson plan before commencing teaching. That also requires teachers to be more creative

and inventive to offer their students with appropriate learning opportunities (VanSciver, 2005).

This study is conducted because one of the least mastered skills of the grade 10 learners in Olongapo City National High School' Basic Education Program is the skills in grammar. Henceforth, this research provides an experiment wherein a group of students shall be exposed to the implementation of differentiated instructions in attempt to enhance the proficiency in the English grammar of these grade 10 learners.

The goal of differentiated instruction is to create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content. The content may be modified for students who need additional practice with essential elements before moving on; however, the expectation is that modifications in other areas will ultimately allow all students to master the same key content. Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum: a. Content — the information and skills that students need to learn; b. Process — how students make sense of the content being taught; c. Product — how students demonstrate what they have learned; d. Affect — the feelings and attitudes that affect students' learning. In line with this, these curriculum-related factors are based on student need in three areas: a. Readiness — students' preparation for learning specific information or skills; b. Interest — what appeals to students and thus motivates them to learn; c. Learning Profile — how students approach the task of learning.

When it comes to grammar lessons, each teacher has a unique approach for differentiating them. Grammar is a tough lesson to teach that is why differentiating
lessons is important. If the teacher is not sure what their style is yet, experiment, and they have to get a feel for what works. Reflection is a critical element of the process. Differentiated instruction is not the same as individualized instruction. Every student is not learning something different; they are all learning the same thing, but in different ways. And every student does not need to be taught individually; differentiating instruction is a matter of presenting the same task in different ways and at different levels, so that all students can approach it in their own ways (Trujo, 2004). It is important to recognize that differentiated instruction is an approach to teaching, not simply a collection of strategies or activities. Moreover, effective differentiation requires ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs.

Statement of the Problem

The purpose of this study is to enhance the grammar proficiency in English of the grade 10 students in Olongapo City National High School through the utilization of differentiated instructions. Specifically, the study sought to answer the following questions:

1. What is the proficiency level of the students based on the pre-assessment?
2. What is the proficiency level of the students based on the post-assessment?
3. Is there a significant difference between the pre-assessment and the post-assessment results?

METHODOLOGY

Research Design

This research implemented a pre-experimental one-group pre-test, post-test research design to determine the difference between the scores of the students before and after the execution of differentiated instructions in teaching grammar lessons.

Respondents

This study uses a sample consisting of 44 students in tenth grade of Olongapo City National High School in Basic Education Program. The participants share the same class section as the experimental group for this study.

Research Instrument

Construction and Development. The major instrument in acquiring data was adapted from a standardized grammar test from the website topnotcher.ph, to assess the participant's proficiency level in English grammar. It is divided into two major parts. The first part consists of the demographic profile of the respondents. The second part of the questionnaire is the grammar test proper which consists of 20 items.

Validation and Reliability. The assessment instrument was adopted from a credible source of a standardized assessment. The source is topnotcher.ph, a well-known online site based in the Philippines. This website is known for providing standardized tests in different learning areas, specifically for Filipinos. As a result, no general changes have been made to the assessment instrument. The assessment tool was only slightly altered as some of the original items were removed. The goal of this paper is to elaborate on the broad criteria for integrating differentiated instructions in grammar learning.

Statistical Treatment of Data

Descriptive statistics. This is to analyze and determine if there is any significant difference in the mean scores of the participants' pre-assessment and post-assessment. The rating scale was used to interpret the result of the pre-test and post-test score of the students.

Results and Discussion

1. ***What is the proficiency level of the grade 10 students based on the pre-assessment?***

Table 1: Pre-Test Scores of the Grade 10 Learners

Student #	Pre-test Score	Interpretation
1	9	Beginner-Instructional
2	9	Beginner-Instructional
3	9	Beginner-Instructional
4	12	Intermediate-Fair
5	10	Intermediate-Fair
6	10	Intermediate-Fair
7	12	Intermediate-Fair
8	9	Beginner-Instructional
9	7	Beginner-Instructional
10	11	Intermediate-Fair
11	7	Beginner-Instructional
12	4	Beginner-Frustrational
13	9	Beginner-Instructional
14	10	Intermediate-Fair
15	10	Intermediate-Fair
16	9	Beginner-Instructional
17	7	Beginner-Instructional
18	13	Intermediate-Fair
19	4	Beginner-Frustrational
20	14	Intermediate-Fair
21	9	Beginner-Instructional
22	10	Intermediate-Fair
23	13	Intermediate-Fair
24	11	Intermediate-Fair
25	9	Beginner-Instructional
26	12	Intermediate-Fair
27	10	Intermediate-Fair
28	6	Beginner-Instructional
29	16	Intermediate-Independent
30	12	Intermediate-Fair
31	13	Intermediate-Fair
32	13	Intermediate-Fair
33	10	Intermediate-Fair
34	11	Intermediate-Fair
35	12	Intermediate-Fair
36	14	Intermediate-Fair
37	10	Intermediate-Fair
38	11	Intermediate-Fair
39	10	Intermediate-Fair
40	13	Intermediate-Fair

41	12	Intermediate-Fair
42	11	Intermediate-Fair
43	13	Intermediate-Fair
44	7	Beginner-Instructional

This table shows the English grammar proficiency level of the grade 10 learners from the pre-assessment prior to the conduct of the differentiated instructions. The table clearly shows that this class has 2 students whose scores range from 0 to 4 which makes it 4% of the class being the *beginner-frustrational.* This level is common among those who have only been studying English for a short time or those who have not studied English and do not practice regularly.

On the other hand, it is also evident that 27% of the class are in the proficiency level of *beginner-instructional* having 12 students score between 5 to 9. At this proficiency level, a person can speak in full sentences and phrases on simple topics and gets corrected from time to time.

Moreover, the proficiency level that garnered the most number of learners from the pre-assessment is the *intermediate-fair*, with 29 learners or 66% of the class scoring from 10 to 15. This means that these learners can speak and understand English with the correctness of grammar for matters related to the daily routine. This level is common among people who have been continuously studying English for more than one year or those who have the opportunity to practice English on a semi-regular basis.

Meanwhile, there is only one student whose score can be interpreted as *intermediate-independent,* with a score of 16 correct answers out of 20 items.

2. ***What is the proficiency level of the grade 10 students based on the post-assessment?***

Table 2. Post-test Scores of the Grade 10 Learners

Student #	Post-test Score	Interpretation
1	18	Advanced-Excellent
2	18	Advanced-Excellent
3	20	Advanced- Proficient
4	19	Advanced-Excellent
5	20	Advanced- Proficient
6	17	Intermediate-Independent
7	20	Advanced- Proficient
8	15	Intermediate-Fair
9	20	Advanced- Proficient
10	17	Intermediate-Independent
11	17	Intermediate-Independent
12	16	Intermediate-Independent
13	20	Advanced- Proficient
14	14	Intermediate-Fair
15	20	Advanced- Proficient

16	17	Intermediate-Independent
17	19	Advanced-Excellent
18	20	Advanced- Proficient
19	16	Intermediate-Independent
20	18	Advanced-Excellent
21	19	Advanced-Excellent
22	20	Advanced- Proficient
23	20	Advanced- Proficient
24	17	Intermediate-Independent
25	15	Intermediate-Fair
26	18	Advanced-Excellent
27	14	Intermediate-Fair
28	20	Advanced- Proficient
29	15	Intermediate-Fair
30	19	Advanced-Excellent
31	17	Intermediate-Independent
32	20	Advanced- Proficient
33	20	Advanced- Proficient
34	20	Advanced- Proficient
35	16	Intermediate-Independent
36	20	Advanced- Proficient
37	17	Intermediate-Independent
38	19	Advanced-Excellent
39	20	Advanced- Proficient
40	15	Intermediate-Fair
41	20	Advanced- Proficient
42	20	Advanced- Proficient
43	18	Advanced-Excellent
44	16	Intermediate-Independent

This table shows the English grammar proficiency level of the grade 10 learners from the post-assessment following the implementation of differentiated instructions in class for four weeks. The table clearly illustrates that after the execution of the intervention of this study, this class now does not have any student whose proficiency level in English grammar is *beginner-frustrational.* Instead, among these grade 10 learners, around 16% are now in the proficiency level of *intermediate-fair* whose scores range from 10 to 15*.* Thereafter, 11 learners are now in the proficiency level of *intermediate-independent* making it around 25% of the 44 students scoring between 16 to 17. Furthermore, there are 10 out of 44 grade 10 learners or 23% of the class whose proficiency level are in the *advanced-excellent.* Lastly, it is also evident that 36% of the class are already in the proficiency level of *advanced-proficient* having 16 students score 20 out of 20 given items. It is also the proficiency level that got the most number of samples. These learners may not know a lot of technical vocabulary, but can still convey complex thoughts, explanations, experiences, or concepts with moderate accuracy in grammar. This English grammar proficiency level is common among people who have been studying English for several years and practice regularly.

3. *Is there a significant difference between the pre-assessment and the post-assessment results?*

Table 4: Comparison of Test Results

	Pre-test Result	**Post-test Result**
Mean	10.93023256	18.46341463
Median	10	18
Mode	10	20
Minimum	4	14
Maximum	16	20
Standard Deviation	1.869496352	2.560249607

Yes, there is. This major significant improvement in the assessment results of the grade 10 learners testifies that the utilization of differentiated instructions is indeed effective in enhancing a person's grammar skills in English. Differentiated Instruction has resulted in a statistically significant change in the learners' performance in a standardized grammar test. The results show that instructing students based on their needs resulted in a significant improvement in their performance in the English grammar.

Conclusion

The results on the collected and interpreted data state that it is indeed effective to administer differentiated instructions to enhance the learner's grammar proficiency in English. This result also supports the idea of aside from doing what really interests the learners, differentiated instructions would help the students develop higher grammar proficiency due to the immediate correction during the presentation of the output.

Recommendations

Based on the findings of this study, a group of implications was drawn to enhance the quality of language teaching and learning, particularly in the teaching of English grammar. Therefore, the researcher recommends the following actions referenced from the above findings and conclusion:

1. The utilization of Differentiated Instructions should be favored and continued in Olongapo City National High School for the further enhancement of not only the learners' innate skills, but of what the learners are able to create more through the concept of differentiated learning.
2. This intervention plan can also be extended to other schools to gather more data that can be used to enhance students' proficiency level in English grammar.
3. The Department of Education should consider differentiated instruction when designing professional programs and courses and when setting the criteria for evaluating teachers' performance in class. Another implication is to create planning circles where teachers can collaboratively design learning resources, in-class activities, and assignments that facilitate

differentiated instruction. These circles are meant to form the base from which teachers can start adopting this method of teaching.

4. Time constraints: One of the main limitations of this study is the time restriction; four weeks of treatment might not be enough to create a significant effect. Future researchers are, thus, recommended to conduct studies in which treatment sessions last for longer periods of time.

5. A follow-up study can be conducted to validate the results and further improve the reading materials used in this research.

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