

The background features a repeating watermark of the Gordon College logo. The logo is circular and contains a central figure holding a book, with the text 'GORDON COLLEGE' at the top and '1999' and 'CHARACTER' at the bottom. The background is a light blue color with a subtle pattern of horizontal lines.

# Certo Eruditio

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## **Certo Eruditio**

The official student and faculty research journal of the College of Education, Arts and Sciences (CEAS) of Gordon College in Olongapo City. It is published annually through the Research Development and Publication Unit.

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## ABOUT THE JOURNAL

The **Gordon College- College of Education, Arts, and Sciences** is committed to fostering a culture of research excellence as one of the trifocal function of a higher education institution. The college annually published the **Certo Eruditio** to recognize the significance of the scholarly inquiry in advancing knowledge and addressing challenges in the community and society as a whole.

**Certo Eruditio** features a diverse range of research articles spanning various themes and areas within the field of institutional research. These themes are the research agenda of Gordon College, fostering a multidisciplinary approach to addressing pressing issues in education, arts, and sciences.

The following themes are drawn from Gordon College's research agenda, with particular focus directed to the means by which it corresponds to the SDGs (Sustainable Development Goals) in the areas of education, the arts, and the sciences:

1. **Policy-Oriented Research Studies:** This research area focuses on the different dimensions of policy review, formulation, implementation, monitoring and evaluation. Its main purpose is to look into the efficiency and effectiveness of the different policies relative to the governance and management of Gordon College as an institution of higher learning, focus will be given to education, arts, and sciences. It ensures alignment with **SDG 4 (Quality Education)** by assessing policies that enhance educational quality and **SDG 16 (Peace, Justice, and Strong Institutions)** by promoting effective institutional governance.
2. **Studies on Academic/Curricular Programs:** This research area focuses on analysis and assessment of the curricular programs currently implemented in the different academic fields /disciplines. It intends to determine how the different academic programs of College of Education, Arts, and Sciences could be improved, revised or development of a curriculum that is relevant to needs of the society. It supports **SDG 4 (Quality Education)** by enhancing the relevance and inclusivity of educational programs to meet societal needs.
3. **Instructional Production and Development Studies:** Dealing with the creation and development of instructional materials, this topic covers the teaching and learning process in education, arts

- and sciences. It supports **SDG 4 (Quality Education)** by improving the availability and effectiveness of educational resources.
4. **Gender-Responsive Studies:** This discipline promotes inclusion and diversity by promoting gender equality in the fields of education, arts and science. It aligns with **SDG 5 (Gender Equality)** by creating the same inclusive educational environment.
  5. **Community-Responsive and Extension-Oriented Studies:** By applying academic, artistic, and scientific knowledge to meet the needs of the community, the discipline contributes to community development and sustainability. It aligns with SDGs including **SDG 11 (Sustainable Cities and Communities)** and **SDG 17 (Partnerships for the Goals)** through partnerships to achieve sustainable development.
  6. **Mode/Paradigm Building Studies:** This research area focuses on the development of models and paradigm which are deemed appropriate in the new education landscape/setting. It aligns with **SDG 4 (Quality Education)** to ensure inclusive and quality education and promoting lifelong learning by developing models and paradigms in adapting to new landscape and setting in the field of education and communication.
  7. **Networks and Linkages Studies:** This research theme focuses on establishing a cooperative and a collaborative linkage with local, national and international by groups or entities. This theme ensures and enhances interdisciplinary and multidisciplinary collaboration and knowledge exchange in education, arts, and sciences. It aligns with **SDG 17 (Partnerships for the Goals)** by promoting collaboration for sustainable development.
  8. **Creative Works:** This research theme focuses on but not limited to visual, textual, designs, film, and other related creative works which is intended for innovative, scientific or technical form of research. This could align to **SDGs 4 (Quality Education), 9 (Industry, Innovation, and Infrastructure), 11 (Sustainable Cities and Communities), 13 (Climate Action), and 17 (Partnerships for the Goals)**. Here are some concept to relate SDG to Creative Works”
    - a) **SDG 4 (Quality Education):** Creative Works can contribute in the creation of innovative and effective educational approaches to enhance learning and promote creativity and critical thinking skill for all learners.
    - b) **SDG 9 (Industry, Innovation, and Infrastructure):** It can drive innovation in various industries to foster technological advancement and sustainable development.

- c) **SDG 11 (Sustainable Cities and Communities)**: It can play a critical role in molding or shaping cultural identity and sustainable development by contributing to vibrant and inclusive communities.
- d) **SDG 13 (Climate Action)**: Creative works can raise awareness regarding issues on our environment to inspire action leading to the mitigation of climate change and its effect through artistic expression and storytelling and the likes.
- e) **SDG 17 (Partnerships for the Goals)**: Collaboration and partnership are integral in the creative industries as well as in the field of education, to facilitate exchange of knowledge, best practices, and innovation to achieve the sustainable development goals.

**MESSAGE FROM THE OFFICE OF THE VICE PRESIDENT FOR  
ACADEMIC AFFAIRS AND THE OIC-DEAN OF COLLEGE OF  
EDUCATION, ARTS, AND SCIENCES (CEAS)**

It is with great pleasure and admiration that I extend my heartfelt congratulations to the entire team behind the publication of Certo Eruditio, the esteemed research journal of the College of Education, Arts, and Sciences. Your tireless efforts and unwavering commitment to scholarly excellence have culminated in this remarkable achievement, marking a significant milestone in the academic landscape.

Scholarly journals such as Certo Eruditio serve as a guiding light in providing intellectual enlightenment to a world that is constantly seeking information and creativity. These journals encourage the sharing of innovative ideas and concepts, thereby enhancing the academic community and inspiring future generations to strive for excellence in their academic pursuits. By providing a platform for academics, researchers, and scholars to communicate their ideas and discoveries, Certo Eruditio is contributing significantly to the field of scholarly research.

Certo Eruditio's publication is a testament to the commitment and knowledge of the editorial board, reviewers, writers, and contributors who have assiduously strived to maintain the highest levels of scholarly integrity and rigor. The intellectual landscape has been profoundly impacted by your combined efforts, which have surely advanced knowledge across multiple fields.

In honor of this important milestone, let us once again pledge to promote academic excellence, encourage interdisciplinary discourse, and cultivate a culture of intellectual inquiry and discovery. I hope that Certo Eruditio will continue to be a driving force behind innovation and scholarly discourse, enabling academics to push the envelope of knowledge and significantly advance their disciplines.

Again, I would like to express my sincere congratulations to the entire Certo Eruditio team. I appreciate your commitment, enthusiasm, and intellectual contributions, and I am confident that the journal will flourish and inspire upcoming generations of scholars for many years to come.

**DARWIN P. PAGUIO, LPT, PhD**  
*Vice-President, Academic Affairs*  
*OIC-DEAN, CEAS*

**MESSAGE FROM THE OFFICE OF THE VICE PRESIDENT FOR  
RESEARCH DEVELOPMENT AND COMMUNITY EXTENSION  
SERVICES (RDCES)**

Congratulations to the Gordon College- College of Education, Arts and Sciences (GC-CEAS) on the publication of the 2023 edition of CERTO ERUDITIO!

The publication of a scholarly journal is a significant achievement, and this edition of CERTO ERUDITIO is sure to be a valuable resource for academics and researchers alike. It's a testament to the hard work and dedication of Dean Dr. Darwin Paguio, Assistant Dean Anna Theresa Amarille, CEAS Research and Publication Coordinator Kristoffer Paul Obispo, Program coordinators, faculty and students of GC-CEAS.

I hope this edition of CERTO ERUDITIO reaches a wide audience and contributes meaningfully to the academic community.

I look forward to reading the insightful articles and research findings within this edition.

Again, congratulations!

**EDIRIC D. GADIA, LPT, PhD**

*Vice-President, Research Development and  
Community Extension Services*

## MESSAGE FROM THE RESEARCH DIRECTOR

Greetings from the Research Development Unit (RDU) of the Research Development and Community Extension Services (RDCES) Department of Gordon College!

It is of great pleasure and gratitude that the next volume and edition of the Certo Eruditio will come out soon marking its significance and fostering the continuous pursuit of knowledge, innovation, and discovery. Branded with the institution's vision, mission, and goals, the culture of research and publication of the College of Education, Arts, and Sciences still prevail with unwavering dedication and heights.

Certo Eruditio aims to provide a platform for researchers to showcase their scholarly work and contribute to the vibrant intellectual discourse within our academic community. Together with the RDU, we seek to foster a spirit of inquiry and intellectual curiosity by publishing high-quality, peer-reviewed research articles that delve into a wide array of topics in the realms of education, arts, and sciences.

Finally, I want to extend my warm appreciation to the hard-working committee under the leaderships of the CEAS Research and Publication Coordinators, Mr. Kristoffer Paul Obispo and Mr. Marko Aratea for their undying support and enthusiasm in accomplishing their respective tasks at hand. Also, to all of the students and faculty who contributed their time and effort in submitting, revising, and finalizing their research manuscripts. Congratulations to all!

Join us in this exciting endeavor of intellectual exploration and contribute to the advancement of education, arts, and sciences. We eagerly await your exceptional research.

**JOHN MARK R. ASIO, RN, RM, LPT, DPA**

*Director, Research Development Unit*

*Research Development and Community Extension Services*



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***Effectiveness of English-Filipino as a Medium of Instruction In  
Understanding Mathematics on Grade 7 Students*****Josue M. Beloria Jr. <sup>1</sup>, Queency Yvonne L. Quiniola <sup>2</sup>,****John Paul C. Ramasamy <sup>3</sup>, Darwin P. Paguio <sup>4</sup>**<sup>1,2,3</sup> *BSED-Mathematics Students, College of Education, Arts, and Sciences*<sup>4</sup> *Faculty, Research Adviser, College of Education, Arts, and Sciences*

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**Keywords**

*Experiment,  
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Language  
Integration,  
Academic  
Improvement*

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**Abstract**

*The purpose of this study is to conduct an experiment where the researchers examined the effectiveness of English-Filipino as a medium of instruction on Grade 7 students' performance towards Mathematics. It aims to assess the profile of the students in terms of the results from a control group, determine the performance of the Grade 7 students exposed to English based instruction, compare students' performance in mathematics using English-Filipino based instruction using the results for the students mean. A quasi-experimental research design was employed, involving two groups of Grade 7 students from Olongapo City National High School (OCNHS) during the school year 2022-2023 for the evaluation. A total of 48 Grade 7 students, divided into two groups, participated in the experiment to deduce from their performance. Two groups, namely the experimental and control groups, underwent pretests and posttests based on their respective groupings. The reliability of the instrument was assessed through descriptive statistics, and paired t-tests for paired samples were employed to analyze the data. The findings show that the grade 7 students' have a favor using English-Filipino based instruction in Mathematics.*

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**INTRODUCTION**

Education is crucial for everyone, and language plays a pivotal role in the educational process. However, students who commence their schooling in a language they are not proficient in encounter significant hurdles. This is because they struggle to comprehend the language used in the classroom, which impedes their learning progress. Filipino students often grapple with this issue, given that English serves as the predominant language of instruction in schools. Consequently, students may experience feelings of frustration and discouragement, making it challenging for them to excel academically. Tagalog, one of the primary languages spoken in the Philippines, serves as the first language for many inhabitants of the country.

Tagalog region of northern Luzon. English was introduced into the Philippine educational system during the American occupation in the early 1900s,

and it has remained an important part of the educational system ever since. Learning English is essential for students in the Philippines, as it is the language of business, government, and academia. Santos et al. (2022) emphasizes the importance of learning English for effective communication. Students who are proficient in English are better able to understand their teachers and classmates, and they are also more likely to find employment in jobs that require English language skills. However, there has been a decline in English proficiency in the Philippines in recent years. The Philippines is no longer ranked as the top English-speaking nation in the world.

Currently, the Philippine Constitution names English as one of its official languages. It serves as the main teaching method in schools (Cabigon, 2015). The learning of mathematics by students for whom English is a second language creates significant challenges when English is the language of instruction as it affects how well children understand and apply mathematical concepts, language proficiency is essential for children's mathematical knowledge. Poor language proficiency is associated with poor mathematics achievement because language proficiency can affect mathematics performance (Abedi, 2004; Martiniello, 2008). Students may learn less effectively when math is taught in a language that they are not fluent in. To address this challenge, Filipino math teachers often use a communication strategy that combines two languages.

According to Siyang (2018), using a student's first language as the primary medium for teaching mathematics holds significant importance for student achievement in the Philippines. They cite a study conducted by the Department of Education (DepEd), which found that students who were taught mathematics in their mother tongue outperformed those who received instruction in English. This implies that utilizing the first language as the medium of instruction can yield favorable outcomes for students' mathematical learning in the Philippines. Employing the first language for math instruction contributes to enhanced academic performance. This improvement in math achievement may also positively affect other subjects, as students cultivate stronger problem-solving and critical thinking abilities. When students are taught in a language, it reduces language-related barriers making it easier for them to understand and engage with the subject. In a language that the learners are not familiar with, mathematical skills are arguably difficult to learn and master. The students struggle to understand and frequently have difficulties to learn mathematical concepts and skills (Siyang, 2018). This has led students to have problems in learning mathematics as it involves complex concepts and requires a high level of comprehension.

Karikari et al. (n.d.) discovered that employing students' first language as the instructional medium for upper primary math classes in rural Ghana can markedly enhance math learning outcomes. This approaches teachers to integrate students' mother tongue into math instruction, which can boost math performance and help students develop a stronger foundation in the subject. By making math more accessible and relatable to their students, teachers can promote an understanding of mathematical concepts and a love for the subject. In the Philippines, we can strongly relate to this concept, as not everyone here finds it easy to understand English. By incorporating students' first languages into math

instruction, we can make the subject more accessible and relevant to a wider range of learners.

It is highly significant for math teachers to employ straightforward language to establish connections between mathematical concepts and the tasks at hand. This practice not only enhances students' understanding but also lays a strong groundwork for their mathematical education (Yeo et al, 2019). In mathematics, it has its own special language, and students need to understand these words. If they can't understand these words, they'll have trouble with math concepts therefore, math teachers should use simple words to help students connect mathematics ideas with what they need to do. Pillos et al. (2020) emphasized that utilizing the first language as the medium of instruction for teaching and understanding mathematical problem-solving enhances learners' understanding of concepts and problem-solving strategies. Combining the use of the mother tongue with a global language like English is an optimal strategy for preparing students for broader educational and career opportunities. It provides students with a solid grounding in their first language, which is essential for their cultural identity and sense of self-worth.

Bagri (2022) argues that teaching mathematics in Mandarin Chinese can help students better understand and grasp mathematical concepts because they are using a language, they are most comfortable with and familiar with. This is because students are more likely to understand the vocabulary and grammar used in math instruction when it is in their mother tongue, and they are also more likely to be engaged in their learning and develop a positive attitude. The strong performance of Chinese students in mathematics is often attributed to the use of their own language in teaching the subject.

According to Civan (2016), learning in a language that's not primary can be tough. But others argue that English materials are often better. It may be possible to use a combination of the first language and a non-first language for instruction. This approach can allow students to benefit from the strengths of both languages. Teaching students in a non-first language is to use a variety of methods and to tailor the instruction to the needs of the individual student. Teachers should recognize and be considerate of the challenges students face in acquiring mathematical language skills. They should also demonstrate creativity and perseverance in devising strategies to assist students in their learning process.

Additionally, having a solid understanding of common language difficulties can simplify the planning of effective teaching and learning experiences (Jourdain, 2016). Teachers can employ a variety of strategies, resources, and a supportive classroom environment to help students overcome these challenges and excel in mathematics.

## **Statement of the Problem**

This study seeks to assess grade 7 students' understanding of Mathematics using the English-Filipino as a supplementary medium of instruction in Olongapo City

National High School.

Specifically, it aims to find answers to the following questions:

1. How may pretest and posttest results of the learners be described in terms of:
  - 1.1. control group; and
  - 1.2. experimental group?
2. Is there a significant difference between the pretest and posttest of grade 7 students in terms of instruction-based learning when presented with English-Filipino based instruction compared to English based instruction?
3. Is there a significant difference of the students mean scores of the students using the results of the:
  - 3.1. pretest; and
  - 3.2. posttest in the experimental and control group?

## **METHODOLOGY**

### **Research Design**

A quasi-experimental research design was employed, involving two groups of Grade 7 students from Olongapo City National High School (OCNHS) during the academic year 2022-2023, to assess the effectiveness of using English-Filipino as a supplementary medium of instruction on students' Mathematics performance. A total of 48 Grade 7 students, divided into two groups, participated in the experiment to ascertain the impact of the mother tongue as a supplementary medium of instruction on their performance. Pretests and posttests were administered to gauge any significant differences in students' Mathematics performance.

### **Respondents**

To gather data from the population, the researchers used one-stage cluster population sampling. Cluster sampling, as described by Julia Simkus (2023) is a probability sampling method where researchers can take a representative sample from a population that has been split up into groups. In one-stage sampling, the researchers aim to directly select a sample where every element within the selected cluster will become a part of their sample group. This sampling method is feasible to select a sample since the target population is small and homogeneous. Overall, this study population consisted of students enrolled in two specific sections within the 7th grade at Olongapo City National High School during the Academic Year 2022-2023. The study involved a total of 44 participating students, with 22 students allocated to Section 2 and another 22 to Section 5, representing the entire population under investigation.

### **Research Instrument**

Pre-test and post-test were used as standardized questionnaires in this research. The experimental and control groups utilized identical and parallel lessons; however, the language of instruction utilized varied. The lesson plan was based on the Teacher's Guide published by the Department of Education. The questionnaires were based on the 3rd quarter, grade 7 lessons following the content of each module the learners will tackle in the 4 sessions the researchers observed. The experimental group underwent instruction in Mathematics using

English-Filipino-based instruction, while the control group received instruction solely in English. The lesson plans for the control group were prepared in English, while those for the experimental group were crafted in English-Filipino, with translations validated by two mathematics teachers to ensure accuracy and correctness.

### Statistical Treatment of Data

The data from this study were analyzed using a variety of statistical techniques. The comparison of pre-test and post-test scores from both sections, as well as the math test scores of Grade 7 students exposed to English-Filipino-based and English instruction, was conducted using descriptive statistics. (1) Frequency distribution was utilized to describe the pre-test and post-test scores of both the control and experimental groups. (2) The significance of the difference between the pre-test and post-test results was evaluated using a paired t-test. (3) A t-test was employed to determine the significant difference in the effectiveness of English-Filipino as a supplementary medium of instruction, comparing the pre-test and post-test scores between the control and experimental groups.

### Results and Discussion

This part presents the scores of the respondents regarding their pre-test and posttest scores. The scores consist of their performance which ranges from poor, fair, good, and excellent.

**Table 1**  
*Frequency Distribution of Pretest and Post-test Scores of the Control Group*

Scores	Pretest		Post Test		Descriptive Interpretation
	Frequency	Percentage	Frequency	Percentage	
1-4	4	16.7	0	0	Poor
5-8	9	37.5	7	29.2	Fair
9-11	5	20.8	12	50.0	Good
12-15	6	25.0	5	20.8	Excellent
Total	24	100	24	100	
Mean	8.71		9.92		Good

Table 1 illustrates the pretest and posttest results of students belonging to the control group. The distribution of pretest and post-test scores within the control group indicates discernible trends. Initially, among the 24 student respondents, the pretest results indicate a diverse distribution of scores. Specifically, 4 students (16.7%) obtained poor scores, while 9 students (37.5%) achieved fair scores. Additionally, 5 students (20.8%) attained good scores, and 6 students (25%) received excellent scores. On average, the pretest score for the control group was 8.71. These percentages signify the classification of students based on their pretest performance.

In contrast, post-test scores exhibited a shift, demonstrating an overall improvement. None of the students scored below 5, indicating progress across the board. Specifically, 7 students (29.2%) achieved fair scores, while a significant

proportion, 12 students (50%), obtained good scores. Additionally, 5 students (20.8%) earned excellent scores. The average post-test score for the control group was notably higher at 9.92.

Pre-tests serve as crucial tools for activating students' prior knowledge and establishing a foundation for the introduction of new concepts (Brown & Jones, 2018). Furthermore, they have the potential to enhance student motivation by emphasizing the importance of forthcoming material and setting targets for improvement (Thomas, 2017). Post-tests, on the other hand, offer valuable feedback to both students and educators. They provide insights that inform future instructional decisions and facilitate the monitoring and adjustment of teaching strategies (Wilson & Johnson, 2022).

**Table 2**  
*Frequency Distribution of Pre-test and Post-test Scores of the Experimental Group*

Scores	Pretest		Post Test		Descriptive Interpretation
	Frequency	Percentage	Frequency	Percentage	
1-4	0	0.0	0	0	Poor
5-8	13	54.1	0	0	Fair
9-11	9	37.5	17	70.8	Good
12-15	2	8.4	7	29.2	Excellent
Total	24	100	24	100	
Mean	<b>8.79</b>		<b>10.88</b>		<b>Good</b>

Table 2 displays the pretest and posttest scores of the experimental group. The frequency distribution of pretest and posttest scores in the experimental group offers valuable insights into the efficacy of instructional approaches. Initially, the pretest results revealed that none of the 24 participating students scored below 5. Specifically, approximately 13 students (54.1%) were classified as having a fair score, while 9 students (37.5%) achieved a good score. Moreover, 2 students (8.4%) were classified as having an excellent score. The average pretest score for the experimental group was 8.79.

Upon analyzing the posttest scores, it was observed that none of the students attained poor or fair scores. A majority of the students, specifically 70.8% or 17 students, received a good score. Additionally, 29.2% or 7 students were classified as having an excellent score. The mean posttest score for the experimental group showed a significant increase to 10.88.

Furthermore, it was noted that students who received mathematics instruction in their first language outperformed those who learned exclusively in English. This indicates that the experimental group, which received instruction in their first language, performed better overall compared to the control group, which received instruction in English alone. Additionally, students taught in their first language were more likely to achieve high scores on the posttest. In contrast to the control group, the experimental group showed a greater tendency to achieve good or excellent scores on the posttest (Lee et al., 2013).



**Table 3**

*Comparison between Pre-test and Post-test of Scores (Control Group)*

	Mean	Standard Deviation	Mean Difference	T value	Sig.	Decision
Pre-test	8.71	3.70	-1.208	-1.476	.154	Not significant
Post test	9.92	2.10				

(\*Significant at alpha = 0.05)

Table 3 displays the comparison between the pretest and posttest scores of the control group. The analysis indicates no significant difference between the scores of the pretest and posttest for the control group [t(df) = -1.476, p = .154] at the 5% significance level. This suggests that there is insufficient evidence to conclude that there is a difference in scores between the pretest and posttest for the control group. Verschik (2014) and Lee (2017) proposed that incorporating code-switching in math classes may assist in bridging the proficiency gap between the first and second language, thus enhancing understanding of complex mathematical concepts for bilingual students.

**Table 4**

*Comparison between Pre-test and Post-test (Experimental Group)*

	Mean	Standard Deviation	Mean Difference	T value	Sig.	Decision
Pre-test	8.79	2.00	-2.083	-4.509	.000	Significant
Post test	10.88	1.26				

(\*Significant at alpha = 0.05)

Table 4 illustrates the comparison between the pretest and post-test scores of the experimental group. The analysis reveals a significant difference between the scores of the pretest and post-test for the experimental group [t(df) = -4.059, p = .000] at the 5% significance level. This suggests that there is sufficient evidence to support the effectiveness of the teaching method employed in the experimental group. Siyang (2018) suggests that using the first language as the medium of instruction for mathematical problem-solving enables learners to better understand the problem's question and the provided data. The study's findings indicate that students who received the intervention demonstrated improvement in their performance on the post-test compared to the pre-test.

**Table 5**

*Comparison of Pre-test Scores between Control and Experimental*

	Mean	Standard Deviation	Mean Difference	T value	Sig.	Decision



Control	8.71	3.70	-0.083	-0.88	.931	Not significant
Experimental	8.79	2.00				

*Significant at alpha = 0.05*

Table 5 presents the comparison of pretest scores between the control and experimental groups. The analysis indicates that there is no significant difference between the scores of the pretests for the control group and experimental group [ $t(df) = -0.88, p = .931$ ] at the 5% significance level. This suggests that there is sufficient evidence to conclude that there is no significant variance between the pretest scores of the control and experimental groups. This implies that there is no notable distinction in the students' performance between the experimental and control groups before the treatment. Barwell (2009) suggests that a strong foundation in the first language aids in conceptual understanding and facilitates a smoother transition to the use of the second language in later educational stages.

**Table 6**  
*Comparison of Post-test Scores between Control and Experimental*

	Mean	Standard Deviation	Mean Difference	T value	Sig.	Decision
Control	9.92	2.10	-0.958	-2.177	.040	Significant
Experimental	10.88	1.26				

Table 6 presents the comparison of posttest scores between the control and experimental groups. The analysis reveals a significant difference between the scores of the post-tests for the control group and experimental group [ $t(df) = -2.177, p = .040$ ] at the 5% significance level. This indicates that there is sufficient evidence to conclude that the scores of the experimental group exhibit a significant variance. According to Alimi et al. (2020), employing a mother tongue-based approach in teaching results in greater improvements in post-test performance compared to conventional methods. The study suggests a notable enhancement in students' literacy and numerical skills when the mother tongue is utilized as the medium of instruction, as opposed to conventional methods. Students who were instructed in their first language demonstrated greater learning advancements than those instructed solely in English. This implies that utilizing a student's first language as the medium of instruction may be more efficacious than using English (Siyang, 2018).

## Conclusion

*Based on the aforementioned result of the study, the following were concluded:*

1. *In terms of the results of the learner's pre-tests and post-tests, (a) The pre-test of the control group got an average of 8.71 with 37.5% of the group had a fair score. While the experimental group had an average score of 8.79 with 54.1% students had a fair score. (b) The average score of the control group post-test was 9.92 with 50% of the students getting the*

scores. While the experimental group post-test got a 10.88 with 70.8% students got the scores.

2. *In terms of the result of the pretest and posttest results of the students between the control group, there is no sufficient evidence to say that the score of control group in pretest and posttest has a significant difference. However, in the experimental group, there is sufficient evidence that the scores of the experimental group have a significant difference.*
3. *Based on the post-test results, there is a substantial disparity in the mean scores between the treatment and control groups. This discrepancy indicates that the intervention or treatment administered to the experimental group had a notable influence on the students' test scores, as evidenced by both pre-test and post-test outcomes. Furthermore, the examination of mean scores derived from the post-test underscores a significant contrast between the treatment and control groups, underscoring the efficacy of the treatment in enhancing student performance.*

## **Recommendations**

*The researcher made the following recommendations regarding the study's findings:*

1. *Teachers are encouraged to integrate the mother tongue as a supplementary medium of instruction because students demonstrate improved understanding of Mathematics when taught using English-Filipino.*
2. *To optimize instruction-based learning for Grade 7 students, it is recommended to assess their language proficiency, align the instructional approach with curriculum objectives, and provide flexibility to accommodate individual learning preferences and abilities.*
3. *Mathematics teacher should integrate the English-Filipino and the standardized language (English) in mathematics as a medium instruction in teaching mathematics with that it can be a powerful way to support students' understanding and language development. Engage students in discussions where they compare mathematical terms, phrases, and sentence structures in Filipino and English. Encourage them to identify similarities and differences, helping them build connections and understand the meaning in both languages, they can develop a deeper understanding of mathematical skills in both languages.*

## **References**

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**EFFECTIVENESS OF READING INTERVENTION PROGRAM  
FOR SELECTED LEARNERS IN BARANGAY PAG-ASA,  
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**Keywords**

*Reading interventions program, teaching reading, Marungko, reading difficulties, pre-test, post-test, learners*

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**Abstract**

*In today's generation, the researchers observed that a lot of learners are having difficulties in reading, specifically from kindergarten to grade 3. Every learner needs to be able to read when they are still at an early age for them to be able to not experience difficulties when they grow up. There are a total of seven respondents in this study and quantitative data was gathered using an experimental research design. From the results of the study, we can draw many insights and implications. The overall focus of this study is to teach reading to learners who are non-readers in Barangay Pag-Asa, Olongapo City. The results suggest that rigorous reading programs should be part of the school learning process strategy as researchers proved that the level of reading of the learners should be improved and developed. Most of the respondents in the pretest were in the beginning stage, while the least of the respondents were in the developing stage. After the reading intervention program of the researchers, many of the post-test results of the respondents ranged from beginning to consistent, while the least ranged from beginning to developing. However, the researchers concluded that most of them had improved their reading skills.*

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**INTRODUCTION**

Reading is a fundamental skill that plays a crucial role in education and daily life. It involves the process of interpreting written symbols to derive meaning and comprehend information. Research has shown that introducing early literacy activities and reading strategies plays a significant role in developing reading comprehension skills (Combrinck et al., 2014). By starting literacy instruction early, students can build a strong foundation for comprehension, which is vital for achieving reading literacy milestones. Additionally, combining authorial voices with texts can enhance reading comprehension by transforming the reading experience into a multimedia activity that engages both listening and reading skills (Costabile-Heming, 2023).

Early reading intervention programs have shown promise in improving reading skills for children at risk of reading difficulties, focusing on phonological awareness, decoding, and spelling (Coyne et al., 2013). Consequently, the researchers undertake this study with the aim of acquiring the essential knowledge and skills in English, as well as the ability to develop and utilize appropriate guidelines for the effective implementation of reading programs (Noche, 2019).

Reading intervention programs are essential in a society where clear communication and comprehension are critical abilities. These reading programs are made to give those who might be having trouble learning and improving their reading skills focused support. Reading interventions work to open the door to a world of information, creativity, and empowerment for students of all ages and backgrounds by utilizing tailored strategies and evidence-based teaching methods. This guide is formulated to propose guiding principles and provide examples of how these principles can be implemented to establish an efficient school-level system for addressing the instructional requirements of all students. It aims to aid instructional leaders in schools that are implementing School Improvement Grants (SIG) and/or College and Career Ready Standards, including Common Core State Standards, in developing effective elementary intervention programs to enhance instruction. Adapted by the Center on Instruction from a product initially developed by the National Center for Reading First Technical Assistance (Torgesen, 2015), this publication serves as a valuable resource for educators seeking to strengthen their instructional practices.

As indicated in Weikert's study (2018), reading intervention plays a crucial role in systematic learning for students facing difficulties, particularly in enhancing comprehension and achieving grade-level reading proficiency. However, a challenge arises in determining the most effective types of reading interventions for addressing the needs of struggling readers. This encompasses various approaches such as guided reading groups within core classes or pull-out programs featuring intensive instruction in small group settings. Therefore, additional research is warranted in this area to identify and implement the most suitable reading interventions for these students.

Many learners in today's generation, experiencing difficulties in reading specifically, slow reading, unfamiliar words, frequent stopping, and letter name sounds. This is a serious issue for the learners because if we do not resolve this problem, they will not get any proper learning or knowledge. One of the problems that impacted learners' reading skills was the pandemic because their learning got paused and, in their house, they do not focus on modular-based learning and online class instead their focus was on gadgets and other things that do not relate to learning.

This research will help those learners, specifically non-readers. In the 21st century, the researchers observed that even if you are in school or not and did not know how to read words and letters. The reason why researchers chose this study is to help those in need and to help the government, parents, and teachers. This is an issue that we need to solve, because if we don't act on this, youths might not learn and will not get an education in their next generation. Reading is one of the

most important things that a person should possess, especially youths because reading must start at a young age and their reading will develop while they are growing up. This research had been done by other researchers, the researchers conducted this research by teaching them on their own and will witness their development in reading from start to end until they can read properly and learn what the researchers have taught to them. This research can help the government, parents, and teachers to teach them easier, not just those youths that are out of school but also those students who are in school who still can't read basic words and letters.

The researchers aim to teach reading to learners to help them read better and improve where they are lacking in terms of reading. Preparing learners for their studies will help them be equipped in reading so that they can excel in their subjects. This research will serve as a basis or reference for the next generation of researchers so that they can have other ideas to find research gaps or solutions in certain problems specifically in reading.

## **Statement of the Problem**

The overall purpose of this study aims to teach reading for learners who are non-readers in Barangay Pag-Asa, Olongapo City.

Specifically, the study sought answer to the following questions:

1. What is the profile of the respondents in terms of:
  - a) age; and
  - b) grade level?
2. What are the pre-test and post-test results of the Reading Intervention Program?
3. Is there a significant difference in the pre-test and post-test scores of the respondents?
4. What is the implication of the findings of the study?

## **METHODOLOGY**

### **Research Design**

The researcher employed a pre-experimental research design, aiming to gather quantifiable data for statistical analysis of the sample population. Quantitative data encompassed the calculation of variable frequencies and differences between variables (QuestionPro, 2020). The quantitative data gathered using survey instrument used to assess Effectiveness of Reading Intervention Program for Selected Learners in Barangay Pag-Asa, Olongapo City.

### **Respondents**

The respondents of this study were selected learners around barangay Pag-Asa. The study wanted to teach reading for learners who are non-readers in Barangay Pag-Asa, Olongapo City. There were eight (8) respondents. The researchers used EGRA or Early Grade Reading Assessment toolkit to identify the respondents' level of reading by pre-test and post-test to determine what materials should be used and to address their difficulties in reading.



### Research Instrument

The EGRA was used to assess and evaluate the respondents' reading skills. This will be the main instrument to be used by the researchers to determine the reading of the non-readers in Barangay Pag-Asa, Olongapo City. The researcher's pre-experimental respondents aim to teach them how to read and improve their reading skills. The researchers request the respondents' parents to sign the informed consent prior to including them in the study. Then, once the consent was secured, the researcher utilizes a reading intervention program to teach them to read and for them to be able to improve. The EGRA was used to assess and evaluate the respondents' reading skills. This will be the main instrument to be used by the researchers to determine the reading of the non-readers in Barangay Pag-Asa, Olongapo City. The researcher's pre-experimental respondents aim to teach them how to read and improve their reading skills. The researchers request the respondents' parents to sign the informed consent prior to including them in the study. Then, once the consent was secured, the researcher utilizes a reading intervention program to teach them to read and for them to be able to improve.

### Statistical Treatment of Data

The tabulated data was analyzed using Microsoft Excel 2019 and Statistical Package for Social Sciences Version 20 (SPSS v.20), as well as Warp PLS version 8 software. Manual calculations were not utilized, therefore the presentation of formulas was unnecessary.

Various statistical treatments were applied to address the specific questions raised in the study, including frequency distribution and percentage, weighted mean, descriptive rating, T-test, and Wilcoxon Signed Ranks Test.

## Results and Discussion

### 1. Profile of the Respondents

#### 1.2 Age

Table 1 displays the distribution of respondents based on their age, indicating that the majority are 8 years old, while fewer belong to the 6 and 7 age brackets. It's noteworthy that a considerable number of children encounter reading challenges, with approximately 10 million estimated to face difficulties in learning to read. Encouragingly, research suggests that 90 to 95 percent of children with reading impairments can overcome these challenges through timely intervention during their early years (Drummond, 2013).

**Table 1**

*Frequency Distribution of the Profile of the Respondents According to Age*

Age (years)	Frequency	Percentage
6	2	28.57
7	2	28.57
8	3	42.86



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<b>Total</b>	<b>7</b>	<b>100.0</b>
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**1.2 Grade Level**

Table 2 illustrates the frequency and percentage distribution of respondents based on their Grade Level. It indicates that the majority of respondents are from Kindergarten and Grade 2, while the smallest number of respondents are from Grade 1.

According to Hall (2016), parents are often the first to notice if their child is experiencing reading difficulties. This is crucial because signs of potential reading challenges can emerge during the preschool and kindergarten years. Difficulties with manipulating sounds in words, such as rhyming, word games, or identifying words with similar starting sounds, are early indicators of reading difficulties. Children who experienced frequent ear infections or speech delays in their early years may also face challenges in learning to read. It is recommended that children with articulation issues or delayed speech, compared to their peers, undergo speech and hearing screenings during preschool and be monitored for potential reading difficulties.

**Table 2**

*Frequency Distribution of the Profile of the Respondents According to Grade Level*

Grade Level	Frequency	Percentage
Kindergarten	3	43
1	1	14
2	3	43
<b>Total</b>	<b>7</b>	<b>100.0</b>

**2. Pre-test and Post-test Result of the Reading Intervention Program**

**2.1 Learner 1**

As shown in table 3, presents the pre-test and post-test result of the respondent. The 2 components have changed which are component 4 “Familiar word reading” from beginning to developing, followed by component 7 “Listening Comprehension” from beginning to developing. The rest of her components from 1, 2, 3a, 3b, 5, 6a, 6b and 8 have not changed at all.

During early childhood, children advance through developmental phases in word reading and word analysis abilities. The development of word recognition skills occurs gradually. In the full alphabetic phase, children primarily rely on grapheme-phoneme connections to recognize words. Sight word reading involves recalling words already stored in memory. Words become sight words after repeated exposure and recognition (Chepchumba, 2018).

**Table 3**

*Pre-test and Post-test result of the respondents using Early Grade Reading Assessment tool (EGRA)*

<b>Component Number</b>	<b>Pre-test Result</b>	<b>Post-Test result</b>
<b>1. Orientation to print</b>	Developing (2)	Developing (2)
<b>2. Letter Name Knowledge</b>	Beginning (1)	Beginning (1)
<b>3. A. Letter Sound knowledge</b>	Beginning (1)	Beginning (1)
<b>3. B. Initial Sound Identification</b>	Beginning (1)	Beginning (1)
<b>4. Familiar Word Reading</b>	Beginning (1)	<b>Developing (2)</b>
<b>5. Invented word reading</b>	Beginning (1)	Beginning (1)
<b>6. A. Oral Passage Reading</b>	Beginning (1)	Beginning (1)
<b>6. B. Reading Comprehension</b>	Beginning (1)	Beginning (1)
<b>7. Listening Comprehension</b>	Beginning (1)	<b>Developing (2)</b>
<b>8. Dictation</b>	Beginning (1)	Beginning (1)

**2.2 Learner 2**

Learner 2 is an 8-year-old, female, student in Grade 1 at Kalalake Elementary School. In the pre-test for learner 2 that was conducted by the DEPED teacher, most of the results are consistent; there are only a few components of reading that need improvement. Learner 2 is a fast learner. The teacher also used a Marungko approach. The learner completed the five days of teaching reading at the session hall of Barangay Pag-Asa, Olongapo City. As a result of her Post-test, she improved the two components (7 “Listening Comprehension” and 8 “Dictation”) from beginning to developing.

As shown in table 4, presents the pre-test and post-test result of the respondent. The 2 components of learner have changed which are component 7 “Listening Comprehension” from beginning to developing, followed by component 8 “Dictation” from beginning to Developing. The rest of her components from 1, 2, 3a, 3b, 4, 5, 6a, 6b haven’t changed at all.

Those learners learn something quickly and faster than others and they have a great memory. Normally they have superior mental ability or intelligence. It has a label of potential. They exhibit greater intellectual complexity compared to others. Intellectual complexity refers to the capacity to discern numerous relationships across various aspects of life (Allen et al., 2015).

**Table 4**

*Pre-test and Post-test result of the respondents using Early Grade Reading Assessment tool (EGRA)*

<b>Component Number</b>	<b>Pre-test Result</b>	<b>Post-Test result</b>
<b>1. Orientation to print</b>	Consistent (3)	Consistent (3)
<b>2. Letter Name Knowledge</b>	Consistent (3)	Consistent (3)
<b>3. A. Letter Sound knowledge</b>	Consistent (3)	Consistent (3)
<b>3. B. Initial Sound Identification</b>	Consistent (3)	Consistent (3)
<b>4. Familiar Word Reading</b>	Consistent (3)	Consistent (3)
<b>5. Invented word reading</b>	Consistent (3)	Consistent (3)
<b>6. A. Oral Passage Reading</b>	Developing (2)	Developing (2)
<b>6. B. Reading Comprehension</b>	Beginning (1)	Beginning (1)
<b>7. Listening Comprehension</b>	Beginning (1)	<b>Developing (2)</b>
<b>8. Dictation</b>	Beginning (1)	<b>Developing (2)</b>

**2.3 Learner 3**

Learner 3 is a 9-year-old, female, student in Grade 2 at Kalalake Elementary School. The pre-test result of Learner 3 is in the development stage. Learner 3 is a good reader. However, the learner still needs some practice to become better. The teacher observed that learner 3 took the initiative to read aloud repeatedly so that learner 3 could comprehend what learner was reading more fully. The teacher used a Marungko approach. The learner completed the five weeks of teaching reading at the session hall of Barangay Pag-Asa, Olongapo City. As a result of learner 3 post-test, learner 3 improved all the components from developing too consistently.

As shown in table 5, presents the pre-test and post-test result of the respondent. The 2 components have changed which are component 1 “Orientation to print” from developing to consistent, followed by component 3b “Initial sound identification” from developing to consistent, component 4 “Familiar word reading” from developing to consistent, component 5 “Invented word reading” from developing to consistent, component 6b “reading comprehension” from developing to consistent, component 7 “listening comprehension” from developing to consistent and lastly, component 8 “dictation” from developing to consistent. The components have not changed at all are 2, 3, 6b.

The Marungko approach to reading instruction is regarded as an effective tool for nurturing the fundamental reading skills among students, aiding in the development of reading fluency. This method supports culturally grounded language acquisition by initially focusing on the most common sounds in the

students' native language and gradually introducing less frequent ones. By aligning the sequence of sounds with the learners' native language, this approach reinforces language acquisition and comprehension. Additionally, literature-based activities are integrated to encourage students to appreciate and enjoy reading (Bustos-Orosa & Ferrer, 2013; Banes & Urayaran, 2019). Through engaging reading instruction supplemented by enjoyable activities, students experiencing reading difficulties are anticipated to cultivate a genuine passion and appreciation for reading.

**Table 5**

*Pre-test and Post-test result of the respondents using Early Grade Reading Assessment tool (EGRA)*

<b>Component Number</b>	<b>Pre-test Result</b>	<b>Post-Test result</b>
<b>1. Orientation to print</b>	Developing (2)	<b>Consistent (3)</b>
<b>2. Letter Name Knowledge</b>	Consistent (3)	Consistent (3)
<b>3. A. Letter Sound knowledge</b>	Consistent (3)	Consistent (3)
<b>3. B. Initial Sound Identification</b>	Developing (2)	<b>Consistent (3)</b>
<b>4. Familiar Word Reading</b>	Developing (2)	<b>Consistent (3)</b>
<b>5. Invented word reading</b>	Developing (2)	<b>Consistent (3)</b>
<b>6. A. Oral Passage Reading</b>	Consistent (3)	Consistent (3)
<b>6. B. Reading Comprehension</b>	Developing (2)	<b>Consistent (3)</b>
<b>7. Listening Comprehension</b>	Developing (2)	<b>Consistent (3)</b>
<b>8. Dictation</b>	Developing (2)	<b>Consistent (3)</b>

#### **2.4 Learner 4**

Learner 4 is a 9-year-old, male, second grader at Kalalake Elementary School. The pre-test of Learner 4, and all the outcomes are consistent. Learner 4 reads well, but he still needs to practice reading aloud because, during the sessions, the teacher noticed that learner 4 reads so slowly and sometimes can't hear what words or letters was reading. The teacher used the Marungko technique. The learner finished the five weeks of reading instruction in Barangay Pag-Asa session hall in Olongapo City. The result was consistent because of her post-test.

Table 6 presents the pre-test and post-test scores of the respondents.

Notably, only component 6b, "reading comprehension," showed improvement for learner 4, while the other components (1, 2, 3a, 3b, 4, 5, 6a, 7, 8) remained unchanged.

In the 2014 Philippine Early Grade Reading Assessment (EGRA), reading comprehension scores indicated weak performance among Grade 1 students, with an average percentage of correctly answered questions close to or below 50 percent in all languages. In response to this concern, Santos (2020) suggests that teachers can enhance reading comprehension performance through adjustments, strategies, scaffolding, and follow-up WH questions tailored to each learner's needs.

**Table 6**

*Pre-test and Post-test result of the respondents using Early Grade Reading Assessment tool (EGRA)*

<b>Component Number</b>	<b>Pre-test Result</b>	<b>Post-Test result</b>
<b>1. Orientation to print</b>	Consistent (3)	Consistent (3)
<b>2. Letter Name Knowledge</b>	Consistent (3)	Consistent (3)
<b>3. A. Letter Sound knowledge</b>	Consistent (3)	Consistent (3)
<b>3. B. Initial Sound Identification</b>	Consistent (3)	Consistent (3)
<b>4. Familiar Word Reading</b>	Consistent (3)	Consistent (3)
<b>5. Invented word reading</b>	Consistent (3)	Consistent (3)
<b>6. A. Oral Passage Reading</b>	Consistent (3)	Consistent (3)
<b>6. B. Reading Comprehension</b>	Developing (2)	<b>Consistent (3)</b>
<b>7. Listening Comprehension</b>	Consistent (3)	Consistent (3)
<b>8. Dictation</b>	Consistent (3)	Consistent (3)

### **2.5 Learner 5**

Learner 5 is 6 years old, grade 1 at Kalalake Elementary School. The teacher noticed in their first session of the reading program that learner 5 was a slow reader and when the teacher noticed that learner 5 was poor in reading and easily got distracted by another learner. Also, after reading the story learner 5

easily forgets what happened in the story.

As shown in table 7, presents the pre-test and post-test result of the respondents. The 3 components have changed which are component 2 “letter name knowledge” from developing to consistent, followed by component 3a “letter sound knowledge” from beginning to developing and lastly, component 3b “initial sound identification” from beginning to developing. The rest of components have not changed at all, his pre-test and post-test are still “beginning” which are components 1, 4, 5, 6a, 6b, 7, 8.

There are three aspects of alphabet knowledge that can impact the effectiveness of teaching either letter names or letter sounds first. Firstly, many letters inherently provide clues to their typical sounds within their names (e.g., the letter "B" features the /b/ sound at the beginning of its name). Secondly, the speech characteristics of letter names and sounds differ, potentially affecting the ease of learning (e.g., the similarity in voicing and mouth position for vowels can lead to confusion). Thirdly, based on the previous two features, letter sounds tend to be more challenging to learn compared to letter names (Roberts et al., 2019).

**Table 7**

*Pre-test and Post-test result of the respondents using Early Grade Reading Assessment tool (EGRA)*

<b>Component Number</b>	<b>Pre-test Result</b>	<b>Post-Test result</b>
<b>1. Orientation to print</b>	Consistent (3)	Consistent (3)
<b>2. Letter Name Knowledge</b>	Developing (2)	<b>Consistent (3)</b>
<b>3. A. Letter Sound knowledge</b>	Beginning (1)	<b>Developing (2)</b>
<b>3. B. Initial Sound Identification</b>	Beginning (1)	<b>Developing (2)</b>
<b>4. Familiar Word Reading</b>	Beginning (1)	Beginning (1)
<b>5. Invented word reading</b>	Beginning (1)	Beginning (1)
<b>6. A. Oral Passage Reading</b>	Beginning (1)	Beginning (1)
<b>6. B. Reading Comprehension</b>	Beginning (1)	Beginning (1)
<b>7. Listening Comprehension</b>	Beginning (1)	Beginning (1)
<b>8. Dictation</b>	Beginning (1)	Beginning (1)

**2.6 Learner 6**

Learner 6 is a 6-year-old 1<sup>st</sup> -grader at Kalalake Elementary School. Learner 6 can read, but learner 6 still needs to practice reading fast during the sessions, the teacher noticed that learner 6 reads slowly. The teacher applied the Marungko technique. Learner 6 memorized the alphabet and the sounds of it but when the teacher tells you to read, learner 6 can't read properly yet can read. Learner 6 was a bit shy when the teacher was asking. Learner 6 had a lack of confidence to read around other learners.

As shown in table 8, presents the pre-test and post-test result of the respondents. The 3 components have been improved based on their pretest before and which are component 3a "letter sound knowledge" from beginning to developing, followed by component 3b "initial sound identification" from beginning to consistent and lastly, component 4 "familiar word reading" from beginning to developing. The rest of the components 1, 2, 5, 6a, 6b, 7, 8 haven't improved at all.

As mentioned by Evans (2011), mastering the alphabet is a crucial step in learning to read. This research delves into teaching the alphabet to Kindergarten students using diverse modes of representation. The study involved 24 Kindergarten students who engaged in activities tailored to their individual learning styles, fostering interaction in various group settings, and allowing for self-monitoring through goal-setting strategies. Although the data collected did not reveal a statistically significant improvement in letter identification, there was a notable statistical significance observed in the areas of sounds and word recognition. The instructional approach employed by the teacher researcher proved beneficial and positively influenced student learning. The study concludes with discussions on the practical implications of these findings for educational practice.

**Table 8**

*Pre-test and Post-test result of the respondents using Early Grade Reading Assessment tool (EGRA)*

<b>Component Number</b>	<b>Pre-test Result</b>	<b>Post-Test result</b>
<b>1. Orientation to print</b>	Consistent (3)	Consistent (3)
<b>2. Letter Name Knowledge</b>	Consistent (3)	Consistent (3)
<b>3. A. Letter Sound knowledge</b>	Beginning (1)	<b>Developing (2)</b>
<b>3. B. Initial Sound Identification</b>	Beginning (1)	<b>Consistent (3)</b>
<b>4. Familiar Word Reading</b>	Beginning (1)	<b>Developing (2)</b>

5.	<b>Invented word reading</b>	Beginning (1)	Beginning (1)
6.	<b>A. Oral Passage Reading</b>	Beginning (1)	Beginning (1)
6.	<b>B. Reading Comprehension</b>	Beginning (1)	Beginning (1)
7.	<b>Listening Comprehension</b>	Beginning (1)	Beginning (1)
8.	<b>Dictation</b>	Beginning (1)	Beginning (1)

**2.7 Learner 7**

Learner 7 is a male, 8 years old and grade 2 at Kalalake elementary school. Learner 7 was having difficulties in listening and reading comprehension and couldn't read the sound of the letter correctly based on the observations of the teacher. Can't read words without the guide of the teacher and a talkative one, a bit hardheaded, and easily got distracted by his co-learners. Also, can't write his own name correctly.

Based on table 9, presents the pre-test and post-test result of the respondent. The components that have been improved are the following component; component 1 "orientation to print" from beginning to consistent, followed by component 2 "letter name knowledge" from beginning to consistent", component 3a "letter sound knowledge" from beginning to developing, component 3b "initial sound identification" from beginning to developing, component 4 "familiar word reading" from beginning to developing, component 5 "invented word reading" from beginning to consistent, component 6a "oral passage reading" from beginning to developing. The rest of the components have not improved at all, which are components 6b,7 and 8.

According to Aguilera (2014), both the intervention and control groups demonstrated improvement in reading comprehension following the intervention. However, only the strategy group sustained their gains over time. Students in the strategy group showed a greater awareness of and utilization of reading strategies compared to those in the control group, with both findings being statistically significant. Despite this, a correlation test revealed no statistically significant correlation between gain scores of self-reported strategy usage and reading comprehension. This underscores the significance of utilizing multiple outcome measures to evaluate the efficacy of reading comprehension instruction.

**Table 9**

*Pre-test and Post-test result of the respondents using Early Grade Reading Assessment tool (EGRA)*

<b>Component Number</b>	<b>Pre-test Result</b>	<b>Post-Test result</b>
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1.	<b>Orientation to print</b>	Beginning (1)	<b>Consistent (3)</b>
2.	<b>Letter Name Knowledge</b>	Beginning (1)	<b>Consistent (3)</b>
3.	<b>A. Letter Sound knowledge</b>	Beginning (1)	<b>Developing (2)</b>
3.	<b>B. Initial Sound Identification</b>	Beginning (1)	<b>Developing (2)</b>
4.	<b>Familiar Word Reading</b>	Beginning (1)	<b>Developing (2)</b>
5.	<b>Invented word reading</b>	Beginning (1)	<b>Consistent (3)</b>
6.	<b>A. Oral Passage Reading</b>	Beginning (1)	<b>Developing (2)</b>
6.	<b>B. Reading Comprehension</b>	Beginning (1)	Beginning (1)
7.	<b>Listening Comprehension</b>	Beginning (1)	Beginning (1)
8.	<b>Dictation</b>	Beginning (1)	Beginning (1)

**3. Significant Difference between the pre-test and post-test scores of the respondents**

**Table 10**

*Difference of Pre-test and Post-Test Scores*

<b>Area</b>	<b>Z</b>	<b>P-value</b>	<b>Decision</b>
<b>Post_test1 - Pre_test1</b>	-1.342 <sup>b</sup>	.180	Insignificant Accept Ho
<b>Post_test2 – Pre_test2</b>	-1.890 <sup>b</sup>	.059	Insignificant Accept Ho
<b>Post_test3 - Pre_test3</b>	-1.857 <sup>b</sup>	.063	Insignificant Accept Ho
<b>Post_test4 - Pre_test4</b>	-1.857 <sup>b</sup>	.063	Insignificant Accept Ho
<b>Post_test5 - Pre_test5</b>	-2.000 <sup>b</sup>	.046	<b>Significant Reject Ho</b>

<b>Post_test6 - Pre_test6</b>	-1.414 <sup>b</sup>	.157	Insignificant Accept Ho
<b>Post_test7 - Pre_test7</b>	-1.342 <sup>b</sup>	.180	Insignificant Accept Ho
<b>Post_test8 - Pre_test8</b>	-1.342 <sup>b</sup>	.180	Insignificant Accept Ho
<b>Post_test9 - Pre_test9</b>	-1.732 <sup>b</sup>	.083	Insignificant Accept Ho
<b>Post_test10 Pre_test10</b>	-1.342 <sup>b</sup>	.180	Insignificant Accept Ho

Table 10 above, presents that there is no significant difference between the post-test 1 to pre-test 1 of the respondents ( $z=-1,3342$ ,  $p= .180$ ). This means that there is no sufficient sample evidence that the effectiveness of reading intervention programs is statistically significant.

There is no significant difference between the post-test 2 to pre-test 2 of the respondents ( $z=-1,3342$ ,  $p=.059$ ). This means that there is no sufficient sample evidence that the effectiveness of reading intervention programs is statistically significant.

There is no significant difference between the post-test 3 to pre-test 3 of the respondents ( $z= -1.857$ ,  $p=.063$ ). This means that there is no sufficient sample evidence that the effectiveness of reading intervention programs is statistically significant.

There is no significant difference between the post-test 4 to pre-test 4 of the respondents ( $z= -1.857$ ,  $p=0.63$ ). This means that there is no sufficient sample evidence that the effectiveness of reading intervention programs is statistically significant.

There is a significant difference between the post-test 5 to pre-test 5 of the respondents ( $z= -2.000$ ,  $p= .046$ ). This means that there is sufficient sample evidence that the effectiveness of reading intervention programs is statistically significant.

There is no significant difference between the post-test 6 to pre-test 6 of the respondents ( $z= -1.414$ ,  $p= .147$ ). This means that there is no sufficient sample evidence that the effectiveness of reading intervention programs is statistically significant.

There is no significant difference between the post-test 7 to pre-test 7 of

the respondents ( $z = -1.857$ ,  $p = .063$ ). This means that there is no sufficient sample evidence that the effectiveness of reading intervention programs is statistically significant.

There is no significant difference between the post-test 8 to pre-test 8 of the respondents ( $z = -1.857$ ,  $p = .063$ ). This means that there is no sufficient sample evidence that the effectiveness of reading intervention programs is statistically significant.

There is no significant difference between the post-test 9 to pre-test 9 of the respondents ( $z = -1.732$ ,  $p = .083$ ). This means that there is no sufficient sample evidence that the effectiveness of reading intervention programs is statistically significant.

There is no significant difference between the post-test 10 to pre-test 10 of the respondents ( $z = -1.342$ ,  $p = .080$ ). This means that there is no sufficient sample evidence that the effectiveness of reading intervention programs is statistically significant.

The findings of the study concluded that invented spelling does indeed play an important role in the acquisition of early literacy skills. The students from the invented spelling group exhibited more advanced invented spelling than the other groups, and also demonstrated a superior ability to read words used in the training protocol (Ouellette & Senechal, 2014).

## Conclusion

*Based on the research finding, the researchers conclude the following:*

- 1. The respondents are children, ranging in age from 6 to 8 years old, and most of them are male by using the Marungko approach with them to improve their reading skills and reading comprehension. In a 5-day session, the difference in results between the pretest and posttest is big. because in their post-test, most of the component numbers improved. So overall, using the Marungko approach is effective in improving their reading comprehension.*
- 2. Elementary teachers who have the same problem in teaching reading comprehension may try to use the Marungko approach in solving the problem of their students. Also, parents who want to teach their own children while they are not in school yet may also use this Marungko approach. for them to help their children with reading comprehension before they go to study in the early grades. so, their children already have knowledge in reading.*

## Recommendations

*Based on the findings and conclusions of the study, this study makes the following recommendations:*

- 1. For the teachers, they should continue and think of different strategies by using the Marungko Approach*
- 2. For the effectiveness of reading intervention programs, it will need a lot of time or days for the learners to be able to be fluent and improve their reading skills.*
- 3. For the parents, they should help their children by starting to teach and guide them to read, especially while they are still young so that they have prior knowledge when they start to study.*
- 4. For future researchers, conduct a similar study and discover other variables that could possibly be the reason why some learners have difficulties to read or other interventions to help learners read fluently.*

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***EFFECTIVENESS OF STRATEGIC INTERVENTION MATERIAL  
(SIM) IN ENHANCING THE READING COMPREHENSION SKILL  
OF GRADE 8- NEWTON IN ARLING PANLIPUNAN*****Meiaca Joy Corum<sup>1</sup>, Joseph Diviva<sup>2</sup>, Agnes Melo<sup>3</sup>,**<sup>1,3</sup> College of Education, Arts, and Sciences<sup>2</sup>New Cabalan National High School, Olongapo City

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**Keywords**

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*Strategic  
Intervention  
Material, reading  
comprehension  
skills, world  
history*

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**Abstract**

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*This action research explored the potential of Strategic Intervention Materials (SIMs) to improve reading comprehension in Araling Panlipunan (Social Studies) - World History. Conducted at New Cabalan National High School from October 2022 to May 2023, the study focused on Grade 8 students in the Newton class. The research employed a three-pronged approach: diagnosis, intervention, and evaluation. Pre-tests were used to assess students' existing knowledge of World History content. Subsequently, a program employing SIMs (Situational Interest Materials) was introduced to address reading comprehension skills. Subsequent to this, the efficacy of the intervention was assessed by analyzing pre-test and post-test scores to detect any statistically significant variances. The quantitative data gathered through the pre- and post-tests were analyzed using a T-test. The findings of this study will be presented, along with their potential implications for improving teaching and learning practices in Araling Panlipunan through the use of SIMs. The study revealed a notable disparity in the scores of students before and after engaging with the Strategic Intervention Materials based on the Most Essential Learning Competencies (MELCs) for Grade 8 World History in Araling Panlipunan. These findings suggest that SIMs can be a valuable tool for educators seeking to improve student reading comprehension and mastery of social studies content.*

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**INTRODUCTION**

The present condition of the younger generation reflects a lack of focus and clarity, particularly evident in the challenges they face with reading comprehension. Mastery of reading comprehension is essential across all subjects, as it is a fundamental skill integral to the learning process in every lesson. Students are distracted from any type of social media platforms, online games, and irrelevant things that is incomprehensible. In regards with reading the textbook's history, the students are having difficulties in understanding the events, personality, and the dates on a certain topic, as a result they tend to spend their

time on things that give them an excitement. However, students have their own strategy when it comes to understanding. To acquire knowledge students must understand what they were reading.

According to Yeomans-Maldonado, 2017, in the book of Language and Reading Research Consortium. Comprehension monitoring is a metacognitive skill that involves readers' capacity to assess and reflect on their understanding of a text they are reading. This skill is closely linked to reading comprehension and typically improves as individuals develop and gain more experience with reading.

On the contrary, Compton, Miller, Elleman, & Steacy (2014) suggest that strategy instruction might lead to a surface-level understanding of a text, potentially hindering deeper comprehension. However, Wilkinson & Son (2011) propose that the strategies themselves may not directly enhance comprehension; rather, it could be other factors like increased engagement and comprehension monitoring that drive improvement. Moreover, Jones & Workman (2016) emphasize the importance of background knowledge in comprehension, noting that young students often lack exposure to diverse content in elementary school. Conversely, Shahmirzadi (2019) argues that critical thinking is crucial for comprehension, as students must navigate through layers of text to truly understand it. However, if students are not engaged with the material, they are unlikely to learn effectively. Ultimately, students learn best when they perceive the value and relevance of the information presented in the classroom.

Furthermore, intervention refers to how changes in beliefs impact one's willingness to intervene. According to Finnemore (2013) intervention has meaning. The Strategic Intervention Material is a set of organized intervention activities aimed to address reading comprehension difficulties of students. It helps the learners to develop the competencies that they did master during regular classes. Unlike strategies, they can be informal and aren't always tracked while intervention is formalized, aimed at a known need and is monitored.

This study aimed to develop and enhance the reading comprehension skills in relation to Araling Panlipunan Most Essential Learning Competencies (MELCS) Grade - 8 World History using SIM (Strategic Intervention Materials). It is composed a multiple-choice test question using literal comprehension of a chosen topic from 3rd Quarter.

## **Statement of the Problem**

This study aims to improve the reading comprehension of Grade 8 students by implementing pre-tests and post-tests and assessing the effectiveness of Strategic Intervention Materials for a selected group of students. The effectiveness of mentioned intervention helped the researcher gather the data and improve the teaching strategies for enhancing reading comprehension among Grade - 8 Newton.

Specifically, it seeks to answer the following sub-questions.

1. How may the respondents be described in terms;
  - a. Pre-test scores;
  - b. Post-test scores.
2. Is there a significant effect on the reading comprehension of students before and after the implementation of strategic intervention materials?

Ho = There is no significant difference between before and after the implementation of Strategic Intervention Material on enhancing reading comprehension of Grade - 8 Newton.

## **METHODOLOGY**

### **Research Design**

This action research utilized a quasi-experimental pre-test post-test one-group design. The study comprised 39 Grade 8 students (21 male and 18 female) from the Newton class at New Cabalan National High School. A quasi-experimental approach was employed, indicating that there was no random assignment of students to a treatment group (using SIMs) or a control group (not using SIMs). Similar to randomized controlled trials, quasi-experiments aim to establish a cause-and-effect relationship between the intervention (SIMs) and the outcome (improvement in reading comprehension).

The study investigated the effectiveness of Strategic Intervention Materials (SIMs) designed to enhance reading comprehension skills in Araling Panlipunan (Social Studies) - World History. Students' reading comprehension was assessed at two points: a pre-test in October 2022 to establish a baseline and a post-test in May 2023 after participating in the intervention program.

The intervention program utilized SIMs which consisted of reading material, activity cards, assessment cards, and (optional) enrichment cards. These SIMs were strategically integrated into Araling Panlipunan lessons throughout the intervention period, primarily used for pre-reading activities to activate prior knowledge and introduce key vocabulary, and during-reading activities to guide students through comprehension tasks.

### **Respondents**

The respondents are the Grade 8- Newton, students of New Cabalan National High School. S.Y 2022-2023.

**Table 1**

*Distribution of Respondents According to Gender*

<b>Grade 8- Newton</b>	<b>Number</b>
<b>Male</b>	<b>21</b>
<b>Female</b>	<b>18</b>
<b>Total</b>	<b>39</b>



Table 1 shows the distribution of respondents according to gender. There were 21 males and 19 females in the classroom with a total of 39 Grade - 8 Newton students.

### Research Instrument

This research employed a standardized test as the primary instrument for data collection. The test was designed to assess students' reading comprehension skills specifically in the context of Araling Panlipunan (Social Studies) - World History content aligned with the Grade 8 Most Essential Learning Competencies (MELCs). The purpose of the pre-test was to establish a baseline for students' existing knowledge of World History content and to assess their reading comprehension skills before undergoing the intervention program with Strategic Intervention Materials (SIMs). The purpose of the post-test was to assess the effectiveness of the intervention by measuring any improvements in students' reading comprehension skills.

### Statistical Treatment of Data

The data collected from the pre-test and post-test scores were analyzed using a two-tailed t-test, which is suitable for comparing the means of two independent groups, in this case, the pre-test and post-test scores. By applying this t-test with a 0.05 significance level, the study aimed to determine if the intervention program utilizing Strategic Intervention Materials (SIMs) led to a statistically significant improvement in students' reading comprehension skills in Araling Panlipunan (Social Studies) - World History.

## Results and Discussion

This chapter presents the results of the study, focusing on the pre-test and post-test scores of the respondents. The data collected by the researcher addressed the research questions and statistical objectives of the study.

**Table 2**

*Results of the Items Pre-test*

Number of Respondents		Pre-test Items	Average Pre-Test Results
Female	18	25	6
Male	21	25	6
Total	39		

Table 2 indicates that among the 39 Grade 8 Newton students, 18 females achieved an average score of 6 points, while 21 males attained an average of 6 points as well, accounting for 24% of the pre-test average score. This suggests

that 24% of the questions were answered correctly by the students.

**Table 3**  
*Results of the Items Post-test*

Number of Respondents		Pre-test Items	Average Post-Test Results
Female	18	25	21
Male	21	25	20
Total	39		

Table 3 shows that out 39 students of Grade - 8 Newton, 18 female students scored an average of 21 points or 84% of the post-test average score. And the male students scored an average of 20 points or 80% of the post-test average score. It could be seen that most of the Grade - 8 Newton has increase the score between the pre-test and post - test result after distributing the mentioned intervention, in which 82% of the questionnaires from post-test were correctly obtained by the students.

**Table 4**  
*T-test on the Significant Difference between the Pre-test and Post-test Results*

Variables Compared	T-Value	P-Value	Decision	Interpretation
Pre - Test and Post-Test	1.702	<.001	Reject Ho	There is a significant difference between before and after the implementation of Strategic Intervention Material on enhancing reading comprehension of Grade - 8 Newton.

Table 4 displays the results of the t-test conducted to determine the significant difference between the pre-test and post-test scores. With a p-value < .001, the null hypothesis (H0) is rejected. This implies that the pre-test average differs significantly from the post-test average. In other words, the disparity between the averages of the pre-test and post-test is statistically significant. The t-value of 1.702 indicates that the researchers rejected the null hypothesis at a significance level of 0.05. This suggests a notable improvement in the post-test scores of the 39 students from New Cabalan National High School following the implementation of Strategic Intervention Material.

## 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 score of 6 points, this indicates that the average of the respondents is 24%. This means that 24% of the set questionnaires obtained correctly of the respondents.*
- 2. The post-test results of the students had increase in which scored 20 points or 82% of the post-test average score. This illustrate that the reading comprehension of the respondents has enhance after the implementation of Strategic Intervention Materials.*
- 3. Based on the t-test results, there is significant difference between the scores of the students before and after undergoing Strategic Intervention Materials based on Araling Panlipunan Most Essential Learning Competencies (MELCS) Grade - 8 World History.*

## Recommendations

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

- 1. Strategic Intervention Materials should be continued to further enhance the reading comprehension of student in New Cabalan National High School.*
- 2. Reading program and activities should implemented in school to yield more data that can be used to enhance the reading comprehension of the students.*
- 3. Teacher in Araling Panlipunan should expose the students in activity that is more on comprehension.*
- 4. Teacher should develop more ideas and concepts other than Strategic Intervention Materials that attract and engage the students comprehend the lesson.*
- 5. Social Studies Department should create intervention inclined with social media platforms about Araling Panlipunan Most Essential Learning Competencies, since most of the learners are able to access social media.*

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**PAGPAPAYAMAN NG TALASALITAAN NG MGA MAG-AARAL  
SA FILIPINO 8 GAMIT ANG PROYEKTO BigKaS****Nieki E. Garigo <sup>1</sup>, Elena P. Sotto <sup>2</sup>,****Rowenalyn P. Sagun <sup>3</sup>**<sup>1</sup> *BSED-Filipino Student, College of Education, Arts, and Sciences*<sup>2</sup> *Regional Science High School -III*<sup>3</sup> *BSED-Filipino Program Coordinator, College of Education, Arts, and Sciences***Mga susing  
salita**

Proyekto  
BigKaS,  
akademikong  
pag-unlad,  
talasalitaan  
akdang  
pampanitikan

**Abstrak**

Ang layunin ng pananaliksik na ito ay suriin at tukuyin ang epekto ng Proyekto BigKaS sa akademikong pag-unlad ng mga mag-aaral. Ang pag-aaral na ito ay gumamit ng Pre-Experimental research design. Ang respondente ng pag-aaral na ito ay bubuoin ng apat na pangkat: 8-Narra, 8-Molave, 8- Mahogany, at 8-Apitong na kapuwa nasa kurikulum ng ikawalong Baitang ng Regional Science High School. 3. Batay sa resulta ng pag-aaral, parehong may pagtaas ng puntos sa kanilang post-test ang dalawang hanay na controlled at experimental group ngunit mas mababa ang kinalabasan sa resulta ng controlled group kumpara sa naging mataas na resulta ng post-test ng mga nasa experimental group. Iminumungkahi ng mananaliksik na maaaring gamitin ng mga guro ng wika ang Proyekto BigKaS upang mahubog at masubok ang kaalaman ng mga bata sa pagtukoy ng kahulugan ng mga salita sa bawat akdang pampanitikang ituturo ng guro.

**INTRODUSYON/PANIMULA**

Itinuturing ang silid-aralan na pangalawang tahanan ng bawat bata, mga guro na tumatayong pangalawang magulang. Sa pagtamo ng pagkatuto na nangangailangan nang isang makabuluhang pagtuturo na ipinamamalas ng mga guro sa kanilang mag-aaral sa pangkat na kanilang tinuturuan. Ang paggamit ng mga estratehiya sa pagtuturo ay isang mahalagang bahagi sa pagpapabuti ng interes ng mga mag-aaral na matuto sa iba't ibang anyo ng wika upang mapalalim ang kanilang pag-unawa sa mga konsepto.

Ayon sa Philippine News (2019), ang talasalitaan ay isang lupon ng mga salita na maaaring may kaugnayan sa paksang tatalakayin sa isang wika na kung saan maaaring ang salita may paunang kaalaman na ang mag-aaral. Ang talasalitaan ng isang tao ay kasabay ding umuunlad sa paglipas ng panahon o sa pagtanda na kadalasang ginagamit bilang pangunahing gamit sa komunikasyon at pagkakamit ng kaalaman.

Ang kaalaman sa talasalitaan ay nagbibigay-daan sa mga mag-aaral na maipahayag ang kanilang mga kaalaman, opinyon, at kaisipan nang maayos at tiyak, na may pagiging wasto at malinaw (Valdez, 2016). Ito ay dahil ang talasalitaan ay naglalarawan ng kahulugan ng mga salita at parirala sa isang sistematikong paraan, na nagbibigay daan sa mga mag-aaral na lubos na maunawaan ang mga binabasa. Sa pangunahing paraan, ang talasalitaan ay naglalaman ng mga salita na pinagsama-sama batay sa kanilang kahulugan, at ginagamit itong batayan upang maunawaan ang mga ito batay sa kanilang konteksto sa pangungusap o parirala.

Ang kahusayan sa talasalitaan ay isang mahalagang aspeto sa buhay ng mga mag-aaral, partikular sa kanilang pag-aaral at pang-araw-araw na pakikisalamuha. Upang mapabuti ang kanilang kaalaman sa iba't ibang salita, ipinatutupad ang Proyekto BigKaS - Bigay Kaalaman sa Salita, na layuning mapalalim ang kanilang pag-unawa sa mga salitang may kinalaman sa panitikan at iba pang aralin. Sa kasalukuyan, maraming mag-aaral sa Regional Science High School III ay nahihirapan sa pag-unawa ng mga salitang Filipino.

Isasakatuparan ang pag-aaral na ito ang paggamit ng tradisyunal na paraan ng talasalitaan, na gagamit ng kagamitang pampagkatuto na placards at kaakibat nito ang salitang nakatalaga sa bawat card na nakapaloob sa isang sobre. Ang pagbabalik sa tradisyunal na pamamaraan ay maaaring makatulong sa pagpapaunlad ng kaalaman ng isang mag-aaral. Ang Proyekto BigKaS ay may malaking gampanin sa pagpapayaman ng pagkatuto ng isang mag-aaral na naglalayong tulungan ang mga mag-aaral na maunawaan ang mga salita gamit ang tradisyunal na pamamaraan upang subuking mahikayat sila sa mga kagamitang pampagkatuto.

## **PAGLALAHAD NG SULIRANIN**

Layunin ng pag-aaral na ito ang kahalagahan ng pagpapayaman ng talasalitaan ng mga mag-aaral gamit ang Proyekto BigKaS Ang pag-aaral na ito ay sasagot sa mga sumusunod:

1. Paano mailalarawan ang mga respondente mula sa controlled at experimental groups base sa mga sumusunod:
  - a. Pangkat
  - b. Resulta ng Panimulang Pagtataya (Pre-test)
  - c. Resulta ng Panapos na Pagtataya (Post-test)
2. Kahalagahan ng Proyekto BigKaS sa pagpapayaman ng talasalitaan ng mga mag-aaral
3. Ano ang implikasyon ng pag-aaral na ito sa pagpapayaman ng talasalitaan ng mga mag-aaral?

## **METODOLOHIYA**

### **Uri ng Pananaliksik**

Ang pag-aaral na ito ay gumamit ng Pre-Experimental research design. Ang ganitong uri ng disenyong pampananaliksik ay makatutulong sa pagtukoy ng pagbabagong magaganap sa isa o higit pang mga pangkat. Ang obserbasyon ang isa sa pangunahing tinitignan ng disenyong ito sa loob ng panahon na isasagawa ang pananalik upang matukoy kung ang interbensyon ay makatutulong sa isang populasyon (Bevans, 2019).

### **Respondente**

Ang respondente ng pag-aaral na ito ay bubuoin ng apat na pangkat: 8-Narra, 8-Molave, 8- Mahogany, at 8-Apitong na kapuwa nasa kurikulum ng ikawalong Baitang ng Regional Science High School. Ang mga mag-aaral ay may kabuoang bilang na 130 mula sa apat na pangkat. Binubuo ng 159 ang kabuoang bilang ng mag-aaral sa ikawalong baitang subalit ang apat na pangkat lamang na nabanggit ang napili ng mananaliksik sapagkat ito ang tinuturuan ng guro sa Filipino 8.

### **Instrumento**

Ang pag-aaral na ito ay gagamit ng isang Nation's Vocabulary Levels Test o isang vocabulary levels test. Ito ang gagawing batayan upang masukat ang kakayahan ng bata sa gagawing pre-test at post-test ng guro naglalaman ng dalawampung talasalitaan. Ang bokabularyong pagsusulit na ito ang magiging sukatan upang makita ang pagbabagong natamo ng mag-aaral gamit ang proyekto BigKaS. (Webb et.al, 2017)

### **Pag-aanalisa ng Datos**

Ang mga datos na makokolekta ay susuriin at bibigyang interpretasyon gamit ang Mean para sa resulta ng pagsusulit na ikukumpara sa bawat pre-test ng bawat grupo. Dahil ang gagamitin ng pananaliksik na ito ay pre-experimental, ang datos ay dadaan sa isang test of relationship. Ang mananaliksik ay gumamit ng mga sumusunod na statistical tool para sap ag-aaral na ito:

1. **Deskriptibong Pagsusuri.** Ang mananaliksik ay gumamit ng deskriptibong pag-aanalisa para sa pre-test at post-test ng dalawang hanay ng pag-aaral na controlled at experimental groups. Ang pag-aanalisa na ito ay inilahad ang Mean Rank at Sum of Ranks ng dalawang grupo upang makita ang pagkakaiba ng dalawang hanay ng pag-aaral na ito.
2. **Test of Normality (Shapiro-Wilk Test).** Ginamit ang pamamaraan na ito upang malaman ang normalidad at kahandaan ng pre-test at post-test sa pamamagitan ng resulta ng dalawang hanay na controlled at experimental na pangkat.
3. **Mann-Whitney U test.** Ang metodolohiyang ito ay ginamit sa pag-aaral upang suriin ang epekto ng interbensyon sa pre-test at post-test ng mga mag-aaral na kasama sa pag-aaral na ito. Sa pamamaraang ito, maaaring matukoy ang kahalagahan ng mga resulta ng kontrolado at eksperimental na grupo, pati na rin kung mayroong pagbabago sa resulta ng pagsusulit.

## Results and Discussion

Ang layunin ng pananaliksik na ito ay suriin at tukuyin ang epekto ng Proyekto BigKaS sa akademikong pag-unlad ng mga mag-aaral sa pangkat Molave at pangkat Apitong, na kumakatawan sa Experimental group ng Action Research na ito.

**Table 1**

*Deskriptibong Pagsusuri ng Controlled at Experimental Groups*

	<b>Groups</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sums of Rank</b>
<b>Pre test scores</b>	<i>Control</i>	64	70.40	4505.50
	<i>Experimental</i>	66	60.75	4009.50
<b>Post test scores</b>	<i>Control</i>	64	57.38	3672.00
	<i>Experimental</i>	66	73.38	4843.00

Ang talahanayan 1 ay nagpapakita ng resulta ng Pre-test at Post-test Scores ng dalawang hanay ng pag-aaral na ito na controlled at experimental groups. Ang controlled group na binubuo ng 64 na mag-aaral ay may resulta sa kanilang pre-test Mean Rank na 70.40 at Sum of Ranks na 4505.50. Samantala sa pre-test ng 66 na mag-aaral ng experimental groups ay may resultang 60.75 Mean Rank at 4009.50 Sum of Ranks. Ipinapakita sa Pre-test Scores na ito na mababa ang naging resulta ng experimental group kaya sila ang naging batayan ng pag-aaral upang ilapat ang gagawing interbensyon ng Proyekto BigKaS.

Inilalahad din sa talahanayan na ito ang resulta ng post-test scores ng mga mag-aaral sa parehong hanay matapos ang interbensyon na isinagawa sa loob ng ikatlong markahan. Nakasaad sa post-test scores na ang controlled groups ay may Mean Rank na 57.38 at Sum of Rank na 3672.00 at sa experimental groups naman ay may resulta na 73.38 Mean rank at Sum of Rank na 4843.00. Ipinapakita sa deskriptibong pagsusuri na ito na ang mag-aaral sa dalawang hanay na controlled at experimental ay may pagkakaiba sa naging resulta ng kanilang pre-test at post-test scores na mas mababa ang naging resulta ng post-test ng mga mag-aaral sa controlled group kumpara sa experimental group. Ayon kay Kelly (n.d) Ang pre-test ay isang pamamaraan upang masukat ang pang-unawa ng mag-aaral bago ang isasagawang interbensyon sa isang pag-aaral habang ang pangwakas na pagtatasa o post test ay isang batayan upang matukoy ang naging epekto ng isinagawang interbensyon o estratehiya sa isang hanay o pangkat.



**Talahanayan 2**

*Test of Normality ng Pre-test at Post-test Results*

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre test	.905	130	<.001
Post test	.704	130	<.001

Ang talahanayan 2 ay gumamit ng Shapiro-Wilk test upang makita ang normalidad ng dalawang pagtatasa, ito ang pre-test at post-test ng mga mag-aaral. Ipinapakita sa resulta na ito na ang pre-test scores ay may kabuluhan mula sa distribusyong normal na ( $p = .001$ ), at ang post-test scores naman ay nagpakita ng mataas na kabuluhan sa distribusyong normal nito na ( $p < .001$ ). Iminumungkahi ng resulta na ito na may pagkakaiba o paglabag sa resulta ng dalawang pagtatasa. Kaya naman, ang non-parametric statistical tests o robust methods ay kailangang gamitin para masuri nang balido ang resulta.

**Talahanayan 3**

*Mann-Whitney U test sa Pre-test at Post-test ng dalawang hanay o pangkat.*

	Mann-Whitney U	Z	Sig.	Remarks
Pre-test	1798.500	-1.468	.142	Not Significant
Post test	1592.000	-2.559	.011	Significant

Sa talahanayang 3, ginamit ang Mann-Whitney U test upang suriin ang dalawang pagtatasa na isinagawa sa pananaliksik. Lumabas sa resulta ng pagsusuri na ang pre-test ng mga mag-aaral ay may significance level na 0.142, na mas mataas kaysa sa normal na antas ng kahalagahan na 0.05, kaya't hindi may kabuluhan ang pre-test ng mga mag-aaral sa parehong hanay ng pag-aaral. Samantala, ang post-test ay nagpakita ng mas mababang significance level na 0.01, na nangangahulugang ito ay mas mababa sa normal na antas ng kahalagahan at nagpapakita ng kabuluhan ang naging resulta ng kanilang post-test.

Batay sa resulta ng pag-aaral, lumabas na ang experimental group ay nakakuha ng mas mataas na puntos sa kanilang post-test kumpara sa controlled group. Ang makabuluhang pagkakaiba sa mga puntos ng post-test ay nagpapatunay na epektibo ang interbensyon sa pagpapayaman ng talasalitaan ng mga mag-aaral ng 8-Molave at 8-Apitong, na nagsilbing experimental group sa pananaliksik na ito. Sa ganitong paraan, ang paggamit ng mga interbensyon gamit ang tradisyunal na teknolohiya ay nagpapalawak sa kakayahan ng mga mag-aaral (Li *et al.*, 2022).

Ang pagiging maalam ng mga mag-aaral sa iba't ibang salita ay makatutulong sa kanilang *ct*

kognitib na pag-unlad gayundin sa pagiging mahusay sa pagpapamalas ng komprehensyon sa bawat akdang pampanitikan na kanilang babasahin sa hinaharap. Dagdag pa nito, makatutulong ang talasalitaan sa maraming aspekto, isa rito ang kakayahang makapagpahayag ng sariling kaalaman, saloobin, at kaisipan nang buong husay na may kawastuhan at kalinawan (Valdez, 2016).

**Talahanayan 4**

*Wilcoxon Signed Test sa Pre-test at Post-test ng dalawang hanay o pangkat.*

	<b>Z</b>	<b>Sig.</b>	<b>Remarks</b>
<b>Pre-test and Post-test (Controlled)</b>	-4.885	<.001	Significant
<b>Pre-test and Post-test (Experimental)</b>	-6.814	<.001	Significant

Ang Wilcoxon signed-rank test ay isang estadistikong pamamaraan na ginamit sa pag-aaral upang suriin ang pagbabago sa mga marka ng mga mag-aaral bago at pagkatapos ng interbensyon sa parehong controlled at experimental groups. Ang resulta ay nagpakita ng mataas na pagbabago sa parehong hanay, ngunit napansin na mas malaki ang pagbabago sa experimental group kumpara sa controlled group. Ito ay nagpapatunay na epektibo ang interbensyon sa experimental group kumpara sa controlled group.

**Konklusyon**

Sa malalim na pag-unawa ng mananaliksik sa mga datos na nakalap, ang mga konklusyon patungkol sa Pagpapayaman ng Talasalitaan Gamit ang Proyekto BigKaS. Batay sa mga resulta at datos na nalikom, ang mga sumusunod na konklusyon ay nabuo:

1. *Ang resulta ng paunang pagtatasa ng mga mag-aaral ay ang naging batayan sa paghahanay ng dalawang kasangkot sa pag-aaral na ito ang controlled at experimental group. Ang 8-Molave at 8-Apitong ang naging experimental group ng pag-aaral na ito sapagkat sila ang may mababang nakuhang puntos sa isinagawang paunang pagtatasa at ang 8-Mahogany at 8-Narra naman ang controlled group ng pag-aaral na ito.*
2. *Batay sa isinagawang deskriptibong pagsusuri ay lumabas na ang 66 na mag-aaral ng experimental group ay nagpakita ng malaking pagbabago mula sa kanilang pre-test hanggang sa resulta ng kanilang post-test.*
3. *Parehong may pagtaas ng puntos sa kanilang post-test ang dalawang hanay na controlled at experimental group ngunit mas mababa ang kinalabasan sa resulta ng controlled group kumpara sa naging mataas na resulta ng post-test ng mga nasa experimental group.*
4. *Ang Proyekto BigKaS ay may malaking gampanin sa pagtamo ng pagpapayaman ng talasalitaan ng mga mag-aaral sa baitang 8-Molave at 8-Apitong. Ang paggamit ng tradisyunal na teknolohiya ay isang pamamaraan na siyang makatutulong sa mga mag-aaral na mahikayat at mapaunlad ang kanilang kaalaman sa talasalitaan alinsabay sa pagbabagong nagaganap sa ating lipunan.*

5. *Ang resulta ng pagsusuri ay nagpakita na ang pre-test ng mga mag-aaral ay may significance level na 0.142, na mas mataas kaysa sa normal na significance level na 0.05. Ito ay nagpapahiwatig na walang sapat na ebidensya upang sabihing may pagkakaiba sa pre-test ng mga mag-aaral sa parehong hanay ng pag-aaral. Sa kabilang dako, ang post-test ay nagpakita ng mas mababang significance level na 0.01, na nangangahulugang ito ay mas mababa sa normal na significance level. Ito ay nagpapahiwatig na may kabuluhan ang mga resulta ng post-test ng mga mag-aaral.*

## Rekomendasyon

Alinsunod sa papel-pananaliksik na ito na may titulong “Pagpapayaman ng Talasalitaan ng mga Mag-aaral sa Filipino 8 gamit ang Proyekto BigKaS” ang mga sumusunod na rekomendasyon ay iminungkahi batay sa mga natuklasan at konklusyon ng pag-aaral ng mananaliksik:

1. *Iminungkahi ng mananaliksik na huwag kalimutan ng guro ang paggamit ng tradisyunal na teknolohiya sa paghahawan ng sagabal kaugnay sa mga talasalitaan na magagamit sa panitikang tatalakayin.*
2. *Maaaring gamitin ng mga guro ng wika ang Proyekto BigKaS upang mahubog at masubok ang kaalaman ng mga bata sa pagtukoy ng kahulugan ng mga salita sa bawat akdang pampanitikang ituturo ng guro.*
3. *Ang mga tagapagbalangkas at nagpapalano ng kurikulum ay maaaring magamit ang mga natuklasan sa pag-aaral na ito upang masuri ang antas ng talasalitaan ng mga mag-aaral sa Grade 8 na naging bahagi ng pag-aaral.*
4. *Inirerekomenda ng mananaliksik sa mga guro na palawakin ang kanilang kaalaman sa iba't ibang estratehiya na maaaring gamitin upang mapalawak ang kaalaman ng mga mag-aaral.*
5. *Nagmumungkahi ang mananaliksik sa mga susunod na mananaliksik na magsagawa ng pinagsanib na kwalitatibo at kwantitatibong pagsasaliksik o Mixed Method hinggil sa pagpapayaman ng talasalitaan upang masuri ang pananaw ng mga mag-aaral sa ginamit na interbensyon o Proyekto BigKaS.*

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**THIS OR THAT: THE PERCEPTIONS OF FILIPINO  
MILLENNIALS AND GENERATION Z IN USING COMMON  
EMOJIS**

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**Keywords**

*Emojis,  
message,  
communication,  
Millennial and  
Generation Z,  
creative  
communication*

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**Abstract**

*Emojis have been use as a way to effectively communicate messages in an online setting. The evident use of emoji on digital platforms as a field of text communication has been use in a daily basis. Emojis have also become a platform to freely express one's thoughts and feelings using the so-called creative communication process. Due to the continuous growth in advancements, the interpretation of emoji may also vary from one person to another. This prompted the researchers to conduct research about the varying perceptions of Millennial and Generation Z in using emojis.*

*This research was conducted by disseminating online questionnaires on participants under the College of Education, Arts, and Sciences who belong to the respective age group. The participants are chosen based on their classification such as those who belong to Millennials should be 27 to 42 years of age, while those who belong to Generation Z should be 11- 26 years of age.*

*Within five months of conducting this research, the researchers found out that the difference in generation contributes to varying perception in using and interpreting emojis in the field of communication. The usage and perception of Millennials in using emoji highlight the notion that they utilize emoji in their conventional meaning. Meanwhile, Generation Z uses emoji more creatively, enhancing communication. In addition, the research also gives significance to how varying perceptions may contribute to miscommunication between two different generations. This study demonstrates that the utilization and understanding of emojis may differ based on individuals' generational backgrounds.*

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## INTRODUCTION

Emojis have become widely used in online messaging as a popular form of communication. However, despite their widespread use, interpretation and ambiguity in emojis can lead to unique and varied uses of these image-based symbols (Jones, Keenan, & Nurse, 2021; Jason & Li, 2021). Emojis are well-known, especially in the field of text communication that is often used on a daily basis. Also, emoji helps people to express their feelings effectively and to be creative when it comes to the communication process. However, due to the continuous growth in advancements, people may vary in ways of interpreting the use of emojis. A recent research conducted by La Consolacion University Philippines Catmon, in Malolos Bulacan, states that different generations may interpret the use of emojis in two different ways. Some may interpret it in the correct and specific manner while others may have their own interpretation and understanding about it, making them vary from one another. In line with this, the subject of this research focuses on the usage of emojis among Millennials and Generation Zs to determine effectively the differences in perception between the two different generations, especially in terms of usage and interpretation of emojis. Furthermore, this research also aims to comprehend the perception of two different generations when it comes to the utilization of evolving emojis in the digital age. As this research focuses on the notion of understanding and identifying the perception of a different generation when it comes to using emojis, it also aims to identify the possible tendency as the evolution of media becomes a factor in miscommunication, especially in today's generation of the digital age.

A recent study conducted by Slack and Duo Lingo in 2022 explored the evolution of emoji usage in the workplace. It revealed that younger generations, including 31% of Generation Z and 24% of Millennials, were more likely to report instances where their intended emoji message was misunderstood by the recipient. Moreover, the study found that participants tended to use emojis more frequently when communicating with individuals of similar age groups or younger, with 28% expressing indifference to the recipient's age when using emojis. Another study from a 2020 article on "Gender and Age Influences on Interpretation of Emoji Functions" identified differences in emoji interpretation based on the user's age. Older participants tended to interpret emojis more literally, whereas younger individuals favored abstract and conventionalized functions, such as softening and tone modification, in their communication.

Emojis may be very confusing, as anyone who uses them is aware. They can have completely different meanings depending on the situation, such as the upsidedown face emoji. Additionally, according to a recent study, when you text your parents or grandparents, they also interpret emoji extremely differently, such as thinking the poop emoji is actually ice cream. 500 seniors over the age of 55 were surveyed for the study, which was carried out by Great Senior Living, both in South Florida and online. They were questioned on a variety of topics, including whether they use emojis and what they believe certain emojis imply. We now move on to some significant conclusions. Emojis are becoming increasingly popular in

network communication, and their applications are getting increasingly diverse. Emoji not only possess distinct semantic and emotional characteristics but also have direct relevance to various fields such as marketing, law, healthcare, and more. As a result, emoji research has gained significant traction in academia, with researchers across disciplines like computer science, communication, marketing, and behavioral science delving into their implications. Numerous studies have been undertaken to explore how individuals attribute meaning to emojis and how these interpretations vary among different people. Miller et al. (2016) conducted a study on the divergent perceptions of emojis, revealing disparities in interpretation both within and across platforms. Participants exhibited differences in understanding the semantics and emotional connotations of emojis, with notable variations observed even for identical emoji representations. According to a survey, emojis are used by 79% of individuals and approximately 80% believe that emojis are a fantastic communication tool. Meanwhile, emojis are also generating confusion wherein 79% of participants believe the money with wings emoji signifies spending money foolishly and 18% believe that the poop emoji is ice cream. Also, with the infamous eggplant emoji, at least 48% of participants believed it meant to cook the vegetable, therefore the eggplant is just an eggplant. On the other hand, 42% of people think that using the peach emoji means "feeling peachy," which is a positive outlook. While 13% of people who use the "Face Palm" emoji indicate that they are having a headache. There are several more answers that the participants shared on their perception on the meaning of Emojis. With the age difference definitely comes along diverse ideas. Based on the findings of previous studies, the aim of this research is to enhance understanding of how two different generations interpret and utilize emojis, thereby offering valuable insights for improving digital communication strategies targeted at these demographic groups.

## **Statement of the Problem**

This research aims to analyze the perceptions of different generations, particularly Millennials and Generation Z in using emojis. Specifically, this study aims to answer the following research questions:

1. How do Millennials and Generation Z perceive the common emojis?
2. How do Millennials and Generation Z use emojis to convey their:
  - a. emotions; and
  - b. Intentions?
2. How do semantic interpretations of emoji lead to:
  - a. understanding; and
  - b. miscommunication?

By answering these research questions, this research can contribute to the researchers' comprehension of how two generations perceive the use of emojis and examine the perceptions of Millennials and Generation Z in using emojis, specifically looking at how social identity influences their use and interpretation of emojis.

## **METHODOLOGY**

### **Research Design**



In this qualitative study, the case study approach was employed to delve deeply into the perceptions of Millennials and Generation Z regarding the use of emojis. This methodology allows for a thorough exploration of their experiences, behaviors, and attitudes toward this phenomenon. As described by Yin (2018), a case study entails empirical inquiry into a contemporary phenomenon within its real-life context, particularly when the boundary between the phenomenon and its context is not clearly defined. Essentially, case study research involves a meticulous and comprehensive analysis of a specific case, be it an individual, a group, an organization, or a community, aimed at gaining a better understanding of it.

By conducting a case study, researchers can gain insights into how Millennials and Generation Z use emojis to convey different emotions, intentions, and meanings in their communication and how these interpretations may or may not lead to misunderstandings or miscommunication. This is because the researchers' objective is to explore the different perspectives on the use and interpretation of emojis among Millennials and Generation Z, including the factors that influence these perspectives, the ways in which they vary across these two generational groups, and the implications for communication and expression.

In addition, this research utilized Self-Administered Questionnaires, which can be administered online or in paper-and-pen formats, either in person or through mail. Furthermore, these questionnaires are standardized, ensuring that all participants receive identical questions with consistent wording, as highlighted by Bhandari (2021). Self-administered questionnaires can be a useful tool in a case study about the perceptions of Millennials and Generation Z in using emojis, particularly for their convenience, anonymity, cost-effectiveness, reduced researcher bias, and potential for a large sample size. Finally, these questionnaires were only produced by the researchers. Employing personally crafted questionnaires in research serves as a beneficial method for gathering data tailored to the research inquiry or setting, thereby enhancing the credibility and dependability of the results.

### **Participants**

The subject of this research focused on the usage of emojis among Millennials and Generation Zs as participants to determine effectively the differences in perception among these two different generations, especially in terms of usage and interpretation of emojis.

This research aims to comprehend the perception of two different generations when it comes to the utilization of evolving emojis in the digital age. As this research focuses on the notion of understanding and identifying the perception of a different generation when it comes to using emojis, it also aims to identify the possible tendency as the evolution of media becomes a factor in miscommunication, especially in today's generation of the digital age.

### **Research Instrument**

The researchers conducted an Online Interview and used a questionnaire to collect data from the chosen participants belonging to two different generations,



the Millennial and Generation Z. Online Interviews are conducted remotely through an online chat, video, or audio platform. The researchers utilized Google Forms to administer the interview. A questionnaire is a research instrument comprising a series of inquiries or prompts designed to elicit information from participants (Questionnaire: Definition, Design Guidelines, Varieties & Instances, 2022). The questionnaire consisted of two parts. The first part of the questionnaire contained the option between the participants either belonging to the generation of Millennials or Generation Z. The second part included various emojis, along with different perceptions or meanings of the emoji.

The researchers' questionnaire was guided by the study conducted by students of The School of Journalism and Communication, Renmin University of China, entitled "A Systematic Review of Emoji: Current Research and Future Perspectives". This study has provided a table comparing the actual definition of the Emoji and its popular misconceptions. The researchers used the table to formulate the questions on the questionnaire to be used in the online interview.

### Data Analysis

Step 1: Become familiar with the data	Step 1: Become familiar with the data
Step 2: Generate initial codes	Step 2: Generate initial codes
Step 3: Search for themes	Step 3: Search for themes

For data analysis, this qualitative study utilized the method of thematic analysis based on Braun and Clarke (2006).

First, the researchers familiarized themselves with the data by repeated review of online interviews of participants and by reading the questionnaire answers several times. Then, the researchers identified key concepts, ideas, or patterns in our data that are relevant in answering our research questions and labeling them with short descriptive codes.

After generating initial codes such as meanings, combinations, frequency, context, and interpretation, the researchers grouped them together into potential themes based on their similarities and relationships to each other. Potential themes may be an emotional expression, playfulness and humor, non-verbal communication, symbolic representation, and cultural and contextual differences.

Next, the researchers reviewed the themes against the data and the research question and further refine and revise.

Finally, the researchers wrote up the findings, including a description of each theme, relevant quotes or examples from the data, and an interpretation of the significance of the themes for the research question.

The analyzed data will then be used as the backbone of the study's findings in answering the research questions.

## **Results and Discussion**

### **I. Emotional Insights: Unraveling the Filipino Millennial and Generation Z through Common Emojis**

In this part of the Results and Discussion, the perceptions of Filipino Millennials and Generation Zs in using common emojis are dissected and discussed. The researchers have triangulated the answers of the respondents to the said theme in order to understand how emojis are usually discerned by the said generations in the digital context.

#### **A. THIS OR THAT**

##### **1. The Universal Language of the “Grinning Face” Emoji: A Smiling Face Conveys Happiness across Generations**

The findings of the qualitative case study revealed that the majority of participants, primarily Millennials, interpreted the “Grinning Face” emoji as a smiling face, which aligns with the commonly accepted meaning of the emoji to convey happiness or joy. This finding is consistent with previous research indicating that emojis are often used by Millennials to enhance the emotional tone of their messages (Vandergriff, 2019).

The interpretation of the “Grinning Face” emoji as a smiling face by the majority of Millennials reflects their inclination to use emojis in a straightforward and conventional manner. Emojis, including the smiling face emoji, serve as visual representations of emotions and intentions in digital communication, providing a means to enhance and clarify the emotional content of text-based messages (Lu et al., 2018). Millennials, who have grown up with digital communication technologies, have become accustomed to using emojis as a form of expression, particularly to convey positive emotions and create a friendly or lighthearted atmosphere in their interactions (Vandergriff, 2019).

The widespread interpretation of the “Grinning Face” emoji as a smiling face suggests a shared understanding and usage of this particular emoji within generations. It reflects a collective agreement on the conventional meaning and intention behind the emoji, which facilitates effective communication and reduces the likelihood of misinterpretation.

The consistent interpretation of the “Grinning Face” emoji as a smiling face also demonstrates the stability and consistency of the emoji's meaning over time. Despite the evolving nature of digital communication and the emergence of new communication tools, emojis have retained their core meanings and serve as a universal language that transcends linguistic barriers (Miller, 2021). This finding aligns with previous studies that have shown the enduring nature of emoji interpretations and the established conventions associated with certain emojis (Li et al., 2020).

Understanding the majority interpretation of the “Grinning Face” emoji as a smiling face provides valuable insights into their communication preferences and the role of emojis in their digital interactions. Emojis serve as valuable tools for expressing emotions, enhancing textual messages, and fostering a sense of connection and understanding among Millennials (Vandergriff, 2019). By employing emojis like the “Grinning Face” emoji, users are able to infuse their messages with positive emotions, creating a warm and friendly tone in their online conversations.

In conclusion, the majority interpretation of the “Grinning Face” emoji as a smiling face reflects the inclination to use emojis in a straightforward and conventional manner to convey happiness or joy. This finding highlights the role of emojis in enhancing emotional expression and creating a friendly atmosphere in digital communication. Understanding the shared interpretation of emojis within a generation provides valuable insights into communication preferences and the evolving language of digital interactions among Millennials.

## **2. The “Loudly Crying Face” Emoji: From Conventional Sadness to Ironic Expression of Emotion “Loudly Crying Face”**

Similarly, the “Loudly Crying Face” emoji garnered a majority vote for interpretation as expressing sadness, primarily from the millennial participants. This corresponds with the conventional understanding of the emoji, which symbolizes sorrow or distress. The prevalence of this interpretation among Millennials suggests a shared recognition and usage of the emoji as a representation of sadness or emotional pain. This collective understanding is likely influenced by cultural norms and societal expectations surrounding the portrayal of emotions.

However, it is worth noting that recent studies have identified a shift in the usage and interpretation of emojis, including the “Loudly Crying Face” emoji, among younger generations. Miller (2021) found that certain emojis, including the “Loudly Crying Face” emoji, are increasingly used ironically or sarcastically to convey emotions that deviate from their original meanings. This ironic usage reflects the evolving linguistic and cultural codes of younger generations, who leverage emojis as tools for humor, irony, or self-expression.

Miller's (2021) research aligns with the observations that the younger

generation, such as Gen Z, may employ the “Loudly Crying Face” emoji in a more playful or subversive manner. They may use it to signify crying out of laughter or to convey a sense of exaggerated emotion. This ironic interpretation challenges the traditional understanding of the “Loudly Crying Face” emoji and highlights the dynamic nature of its interpretation and adaptation, influenced by generational perspectives, cultural context, and evolving communication practices.

In conclusion, while the majority interpretation of the “Loudly Crying Face” emoji as expressing sadness among Millennials aligns with conventional understanding and cultural norms, recent studies indicate a growing trend of ironic usage among younger generations. This highlights the dynamic nature of emoji interpretation, where emojis can be employed in playful or subversive ways to convey emotions that deviate from their original meanings. Further research, such as Vandergriff's (2019) examination of emoji semiotics, can provide valuable insights into the evolving meanings and interpretations of emojis within different age groups and cultural contexts. These findings suggest that the interpretation of emojis, including the “Loudly Crying Face” emoji, is subject to variation and cultural shifts. Vandergriff (2019) further supports this notion, highlighting the changing semiotics of emojis and the creation of new meanings within different online communities and subcultures. Emojis, including the “Loudly Crying Face” emoji, are subject to reinterpretation and adaptation, influenced by generational perspectives, cultural context, and evolving communication practices.

In conclusion, while the majority interpretation of the “Loudly Crying Face” emoji as expressing sadness among Millennials aligns with conventional understanding and cultural norms, recent studies indicate a growing trend of ironic usage among younger generations. This highlights the dynamic nature of emoji interpretation, where emojis can be employed in playful or subversive ways to convey emotions that deviate from their original meanings. Further research, such as Vandergriff's (2019) examination of emoji semiotics, can provide valuable insights into the evolving meanings and interpretations of emojis within different age groups and cultural contexts.

### **3. The “Skull” Emoji: Embracing the Symbolic Language of Mortality**

The “Skull” emoji received a majority vote for interpretation as symbolizing "death," primarily from the millennial participants. This aligns with the widely recognized meaning of the emoji and suggests a shared recognition of its traditional symbolism. The prevalence of this interpretation among Millennials reflects a collective understanding of the emoji's representation of mortality or finality. The majority interpretation of the “Skull” emoji as symbolizing "death" among Millennials highlights their adherence to the conventional meaning of the emoji. This discovery aligns with prior research that has acknowledged the commonly understood symbolism of the "Skull" emoji (Johnson & Smith, 2018; Thomas et al., 2021). The consistent interpretation of the “Skull” emoji as representing death suggests a shared understanding and recognition of its symbolic value among millennial participants.

The traditional interpretation of the “Skull” emoji as a symbol of death has

become well-established in popular culture and online communication (Thomas et al., 2021). Its usage to convey mortality or finality is widely understood and has permeated various digital platforms. The majority interpretation of the “Skull” emoji among Millennials indicates the continued prevalence and acceptance of this symbolic meaning in their communication practices.

In conclusion, the majority interpretation of the “Skull” emoji as symbolizing "death" among the majority of participants reflects their adherence to the widely recognized meaning of the emoji. The conventional understanding and symbolic value of the “Skull” emoji as representing mortality or finality have been well-established in popular culture and online communication. Understanding the shared interpretations of emojis, such as the “Skull” emoji, is essential for effective communication and the avoidance of misinterpretations.

#### **4. The “Clown Face” Emoji: Unmasking Humor and Playfulness in Digital Communication**

Regarding the clown face emoji, the majority of participants, mainly Millennials, voted for interpretation as representing a clown and associated it with humor. This reflects the conventional understanding of the emoji and suggests a shared recognition of its role in expressing lightheartedness or silliness. The prevalence of this interpretation among Millennials indicates a common cultural understanding of the clown emoji's representation.

The interpretation of the clown emoji as a representation of a clown aligns with its widely recognized meaning in popular culture and online communication. Studies have highlighted the association of the clown emoji with humor and amusement (Jones et al., 2019; Martinez & Smith, 2020). This shared recognition of the emoji's role in conveying lightheartedness is indicative of a collective understanding among the millennial participants in this study.

The emoji's association with humor and entertainment has been well-established in the digital realm. Research by Jones et al. (2019) explored the meanings and usage of emojis and found that the clown face emoji was often employed to signal jokes, sarcasm, or playful banter. The study emphasized the role of the clown emoji in communicating humor and eliciting positive emotions within online interactions. Moreover, Martinez and Smith (2020) explored the utilization of emojis on social media platforms, pinpointing the clown face emoji as a prominent symbol associated with humor and laughter. They highlighted how the clown emoji was commonly used in memes, comments, and captions to convey comedic intentions and to create a light-hearted atmosphere.

The widespread association of the clown face emoji with humor and the interpretation of it as representing a clown among Millennials in this study is consistent with previous research. This shared understanding of the emoji's meaning reflects the influence of cultural context and societal norms surrounding the portrayal of humor and the role of clowns in entertainment.

In conclusion, the majority interpretation of the clown face emoji as

representing a clown and associated with humor among Millennials reflects a shared recognition and understanding of its conventional meaning. This interpretation aligns with previous studies highlighting the clown emoji's role in conveying lightheartedness and eliciting amusement. Understanding the cultural and contextual connotations of emojis, such as the clown face emoji, is crucial for effective communication and engaging in playful interactions within digital spaces.

### **5. The “Fire” Emoji: The Lit Background of Cultural Environment and Influences in Communication**

The qualitative study's findings indicate that a majority of participants, particularly from Generation Z, perceive the "Fire" emoji as symbolizing excitement or a cool situation, aligning with the widely accepted interpretation of the emoji conveying the idea of something being "lit." This outcome resonates with prior research highlighting how emojis continuously shape communication and language processing (Alattar, 2021).

The analysis of Generation Z's predominant use of the "Fire" emoji as "lit" showcases their unique interpretation of emoji usage. This underscores how the utilization of emojis, particularly the "Fire" emoji, is influenced by linguistic, social, and cultural factors (Derks et al., 2008; Park et al., 2013). Specifically, individuals from Generation Z, accustomed to digital and advanced lifestyles, are influenced by various variables such as cultural background, living environment, language environment, and peer groups, as discussed in the study "A Systematic Review of Emoji: Current Research and Future Perspectives" by Bai, Q., Dan, Q., Mu, Z., & Yang, M. (2019).

The continuous use of “Fire” emoji as lit promotes the notion that the varying differences in the usage of the emoji between two generations correlates to the idea of common understanding. Consequently, it presents a likeness in terms of meaning and intention conveyed by the emoji which aids in reducing communication barriers and misinterpretation between two generations.

The persistent interpretation of the “Fire” emoji as lit also reflects the continuous evolvement of the emoji in relaying its meaning. The use of emojis is shaped by an individual environment, primarily, the linguistic, social circumstances, and cultural customs they perceived have blended and influenced each other, which despite the wide gap in the usage of emoji serves as a pathway to adapt and understand the intercultural aspect (Cao, 2021). This finding is consistent with earlier research suggesting that emojis were envisioned as a universal language, capable of bridging cultural gaps and transcending boundaries (Miller, 2016).

Analyzing the majority of interpretations of using the “Fire” emoji as lit creates the notion that linguistic, social circumstances, and cultural customs play a vital role in the communication process in the digital world. Emoji is commonly used as a tool to communicate with other people effectively. (Cruz, et al.,2020) Through the usage of various emoji such as “Fire” emoji, users are able to convey and receive messages efficiently through understanding and accepting the

differences in generation and cultural environments.

Generally, the majority interpretation of the “Fire” emoji as lit reflects the interest to use emojis in a new and advanced manner. This finding highlights the role of emojis in enhancing emotional expression and creating an enhanced and modernized communication process in the digital world. Understanding the shared interpretation of emojis within a generation provides valuable approach to communication preferences and the evolving language of digital interactions among Millennials and Generation Z.

## **6. The “Eyes” Emoji: The Suspicion Behind Non Verbal Cues Affecting Information Processing**

The "Eyes" emoji garnered a majority of votes for its interpretation as "suspiciousness," particularly among Generation Z. This signifies a widely acknowledged understanding of the emoji, reflecting a contemporary use of emojis in digital communication. The clear outcomes regarding the interpretation of emojis among Generation Z contribute to a shared perception of drawing attention to something emphasized in a specific situation.

The predominant interpretation of the "Eyes" emoji as a symbol of suspicion in certain contexts underscores a novel approach to comprehending and conveying messages. This finding aligns with previous research suggesting that emojis serve as nonverbal cues reminiscent of those used in face-to-face communication, significantly impacting digital interactions. The study addresses this gap by examining the influence of emojis on emotion interpretation, social attributions, and information processing among Generation Z participants (Boutet et al., 2021).

The use of “Eyes” emoji as a symbol of suspiciousness has become evident and widely used in the digital world, especially by Generation Z. The usage of the emoji to convey suspicion has been adapted in online communication. The majority of the interpretation in using the “Eyes” emoji reflects the adaptation and acceptance of the emotion interpretation and information processing in their everyday communication habit.

Consequently, the majority of interpretation in using the “Eyes” emoji among the participants and as dominated by Generation Z notes that the differences in interpretation determined the generational gap in how they understood and perceived the emoji in which Generation Z presents a new approach to delivering and perceiving messages. The new understanding in using the “Eyes” emoji has been evident in the digital world of communication and understanding the shared perception of various emoji plays a crucial role to avoid miscommunication and promote effective communication process.

## **7. The “Peach” and “Eggplant” Emoji: The Varying Perception of Different Age Groups**



The qualitative study's findings reveal that an equal number of participants, particularly from Millennials and Generation Z, interpreted the "Peach" and "Eggplant" emojis as representing a fruit and a part of the human body, respectively. This outcome is supported by a 2020 study titled "Gender and Age Influences on Interpretation of Emoji Functions," which suggests that there is a variance in emoji comprehension based on the user's age. Older participants tend to interpret emojis more literally, whereas younger participants prefer more abstract, conventionalized functions such as conveying softer tones and alterations in communication.

The discovery regarding the usage of the "Peach" and "Eggplant" emojis to convey different perceptions of a fruit and a body part among Millennials and Generation Z, used equally by both generations, underscores that emojis are not universally interpreted in the same manner. Instead, they are subject to individual and contextual variations. This underscores the importance of considering the broader context and the specific individuals involved in a conversation when interpreting emojis. Although certain emojis may have established meanings, their interpretation and usage can vary depending on the generation and personal experiences of the participants.

The continuous use of "Peach" and "Eggplant" emoji defining two different perceptions promotes the idea as well regarding the varying differences in the usage of the emoji between two generation correlates to the idea of common understanding. Hence, as a result, it establishes a similarity in the meaning and intention expressed through the emoji, eliminating communication obstacles and misunderstandings between the two different age groups.

Analyzing both majority of interpretations using the "Peach" and "Eggplant" emoji as a fruit and part of human body respectively, creates the notion that the evident interpretation both emoji also reflects the continuous evolvement of the emoji in relaying its meaning. Emoji is commonly used as a tool to communicate with other people effectively. (Cruz, et al.,2020) Through the usage of various emoji such as "Peach" and "Eggplant" emoji, users are able to convey and receive messages efficiently through understanding and accepting the differences in generation as based on their perception and in line with their experiences.

Generally, the majority interpretation of the "Peach" and "Eggplant" emoji as two varying meaning based on generation highlights the interest to use emojis both in conventional as well as new and advanced manner. This finding highlights the role of emojis in enhancing emotional expression and creating an enhanced and modernized communication process in the digital world. Understanding the shared interpretation of emojis within a generation provides valuable approach to communication preferences and the evolving language of digital interactions among Millennials and Generation Z.

## **8. The Evolving Meanings of the "Teacup Without Handle" Emoji: From Aromatic Beverage to Gossip Symbol**

Regarding the interpretation of the "Teacup Without Handle" emoji, the



majority of participants, comprising a combination of Millennials and Generation Z, perceived the emoji as representing a tea or aromatic beverage, aligning with its visual representation. This reflects the conventional understanding of the emoji and suggests a shared recognition of its primary meaning. However, it is interesting to note that two participants, belonging to both Millennials and Generation Z, interpreted the emoji as symbolizing gossip. This finding highlights the possibility of alternative interpretations beyond the visual representation of emojis, demonstrating the evolving nature of their meanings in contemporary usage.

The prevalent interpretation of the "Teacup Without Handle" emoji as symbolizing tea or an aromatic beverage is consistent with its visual depiction and reinforces the conventional understanding of the emoji. This finding corresponds with prior research emphasizing the significance of visual representations in influencing the interpretations of emojis (Jones et al., 2021). However, the subset of participants associating the emoji with gossip introduces an intriguing perspective, showcasing the potential for users to attribute their own meanings to emojis based on personal experiences or cultural influences.

The interpretation of the "Teacup Without Handle" emoji as gossip among a subset of participants suggests that emojis can transcend their visual representation and acquire additional connotations or interpretations. This finding resonates with studies that have explored the multifaceted nature of emoji usage and the various layers of meaning attached to them (Smith & Johnson, 2019). In contemporary times, emojis have become a form of shorthand communication, allowing users to convey nuanced messages that extend beyond the literal representation of the symbols.

The diverse interpretations of the "Teacup Without Handle" emoji highlight the evolving nature of emoji communication and the subjectivity in their meanings. While the majority interpretation aligns with the emoji's visual representation, the subset of participants associating it with gossip showcases the potential for individual users to attribute their own contextual or cultural significance to emojis. These findings emphasize the importance of considering the broader social and cultural contexts in which emojis are used, as well as acknowledging the subjective nature of interpretation.

In conclusion, the majority interpretation of the "Teacup Without Handle" emoji as representing a tea or aromatic beverage reflects the conventional understanding of its visual representation. However, the subset of participants interpreting it as gossip exemplifies the evolving nature of emoji meanings and the ability of users to imbue emojis with their own interpretations. This highlights the dynamic and subjective nature of emoji communication, calling for further exploration into the diverse ways in which emojis are understood and employed in contemporary digital discourse.

## **9. Diverging Meanings of the "Snake" Emoji: Reptile or Symbol of Betrayal/Deception?**

The interpretation of the “Snake” emoji yielded somewhat equal results, with five participants perceiving the emoji as representing the reptile animal, Snake, while another five participants chose the option of Betrayal/Deception. It is noteworthy that participants from both the Millennial and Generation Z cohorts contributed to each interpretation. This finding suggests a divergence in the interpretation of the “Snake” emoji between the two generations and indicates that the image of the snake may symbolize or represent something beyond the literal reptile animal.

The equal distribution of interpretations for the “Snake” emoji, with half of the participants associating it with the reptile animal and the other half linking it to concepts like Betrayal/Deception, emphasizes the existence of differing perspectives between Millennials and Generation Z. This finding aligns with previous research that has explored the generational differences in emoji interpretation and usage (Johnson et al., 2022). The varying interpretations of the “Snake” emoji suggest that the image of the snake carries symbolic connotations or cultural associations that extend beyond its literal representation.

The interpretation of the “Snake” emoji as Betrayal/Deception by a subset of participants implies that the image of the snake in this context may be used metaphorically to symbolize deceit or untrustworthiness. This interpretation aligns with the symbolic representation of snakes in various cultures and languages, where they are often associated with cunning or treachery (Lee, 2018). The presence of this metaphorical interpretation within both the Millennial and Generation Z participants suggests the existence of a shared cultural understanding or influence that transcends generational boundaries.

The findings regarding the interpretation of the “Snake” emoji underscore the complex nature of emoji communication and the role of cultural symbolism in their interpretation. The equal distribution of interpretations between the reptile animal and concepts like Betrayal/Deception suggests that the emoji carries multiple layers of meaning and can be understood differently based on individual experiences, cultural backgrounds, and linguistic conventions.

In conclusion, the interpretation of the “Snake” emoji yielded an equal distribution between the reptile animal and concepts like Betrayal/Deception. This suggests a divergence in interpretation between Millennials and Generation Z, emphasizing the existence of different perspectives and cultural associations related to the image of the snake. The varying interpretations of the “Snake” emoji highlight the multifaceted nature of emoji communication and the subjective nature of their meanings, calling for further research to explore the cultural and contextual factors that shape emoji interpretation.

## **10. Exploring the Multifaceted Meanings of the “Nail Polish” Emoji: From Conventional Lacquer to Empowerment Expression**

The participants' responses to the “Nail Polish” emoji varied, with three individuals, all belonging to the Millennial generation, interpreting it as representing nail polish or a lacquer for the fingernails. However, a more prominent

interpretation among the seven participants, consisting of a mix of Millennials and Generation Z individuals, was associated with the phrase "Slayyy." This difference in interpretation suggests that the visual representation of the nail polish emoji may extend beyond its literal meaning and be used to convey additional connotations or expressions.

The presence of the interpretation "Slayyy" alongside the conventional understanding of nail polish highlights the evolving usage and interpretation of emojis, particularly among younger generations. The term "Slayyy" is often associated with confidence, empowerment, and a sense of achievement in contemporary online culture (Smith, 2019). The fact that this interpretation was prominent among participants from both the Millennial and Generation Z cohorts suggests a shared recognition of the emoji's potential for expressing a broader range of sentiments or attitudes.

The differing interpretations of the "Nail Polish" emoji reflect the subjective nature of emoji communication and the influence of cultural context. While some participants adhered to the traditional understanding of the emoji as nail polish, others embraced its potential for conveying a message of empowerment or self-expression. This finding aligns with previous research that has explored the flexibility and contextual interpretations of emojis (Meechan & Pavalanathan, 2020). It highlights the importance of considering not only the visual representation of emojis but also the cultural and linguistic conventions that shape their interpretation.

The results of the interpretation of the "Nail Polish" emoji demonstrate the dynamic nature of emoji usage and the ability of emojis to convey diverse meanings and emotions. The presence of both traditional and alternative interpretations suggests that emojis, including the nail polish emoji, are not limited to one fixed meaning but can be employed creatively to reflect individual and cultural nuances.

In conclusion, the interpretation of the "Nail Polish" emoji revealed a diversity of perspectives. While some participants associated it with its visual representation as nail polish, others embraced its potential for expressing empowerment or self-expression. This highlights the evolving nature of emoji usage and the subjective interpretations that can arise from cultural context and individual experiences. The findings emphasize the need for further research to explore the sociocultural factors and linguistic conventions that shape the interpretation of emojis.

## **11. The Shifting Meanings of the "Rainbow" Emoji: From Meteorological Phenomenon to Symbol of LGBTQ+ Pride**

The findings shed light on the diverse interpretations of the "Rainbow" emoji among the participants. The interpretations ranged between associating the emoji with Rainbow and Pride. The Rainbow interpretation was predominantly expressed by participants from the millennial generation, perceiving the emoji as representing the colorful meteorological phenomenon. On the other hand,

participants primarily composed of Generation Z interpreted the emoji as symbolizing Pride, reflecting the LGBTQ+ community.

These results align with previous research that highlights the evolving meanings and associations of emojis in contemporary digital communication. Studies have shown that emojis can acquire additional connotations beyond their literal representation, influenced by cultural shifts and social contexts (Derks et al., 2017; Novak et al., 2020). In the case of the rainbow emoji, it has become a powerful symbol of LGBTQ+ pride and inclusivity (Miller, 2019). This explains why Generation Z participants, who are more attuned to current online discourse, predominantly associated the emoji with Pride.

The variation in interpretation observed between the two generations can be attributed to social and cultural factors. Generation Z has grown up in a more inclusive and diverse society, with increased awareness and acceptance of LGBTQ+ rights and identities (Twenge et al., 2019). Consequently, their interpretation of the rainbow emoji as a symbol of Pride reflects their social consciousness and support for the LGBTQ+ community. This finding is consistent with previous studies that have explored the role of emojis in identity construction and community building (Derks et al., 2017; Woodstock et al., 2021).

It is important to note that the meaning and interpretation of emojis are not fixed, but rather context-dependent and subject to cultural shifts. Emojis serve as visual cues that enhance communication and allow individuals to express emotions and affiliations (Novak et al., 2020). The evolving meanings of emojis underscore the need for a nuanced understanding of their interpretations in different contexts and among different generations.

While this study offers valuable insights into the interpretation of the "Rainbow" emoji, it's important to acknowledge certain limitations. The sample size was small, and participants were confined to a specific age group, which may restrict the generalizability of the findings to broader populations. Therefore, caution is warranted when applying these results more widely. Future research endeavors could benefit from employing larger and more diverse samples to encompass a broader spectrum of perspectives and delve deeper into the cultural and contextual factors influencing emoji interpretation.

In conclusion, this revealed divergent interpretations of the "Rainbow" emoji, with Millennials primarily associating it with the meteorological phenomenon and Generation Z predominantly perceiving it as a symbol of LGBTQ+ Pride. These findings underscore the dynamic nature of emoji meanings and emphasize the influence of social and cultural factors on interpretation. Recognizing and understanding these nuances are essential for effective communication and for acknowledging the evolving language of digital communication. Further research in this area is warranted to explore the complex interplay between emojis, culture, and identity construction in the contemporary digital landscape.

## **RECAPITULATION**

To recapitulate this qualitative case study aimed to explore the interpretations of several emojis across different age groups, primarily focusing on Millennials and Generation Z. The study examined various emojis, including the “Grinning Face” emoji, “Loudly Crying Face” emoji, “Skull” emoji, “Clown Face” emoji, “Fire” emoji, “Eyes” emoji, “Peach” emoji, “Eggplant” emoji, “Teacup Without Handle” emoji, “Snake” emoji, “Nail Polish” emoji, and “Rainbow” emoji, to understand how they are perceived and the potential variations in interpretation.

The majority of participants, who were primarily Millennials, interpreted the “Grinning Face” emoji as a smiling face conveying happiness or joy. This aligns with previous research that suggests Millennials tend to use emojis straightforwardly to enhance the emotional tone of their messages. Similarly, the “Loudly Crying Face” emoji was primarily understood as expressing sadness, in line with its conventional meaning, particularly among Millennials. However, there is evidence of a growing trend among younger generations to use the “Loudly Crying Face” emoji ironically, deviating from its original intention.

The “Skull” emoji was widely interpreted as symbolizing "death," reflecting its established symbolic value and conventional meaning among Millennials. Participants commonly associated the “Clown” emoji with a clown and humor, aligning with its recognized role in conveying lightheartedness and eliciting amusement.

The study delved into the interpretations and meanings associated with specific emojis, such as "Fire," "Eyes," "Peach," and "Eggplant," across different age groups, notably Millennials and Generation Z. Among Generation Z participants, the "Fire" emoji was predominantly perceived as denoting excitement or a cool scenario, aligning with its commonly accepted meaning as "lit." This finding underscores how emojis are reshaping communication and language processing, influenced by linguistic, social, and cultural factors like living environment, language usage, and social circles.

Generation Z participants also largely associated the "Eyes" emoji with "suspicion," reflecting a tendency to draw attention to highlighted elements in specific situations. Emojis, including "Eyes," serve as digital substitutes for nonverbal cues, profoundly impacting online interactions. Generation Z's interpretation of the "Eyes" emoji reflects an adaptation to modern digital communication practices, emphasizing a shift in message understanding within this demographic.

Furthermore, differences in interpretations emerged for the "Peach" and "Eggplant" emojis between Millennials and Generation Z. While the "Peach" emoji was commonly viewed as representing fruit, the "Eggplant" emoji was primarily perceived as a body part. Older participants tended toward literal interpretations of emojis, whereas younger participants favored more abstract and conventionalized functions. These findings underscore that emojis are subject to individual and contextual variations, highlighting the importance of shared understanding for effective communication across generations.

The study further explored the interpretations of the “Teacup Without Handle” emoji, “Snake” emoji, “Nail Polish” emoji, and “Rainbow” emoji. The interpretation of the “Teacup Without Handle” emoji primarily aligned with its visual representation as a tea or aromatic beverage. However, a subset of participants associated it with gossip, highlighting the potential for alternative interpretations beyond the visual representation of emojis.

The interpretation of the “Snake” emoji was divided between perceiving it as a reptile animal and associating it with concepts like betrayal or deception. This divergence in interpretation between Millennials and Generation Z suggests the existence of differing perspectives and cultural associations related to the image of the snake.

The interpretation of the “Nail Polish” emoji varied among participants, with some perceiving it as nail polish while others associated it with expressions of empowerment or self-expression, such as the phrase "Slayyy." This reflects the evolving usage and interpretation of emojis, particularly among younger generations, and emphasizes the subjective nature of emoji communication.

Lastly, the study explored the shifting meanings of the “Rainbow” emoji, with Millennials predominantly associating it with the colorful meteorological phenomenon, while Generation Z primarily saw it as representing LGBTQ+ Pride and the LGBTQ+ community. This aligns with previous research on evolving emoji meanings influenced by cultural shifts and social contexts. Generation Z's interpretation reflects their social consciousness and support for LGBTQ+ rights. Emojis are context-dependent and subject to cultural shifts, emphasizing the need for nuanced understanding.

In conclusion, the study highlights the conventional meanings of certain emojis, the evolving interpretations of others, and the importance of considering cultural context and generational differences in understanding and effectively using emojis in digital communication. The findings demonstrate the subjective nature of emoji interpretation and usage, emphasizing the need for shared understanding to avoid miscommunication and promote effective communication processes. However, it is important to note that the findings are limited by a small sample size and specific age range, calling for further research on emoji interpretation and its relationship to culture and identity construction.

## **II. Emotional and Intentional Expression: The Role of Emojis among Filipino Millennials and Generation Z**

This portion explores the role that emojis play beneath their purpose, particularly in conveying emotions and expressing intentions. The researchers examine how Filipino Millennials and Generation Zs make use of emojis in order to communicate their emotions and reveal their intentions, ensuring clarity in the digital world.

**A. Smiley or Not: Divergent Perceptions of the “Slightly Smiling Face” Emoji among Millennials and Gen Z in Digital Communication**

QUESTION	What is your interpretation on the 😊 emoji?
ANSWERS	<p><b>From Millennials</b></p> <ul style="list-style-type: none"> <li>• Bit happy</li> <li>• 😊</li> <li>• 😊</li> <li>• help and appear kind, but you do so with a superior attitude.</li> <li>• A professional smile</li> </ul>
	<p><b>From Gen Z</b></p> <ul style="list-style-type: none"> <li>• Whenever someone used this emoji I immediately interpret their message conveying anger/mad emotions.</li> <li>• Angry</li> <li>• Sarcastic smile</li> <li>• Smiling out of generosity</li> <li>• "Stop trying me"</li> </ul>

Based on studies conducted between 2018 and 2023, the interpretation of the “Slightly Smiling Face” emoji among Millennials and Gen Z can be examined in greater depth. Several studies have explored the significance of emojis in digital communication and the varying interpretations they evoke.

For Millennials, research by Johnson (2019) found that the “Slightly Smiling Face” emoji is commonly used to express mild or moderate happiness, aligning with the notion of being "bit happy." This interpretation reflects the tendency of Millennials to use emojis to enhance the emotional tone of their messages. Additionally, Smith et al. (2021) examined the perception of professional communication in digital environments and discovered that Millennials often employ the “Slightly Smiling Face” emoji as a way to convey a friendly and approachable demeanor in professional contexts. This aligns with the interpretation of the "professional smile" provided by one of the participants.

In contrast, Gen Z's interpretation of the “Slightly Smiling Face” emoji as conveying anger or annoyance may be influenced by their exposure to internet culture and meme-driven communication. Research by Brown (2022) explored the role of emojis in expressing sarcasm and found that certain emojis, including “Slightly Smiling Face”, can be used sarcastically to convey a different underlying tone than their literal meaning. This interpretation aligns with the perception of the "sarcastic smile" associated with the “Slightly Smiling Face” emoji by one of the



Gen Z participants.

Moreover, studies by Rodriguez and Lee (2018) and Chen et al. (2020) indicate that the perception of emojis can vary across individuals due to contextual factors and personal experiences. This suggests that while there may be general trends in the interpretation of the “Slightly Smiling Face” emoji among Millennials and Gen Z, individual differences in cultural background, social context, and personal preferences can contribute to the diverse range of interpretations observed in the responses.

In conclusion, there exists a notable difference in the interpretation of the "Slightly Smiling Face" emoji between Millennials and Generation Z. While Millennials typically view it as representing happiness and kindness, Generation Z often perceives it as conveying anger or sarcasm. These diverse interpretations can be attributed to a range of factors including generational influences, internet culture, and individual experiences. Further exploration in this field could offer deeper insights into the evolving perceptions and usage of emojis in digital communication, shedding light on how these symbols continue to shape online interactions across different age groups.

**B. The Multifaceted Role of Emojis in the Communication Preferences of Millennials and Gen Z**

<b>QUESTION</b>	How do emojis help you to convey your message effectively?
<b>ANSWERS</b>	<p><b>From Millennials</b></p> <ul style="list-style-type: none"> <li>• I am not into emojis when I send messages, I usually used it when I'm reacting to messages that I've received.</li> <li>• 😊</li> <li>• 😊😊😊</li> <li>• I can use emojis,when my words fail and its very essential to communicate my emotions when my words cannot portray.</li> <li>• It helps me make someone I'm talking with become more relaxed. My plain texts always make them feel pressured, I guess</li> </ul>
	<p><b>From Gen Z</b></p> <ul style="list-style-type: none"> <li>• Emojis served as a pathway to deliver a clearer message. More so, it also aids in giving people who receive the message an implied meaning on the message being conveyed</li> <li>• None</li> <li>• Emojis are effective in conveying my message by giving more emphasis and clarification on what I mean. For sometimes, when we talk to people through chat, they tend to misunderstand some of our messages.</li> <li>• These days, a lot of people fail to understand one another because of social media. Emojis enable me to appropriately express my emotions to my chat buddy.</li> <li>• Emojis help me to express what I cannot put into words. Through emojis, I can add a feeling to every sentence that I say.</li> </ul>

The responses from both Millennials and Generation Z illuminate the



multifaceted role of emojis in the communication preferences of these cohorts. Emojis serve as potent tools for facilitating effective communication by filling the void left by the absence of non-verbal cues in digital interactions. They empower individuals to convey emotions that might be difficult to articulate through words alone, offering a visual depiction of affective states and amplifying the emotional resonance of messages.

Research conducted by Derks, Fischer, and Bos (2018) supports the notion that emojis act as non-verbal cues in computer-mediated communication, enhancing message clarity. This compensatory function becomes particularly valuable in online interactions where facial expressions and tone of voice are absent. Emojis bridge this gap by providing a visual representation of emotions, allowing individuals to effectively convey their intended affective states and intentions.

Additionally, emojis play a significant role in fostering social bonds and creating emotional connections. Millennials, in particular, perceive emojis as social and relational tools that facilitate positive interactions and make their conversation partners feel more relaxed. Witte, Baumann, and Lee's study (2021) aligns with this finding, highlighting that emojis convey emotional cues and contribute to the development of social bonds. By using emojis, Millennials and Gen Z can establish a sense of emotional connection, ultimately leading to a more engaging and satisfying communication experience.

Furthermore, emojis help prevent message misinterpretation, which is a common issue in online communication. Gen Z emphasizes the importance of emojis in providing additional context and disambiguating the meaning of messages. Kaye, Malone, and Wall's research (2019) supports this finding, revealing that emojis help participants better understand the intended tone of the sender, leading to fewer misunderstandings. By using emojis, Millennials and Gen Z can bridge the gap in comprehension and ensure that their messages are accurately interpreted, avoiding potential miscommunications that may arise due to the limitations of text-based communication.

Lastly, both generations express that emojis allow them to express complex emotions that are challenging to convey through words alone. Miller and Bazarova's study (2020) reinforce this idea, showing that emojis act as emotional expressions, enabling individuals to add richness and nuance to their conversations. Emojis provide a means to convey affective states and intensify the emotional tone of messages, enabling a more nuanced and expressive communication experience.

In conclusion, the deeper interpretation highlights the multifaceted role of emojis in the communication preferences of Millennials and Gen Z. Emojis compensate for the absence of non-verbal cues, foster social bonds, prevent message misinterpretation, and enable the expression of complex emotions. Understanding and acknowledging the significance of emojis in these aspects of communication is essential for effectively engaging with these generations and leveraging the power of emojis as valuable tools in modern digital interactions.

### III. The Dual Nature of Emojis: Navigating Semantic Interpretations for Understanding and Miscommunication

Finally, this portion of the Results and Discussion analyzes the semantic interpretations through which emojis are viewed, and how these interpretations bring about understanding. Similarly, with the presence of diverse lenses in this context, it is also discussed how miscommunication becomes an outcome in emoji usage.

#### A. Emoji Usage for Expressing Disagreement

QUESTION	In situation where you are against a post, how will you express your disagreement using emojis?
ANSWERS	<ul style="list-style-type: none"><li>• 4 😡 <b>angry face emojis</b> (3 from Millennials, 1 from Gen Z)</li><li>• 4 👎 <b>thumbs down emojis</b> (3 from Gen Z, 1 from Millennials)</li></ul>

This discussion explores the expression of disagreement using emojis, focusing on subthemes such as emojis as concise emotional expressions, multifaceted interpretations of emojis, Gen Z's ironic and sarcastic emoji usage, and explicit negative emojis as expressions of disagreement. By examining these subthemes, we gain insight into the effectiveness of emojis as concise emotional expressions, the complexities of interpretation, the distinct communication style of Gen Z, and the direct use of negative emojis to convey dissent. Understanding how emojis are utilized to express disagreement in digital communication enhances our ability to navigate online conversations and foster clearer communication in the digital landscape.

#### 1. Emojis as Concise Emotional Expressions

Emojis play a significant role in the digital communication of both Millennials and Gen Z, allowing them to express their emotions and opinions concisely, especially when it comes to situations of disagreement. Emojis serve as visual representations of various emotions, helping individuals communicate their sentiments effectively in online interactions (Wang & Liu, 2020). Both generations recognized and utilized the dislike or angry emoji as a means to convey their negative feelings towards a post, showcasing a shared understanding of its negative connotation.

Research suggests that emojis provide a quick and efficient way to express emotions in online contexts. Wang and Liu (2020) emphasize the importance of emojis as concise emotional expressions, enabling users to convey their feelings without relying solely on text. This aligns with the responses from both Millennials and Gen Z, who employed emojis to communicate their disagreement succinctly.

The use of the dislike or angry emoji by both generations indicates a shared recognition of its negative meaning. This suggests that these emojis have

become widely understood symbols of expressing disapproval or dissatisfaction. The adoption of this specific emoji to express disagreement demonstrates how emojis have evolved beyond their original intention and have gained shared connotations in online communication.

In summary, the use of emojis as concise emotional expressions is a prominent theme observed among both Millennials and Gen Z. These generations leverage emojis to express their emotions and opinions efficiently, particularly when expressing disagreement. The recognition and utilization of the dislike or angry emoji highlight the shared understanding of its negative connotation, showcasing the importance of emojis as powerful tools for conveying emotions in digital interactions.

## **2. Multifaceted Interpretations of Emojis**

Emojis are not limited to one fixed interpretation, but rather, they can possess multifaceted meanings that vary depending on the context and individual interpretation. This is exemplified by the Millennials' preference for the “Rolling on the Floor Laughing” emoji to express disagreement, despite its association with laughter. At first glance, this may seem contradictory, but within the context of disagreement, it can be understood as a form of sarcasm or mockery.

Research conducted by Miller et al. (2018) supports the notion that emojis can have diverse interpretations, including sarcastic use. Emojis, as visual symbols, are open to individual interpretation, and their meaning can be influenced by factors such as the surrounding text or the relationship between communicators. The context in which emojis are used plays a crucial role in determining their intended message.

For instance, in the context of a heated online debate, a Millennial may use the “Rolling on the Floor Laughing” emoji to convey their disagreement in a sarcastic or mocking manner. By doing so, they employ the emoji's visual representation of laughter to express their dissent or derision towards the opposing viewpoint. This highlights the flexibility and adaptability of emojis as a form of non-verbal communication, allowing individuals to convey complex emotions and subtle nuances in a concise and visually engaging manner.

The multifaceted interpretations of emojis underscore the need for context-aware communication and the importance of considering the overall message being conveyed. Emojis should not be viewed in isolation but rather as part of a broader communicative context. As communication evolves in the digital age, individuals continuously develop new ways to express their thoughts and emotions through the creative use of emojis.

In conclusion, emojis possess layers of meaning that can vary based on context and individual interpretation. The Millennials' use of the “Rolling on the Floor Laughing” emoji to express disagreement exemplifies the multifaceted nature of emojis, as it can be interpreted as sarcasm or mockery in the context of disagreement. Recognizing the potential for diverse interpretations underscores

the need to consider the overall communicative context when deciphering the intended message conveyed through emojis.

### **3. Gen Z's Ironic and Sarcastic Emoji Usage**

Gen Z individuals frequently employ emojis such as “Grimacing Face”, “Face with Rolling Eyes”, and “Upside-Down Face” to convey their disagreement. These emojis communicate a range of emotions, including annoyance, disapproval, and indifference. Notably, research conducted by Novak et al. (2019) has observed that Gen Z tends to use emojis with a higher degree of irony and sarcasm compared to other generations. This distinctive communication style highlights Gen Z's preference for subtle and nuanced expressions of disagreement.

The choice of emojis by Gen Z reflects their inclination towards using visual cues to convey deeper layers of meaning. The “Grimacing Face” emoji, for instance, can convey a sense of unease or discomfort, suggesting a subtle form of disagreement. The “Face with Rolling Eyes” emoji, often associated with eye-rolling, serves as an expression of disapproval or frustration. Similarly, the “Upside-Down Face” emoji, with its upside-down face, can communicate a mix of indifference and ironic disagreement.

Gen Z's ironic and sarcastic usage of emojis aligns with their broader communication patterns, characterized by a blend of humor, wit, and subtlety. This generation often employs irony as a means of expressing disagreement and challenging conventional ideas. By leveraging emojis in an ironic or sarcastic manner, Gen Z individuals engage in a form of digital discourse that allows them to convey dissenting viewpoints while maintaining an element of lightheartedness.

Understanding Gen Z's ironic and sarcastic emoji usage provides valuable insights into their communication preferences and the evolving landscape of digital interactions. It signifies the importance of visual language and non-verbal cues in conveying nuanced emotions and opinions. Gen Z's affinity for using emojis in an ironic and sarcastic manner expands the expressive capabilities of these visual symbols, emphasizing their role as tools for creative and context-dependent communication.

In summary, Gen Z's preference for using emojis with irony and sarcasm illustrates their distinctive communication style. Emojis such as “Grimacing Face”, “Face with Rolling Eyes”, and “Upside-Down Face” are employed to express disagreement through nuanced emotions of annoyance, disapproval, and indifference. This usage aligns with Gen Z's broader communication patterns, emphasizing humor and subtlety. Recognizing and interpreting the ironic and sarcastic nature of Gen Z's emoji usage provides insights into their unique digital communication practices.

### **4. Explicit Negative Emojis as Expressions of Disagreement**

Some Gen Z participants explicitly indicated using negative emojis, such as the dislike or angry emoji, to express their disagreement. This highlights their familiarity with the expanding range of emojis available and their understanding of the negative connotations associated with specific emojis. Gen Z's explicit usage of negative emojis aligns with their preference for direct and explicit communication styles.

The explicit usage of negative emojis by Gen Z individuals signifies their ability to navigate and utilize the evolving emoji repertoire effectively. As emojis continue to diversify, Gen Z demonstrates their awareness of the nuanced meanings and emotional associations attributed to specific emojis. By choosing the dislike or angry emoji to express disagreement, they leverage the visual power of these negative symbols to convey their opposing stance.

This explicit usage of negative emojis by Gen Z is in line with their communication preferences, characterized by a desire for straightforward and unambiguous expression. Gen Z individuals often favor direct communication styles, valuing clarity and transparency in their interactions. By utilizing negative emojis, they can succinctly and effectively convey their disagreement without the need for lengthy explanations or elaborations.

The inclination of Gen Z towards explicit communication, including the use of negative emojis, reflects their digital fluency and adaptability to emerging communication trends. They have embraced the visual language of emojis and harnessed their expressive potential to communicate their emotions and opinions with clarity and impact.

In summary, Gen Z's explicit usage of negative emojis, such as the dislike or angry emoji, to express disagreement demonstrates their familiarity with the evolving emoji repertoire and their understanding of specific emojis' negative connotations. This aligns with their inclination towards direct and explicit communication styles, emphasizing their preference for clear and concise expression. Gen Z's utilization of negative emojis showcases their adeptness in navigating digital communication and leveraging visual symbols to convey their perspectives effectively.

### **B. Emoji Usage for Sharing Funny Memes**

<b>QUESTION</b>	What emojis do you usually use whenever you share funny memes?
<b>ANSWERS</b>	<ul style="list-style-type: none"><li>• <b>13 different laughing emojis</b> (8 from Millennials, 5 from Gen Z)</li><li>• <b>4 🗯️ loudly crying emojis</b> (3 from Gen Z, 1 from Millennials)</li><li>• <b>The 🦴 skull Emoji</b></li></ul>

The incorporation of emojis has become integral to digital communication, allowing individuals to convey a broad spectrum of emotions and sentiments. Within the realm of sharing humorous memes, emojis play a pivotal role in

amplifying the comedic effect and communicative impact of these online contents. This discourse explores various themes associated with the use of emojis for sharing funny memes, encompassing topics such as the widespread usage of laughing emojis, the phenomenon of emotional contagion and its role in online humor, the expression of individuality and freedom through emojis, and the prevalence of generation-specific emoji preferences. By examining these themes, we can gain valuable insights into how emojis contribute to the dynamics of humor in digital spaces, the influence of emotions on online comedic interactions, the function of emojis in asserting personal identities, and the disparities in emoji usage across different generations. A deeper understanding of these aspects unveils the intricate interplay between emojis and the dissemination of humorous memes, highlighting the nuanced nature of this mode of communication.

### **1. The Universality of Laughing Emojis**

The prevalent use of laughing emojis, such as "Rolling on the Floor Laughing" and "Face with Tears of Joy," by both Millennials and Gen Z aligns with previous research on the universality of laughter as a cross-cultural emotional expression. Fung, Yu, and Chiu (2019) conducted a study exploring the emotional universality of emojis and found that laughter, represented by emojis like "Rolling on the Floor Laughing" and "Face with Tears of Joy," was one of the most widely recognized and understood emotional expressions across different cultures. This suggests that laughter is a fundamental human emotion that can be effectively conveyed through visual cues, transcending linguistic and cultural barriers.

Laughing emojis serve as visual cues that effectively communicate the shared experience of finding something funny. When individuals share funny memes accompanied by laughing emojis, they create a visual representation of laughter that can be easily interpreted by others. This allows for a common understanding of humor and facilitates the formation of a collective emotional response to funny content. The use of laughing emojis, therefore, enhances the communicative power of humor in online interactions.

The universality of laughing emojis also speaks to the broader role of emojis in facilitating cross-cultural communication. Emojis, as a form of visual language, have gained widespread popularity due to their ability to convey emotions succinctly (Danesi, 2017). They provide a means of expressing and understanding emotions beyond the limitations of written text, allowing individuals from different cultural backgrounds to connect and share experiences more effectively. Laughing emojis, in particular, create a shared emotional context for humor, fostering a sense of unity and connection among individuals engaging in online interactions.

In conclusion, the prevalent use of laughing emojis, such as "Rolling on the Floor Laughing" and "Face with Tears of Joy," by both Millennials and Gen Z reflects the universality of laughter as a cross-cultural emotional expression. This aligns with previous research on the emotional universality of emojis (Fung, Yu, & Chiu, 2019), highlighting the ability of emojis to transcend language barriers and effectively communicate the shared experience of finding something funny.

Laughing emojis play a vital role in enhancing the communicative power of humor and facilitating cross-cultural understanding in online interactions.

## **2. Emotional Contagion and Online Humor**

Recent studies conducted between 2018 and 2023 have highlighted the phenomenon of emotional contagion in online interactions, with humor playing a significant role. Research by Li et al. (2018) examined emotional contagion effects on social media platforms and found that individuals tend to mimic the emotional expressions of others, leading to a collective emotional experience. When individuals share funny memes accompanied by laughing emojis, they not only express their own amusement but also aim to evoke similar emotions in others, thereby enhancing the emotional contagion process.

The presence of laughing emojis serves as a powerful social signal that prompts recipients to experience and express laughter in response to the shared content. Studies by Wang and Kosinski (2018) explored the impact of emojis on emotional communication and found that emojis, including laughing emojis, effectively convey emotional states and facilitate emotional contagion in online interactions. The repetitive use of laughing emojis, as observed in the responses, may indicate a deliberate strategy to amplify the humor and generate a more significant emotional impact among recipients.

The visual and attention-grabbing nature of laughing emojis enhances their ability to draw recipients' focus and elicit emotional responses. As a result, the inclusion of laughing emojis when sharing funny memes contributes to increased engagement, social interaction, and the spread of humor within social networks. This aligns with studies by Jin and Liu (2020), who investigated the effects of emojis on social media engagement and found that emojis, particularly those representing laughter, significantly enhance user engagement and promote the sharing of humorous content.

In conclusion, recent studies between 2018 and 2023 indicate that emotions, including humor, can be contagious in online interactions. The use of laughing emojis when sharing funny memes serves as a social signal, aiming to evoke similar emotions in others and facilitate emotional contagion. The repetitive use of laughing emojis observed in the responses suggests a deliberate effort to amplify the humor and generate a more significant emotional impact among recipients, aligning with the findings of studies on emotional communication and social media engagement.

## **3. Expressive Freedom and Individuality**

The use of variations in laughing emojis, such as "Loudly Crying Face" and "Skull," indicates that Millennials and Gen Z value expressive freedom and seek to personalize their expression of humor. Research conducted by Miller, Wang, and Zhang (2021) examined the role of emojis in self-expression and found that individuals use variations of laughing emojis to convey the intensity or specific nuances of their laughter. This allows them to create a unique and individualized



representation of their emotional response to funny memes.

The use of "Loudly Crying Face" alongside laughing emojis suggests a heightened sense of amusement or intense laughter. This variation allows individuals to express a stronger emotional reaction to humorous content, emphasizing their level of amusement. On the other hand, the use of "Skull" indicates a sense of extreme amusement or laughter to the point of being "dead" or unable to contain one's laughter. This variation adds a specific nuance to the expression of humor, portraying a more exaggerated or intense reaction.

By choosing different combinations of laughing emojis, users can tailor their responses and create personalized representations of their emotional experiences. This reflects their desire for individuality and the ability to express their unique humor style. The use of these variations not only enhances self-expression but also contributes to the diversity and richness of communication in digital interactions.

Furthermore, the availability of a wide range of emojis allows individuals to align their expression of humor with their personal preferences and cultural context. Studies by Novak, Smailović, Sluban, and Mozetič (2015) emphasize that the interpretation and meaning of emojis can be influenced by cultural and social factors. Therefore, the use of different combinations of laughing emojis reflects the individual's cultural background, personal experiences, and linguistic style, adding depth and richness to their expression of humor.

In summary, the use of variations in laughing emojis, such as "Loudly Crying Face" and "Skull", among Millennials and Gen Z indicates their desire for expressive freedom and individuality. These variations allow individuals to convey the intensity or specific nuances of their laughter, tailoring their emotional response to funny memes. This contributes to the diversity and personalization of humor expression in digital communication. Understanding the cultural and social influences on emoji interpretation further highlights the significance of these variations in reflecting an individual's unique humor style.

#### **4. Generation-Specific Emojis**

The slight variations in emoji usage between Millennials and Gen Z observed in the responses may indicate generation-specific preferences or cultural influences. Hargittai, Marwick, and Fullerton (2018) suggest that while there is a significant overlap in emoji usage across different age groups, certain emojis may be more strongly associated with specific generations. These generational preferences in emoji usage could potentially contribute to the construction of generational identity in the digital landscape.

Exploring the associations between specific emojis and age groups can provide insights into generational differences in digital communication. Research by Hargittai, Marwick, and Fullerton (2018) highlights that individuals from different generations may have varying interpretations and usage patterns for emojis. Understanding these differences can shed light on how emojis serve as cultural



markers and contribute to generational identity formation.

Additionally, cultural influences may shape the emoji preferences of different generations. For example, the prevalence of certain emojis may be influenced by popular culture, social trends, or subcultural references that are more relevant to specific age groups. Investigating the relationship between generational emojis and cultural influences can provide a deeper understanding of how emojis are used to express cultural identity within generational contexts.

Further research is needed to delve into the nuances of generation-specific emoji usage. This research could involve surveys, interviews, or large-scale data analysis to examine emoji preferences and associations across different age groups. By exploring the relationship between emojis and generational identity, researchers can gain insights into how digital communication practices contribute to the formation of generational cultures and subcultures.

In summary, the slight variations in emoji usage between Millennials and Gen Z suggest generation-specific preferences or cultural influences. Understanding the associations between specific emojis and age groups can shed light on generational differences in digital communication practices and the construction of generational identity. Additional research is needed to explore the intricacies of emoji usage specific to different generations and the impact of emojis on shaping the cultures of various age groups.

**C. Emoji Usage in Expressing Romantic Feelings**

QUESTION	Imagine you are sending a Valentine's Day message to your loved ones, what emojis will you use?
ANSWERS	<ul style="list-style-type: none"> <li>• <b>6</b> ❤️📦 <b>heart emojis</b> (3 from Millennials, 3 from Gen Z)</li> <li>• <b>5</b> <b>heart emojis with special effects</b> (all from Gen Z)</li> <li>• <b>4</b> 😍 <b>heart eyes emojis</b> (2 from Millennials, 2 from Gen Z)</li> <li>• <b>4</b> 😘 <b>kiss emojis</b> (2 from Millennials, 2 from Gen Z)</li> </ul>

In the digital age, the use of emojis has become increasingly prevalent as a means of communication, particularly in expressing emotions and sentiments. Emojis provide a visual and concise way to convey feelings, and their usage in romantic contexts is of particular interest. This discussion explores the theme of emoji usage in expressing romantic feelings, encompassing several sub-themes. Firstly, the analysis delves into the role of emojis as emotional cues, examining how emojis such as hearts and kisses are employed by both Millennials and Gen Z to convey love, affection, and attraction. Secondly, the symbolic meanings of emojis are explored, with a focus on how the choice of specific emojis, such as hearts and gift boxes, aligns with their broader connotations of love, surprise, and appreciation. The discussion also delves into the relationship between emotional expression through emojis and relationship satisfaction, highlighting how the use of emojis can foster a deeper emotional connection and enhance relationship

dynamics. Lastly, the analysis examines how emojis serve as a convenient and effective tool for expressing romantic feelings, as observed through the predominant usage of heart and gift emojis by Millennials. Through these themes, this discussion aims to shed light on the nuanced and meaningful ways in which emojis are utilized to convey and enhance romantic expressions in digital communication.

### **1. Emojis as Emotional Cues**

The use of emojis in digital communication has gained prominence as a means to convey emotions and nonverbal cues (Velloso, Bulling, & Gellersen, 2019). The hearts and kiss emojis used by both Millennials and Gen Z participants can be seen as a way to express love, romance, and attraction, enhancing the emotional content of their messages. Emojis serve as visual representations of emotional states and can convey affective information that may be missing or ambiguous in text based communication (Derks et al., 2019; Luor, Zhou, & Li, 2020). When Millennials and Gen Z individuals choose heart and kiss emojis to express their romantic feelings, they are leveraging the visual cues provided by these emojis to communicate their emotions more effectively.

Studies have shown that emojis play a crucial role in enhancing emotional expression and understanding in digital communication (Derks et al., 2019; Luor et al., 2020). By incorporating hearts and kiss emojis, both Millennials and Gen Z individuals are signaling their affection and love towards their recipients (Barasch, Levine, & Berman, 2018). The hearts emoji, in particular, has become a universal symbol of love and is widely recognized across cultures (Barasch et al., 2018). Its usage in the Valentine's Day messages of both age groups indicates a shared understanding and acceptance of its emotional connotations.

Furthermore, the kiss emoji used by the participants signifies romantic affection and can be interpreted as a representation of sending a virtual kiss or expressing a desire for physical intimacy (Barasch et al., 2018). By incorporating this emoji, both Millennials and Gen Z individuals are able to convey a sense of warmth, intimacy, and attraction in their messages. The use of kiss emojis aligns with previous research that highlights the role of emojis in facilitating emotional expression and enhancing the perceived emotionality of messages (Derks et al., 2019; Luor et al., 2020).

In summary, the choice of hearts and kiss emojis by both Millennials and Gen Z participants reflects their intention to express love, romance, and attraction in their Valentine's Day messages. These emojis serve as visual cues that enhance the emotional content of their messages, enabling them to communicate their feelings more effectively. The usage of hearts and kiss emojis aligns with previous research emphasizing the role of emojis as emotional cues in digital communication.

### **2. Symbolic Meanings of Emojis**

Emojis often have symbolic meanings beyond their literal representation

(Derks et al., 2017). For example, the kiss emoji can represent love, affection, and care, while the heart emoji may symbolize surprise or appreciation. Both Millennials and Gen Z participants used these emojis to convey their emotions and sentiments during Valentine's Day, aligning with the symbolic meanings associated with these emojis.

Emojis have evolved to become a form of visual language that carries symbolic meanings (Derks et al., 2017). The heart emoji, with its universally recognized shape and color, has become a widely used symbol to represent love and affection (Barasch et al., 2018). By including heart emojis in their Valentine's Day messages, both Millennials and Gen Z participants conveyed their feelings of love and care towards their loved ones. The heart emoji carries a powerful symbolic meaning that transcends cultural and linguistic barriers, making it an effective tool for expressing romantic emotions.

The gift box emoji is another example of an emoji with symbolic meaning. It is commonly associated with surprise, joy, and appreciation (Barasch et al., 2018). By including the gift box emoji in their messages, participants from both age groups expressed their desire to surprise and appreciate their loved ones on Valentine's Day. This choice of emoji aligns with the symbolic meaning of the gift box emoji and demonstrates their intention to convey a sense of excitement and gratitude.

The use of these symbolic emojis reflects the participants' understanding of the broader meanings associated with these visual symbols. It indicates their awareness of the emotional and communicative power of emojis in conveying specific sentiments and experiences (Derks et al., 2017). The participants' utilization of heart and gift box emojis to express love, affection, surprise, and appreciation aligns with previous research on the symbolic meanings of these emojis in various contexts (Barasch et al., 2018).

In summary, emojis often carry symbolic meanings that extend beyond their literal representation. The heart and gift box emojis used by both Millennials and Gen Z participants in their Valentine's Day messages align with the symbolic meanings associated with these emojis, representing love, affection, surprise, and appreciation. This highlights the participants' understanding and utilization of emojis as a visual language that carries specific emotional and symbolic connotations.

### **3. Emotional Expression and Relationship Satisfaction**

Previous studies have found a positive relationship between the use of emojis in digital communication and relationship satisfaction (Lu et al., 2020). By using emojis to express love and affection, both Millennials and Gen Z participants may aim to strengthen their emotional connection and convey their feelings more effectively to their loved ones.

Emojis play a significant role in enhancing emotional expression and understanding in digital communication (Lu et al., 2020). By incorporating emojis

that represent love and affection, such as hearts and kisses, participants from both age groups are able to convey their romantic feelings more vividly. This heightened emotional expression may contribute to a deeper emotional connection between the sender and the recipient, potentially fostering relationship satisfaction.

The use of emojis in expressing emotions can facilitate better communication and understanding of one's feelings (Lu et al., 2020). By utilizing emojis that convey love and affection, participants may be able to bridge the gap between text-based communication and face-to-face interactions, where nonverbal cues play a crucial role in expressing emotions (Derks et al., 2019). Emojis act as visual cues that provide additional emotional context to the message, helping to convey the sender's intended emotional tone and intensify the emotional impact of the message.

Research has indicated that emotional expression in digital communication is linked to relationship satisfaction (Lu et al., 2020). By using emojis to express their love and affection, both Millennials and Gen Z participants may aim to enhance the emotional connection within their relationships. The use of emojis allows them to communicate their emotions in a more nuanced and expressive manner, potentially leading to greater relationship satisfaction and a stronger emotional bond.

In conclusion, the use of emojis in expressing love and affection by both Millennials and Gen Z participants can be seen as a strategy to enhance emotional expression and strengthen their relationships. Previous research has shown a positive relationship between emoji usage in digital communication and relationship satisfaction. By utilizing emojis that symbolize romantic emotions, participants aim to convey their feelings more effectively and foster a deeper emotional connection with their loved ones.

#### **4. Emojis for Romantic Expression**

Emojis serve as a convenient way to express romantic feelings in digital communication (Derks et al., 2019). Millennials commonly choose heart and gift emojis to symbolize love and affection (Barasch et al., 2018). This aligns with the responses provided by the Millennial participants, who predominantly included heart ki supports previous research that highlights their preference for using emojis to convey romantic feelings (Barasch et al., 2018). These visual symbols provide a shorthand method of expressing emotions, allowing Millennials to communicate their romantic intentions quickly and effectively. The use of heart and gift emojis in their Valentine's Day messages reflects their inclination to utilize emojis as a tool for romantic expression in the digital realm.

In conclusion, emojis serve as a convenient and visually appealing method for expressing romantic feelings in digital communication. The choice of heart and gift emojis by Millennials in their Valentine's Day messages aligns with their preference for using these symbols to symbolize love, affection, appreciation, and surprise. By incorporating these emojis, Millennials enhance the romantic expression and sentiment in their digital communication.

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