



Enriching Learners' Vocabulary Proficiency Through Word Engagement Worksheets

Raymond S. Inducil^a, Abegail P. Inducil^b, Imelda P. Dela Peña^c

Virgen delas Flores High School, Baliaug, Philippines

Mapaniqui Elementary School., Pampanga, Philippines

Pasig High School, Candaba, Pampanga, Philippines

ABSTRACT :

This study was conducted to determine the effect of word engagement worksheets in enhancing the vocabulary proficiency among Grade Seven learners at Virgen Delas Flores High School. The study employed experimental methods. Pre-test and post-test questionnaires were administered to both the control and experimental groups, each consisting of 50 multiple-choice items. Although the experimental group's mean score was slightly lower than that of the control group, the pre-test results showed that both the control and experimental groups had same level of performance before the implementation of the study. However, the experimental group performed significantly higher on the posttest, with more students scoring in the higher ranges. The experimental group's mean score is significantly higher than the control group, demonstrating better concept understanding. Overall, the results suggest that word engagement worksheets not only improved the learners' vocabulary proficiency but also led to better performance in English. Based on the findings, the study recommends the integration of word engagement worksheets in reading programs to strengthen vocabulary proficiency, and the alignment of vocabulary lessons with learning competencies to improve learners' confidence, skills, and academic success.

Keywords: vocabulary proficiency, word engagement sheets, Grade 7 learners, Learning Activity Sheets

Introduction

One of the ultimate roles of a teacher is to facilitate learning among learners. To assist and help them improve their growth and scholastic performance and make teaching meaningful and relevant. As employed, teaching is a dynamic and procedural process of learning the basic and foundational skills first before the complex one. From learning the micro skills to macro skills leading to the realization of the 21st century skills.

Many Filipino learners in basic education have struggled in terms of comprehending text and other reading materials based on the global survey conducted by Program for International Students Assessments (PISA). "Reading proficiency is essential for a wide variety of human activities - from following instructions in a manual; to finding out the who, what, when, where, and why of an event; to communicating with others for a specific purpose or transaction," the summary of the PISA 2018 and 2022 results reads. In addition, according to the Department of Education (DepEd), the Philippines' low results on the 2022 Program for International Student Assessment (PISA) shows that students in our country were five to six years behind in terms of their learning competencies (Philippine Star, 2023).

One of the basic skills students should accumulate, is having vocabulary skills. This serves as building blocks that leads to clear understanding of words within the texts.

Apparently, Vocabulary Instruction (VI) is a deliberate and systematic approach to teaching vocabulary where specific words and their meanings are directly introduced, explained, and reinforced. This is in contrast to incidental learning, which is the learning process through exposure, and VI ensures that students are actively engaged in vocabulary acquisition. This includes definition-based learning, where words are introduced with clear explanations; contextual application, where the words are demonstrated in sentences or texts; reinforcement activities, such as matching exercises, sentence creation, and identifying synonyms and antonyms; and the use of visual aids to connect words to their meanings. These strategies aim to increase vocabulary retention and application especially in the context of second-language use, such as in the Philippines.

Gatcho and Hajan (2019) in their influential study within the Philippine context contributed significantly in establishing the relationship between effectiveness of teaching of vocabulary and reading comprehension among Filipino Senior Secondary ESL students. The study, which focused on 200 participants over the course of an academic year, showed that learners who received systematic vocabulary instruction in conjunction with memorization strategies, increased their reading skills by 50%.

Further strengthening these findings, Chinpakdee and Gu (2024) conducted a recent international study that presents substantial evidence demonstrating the positive impact of vocabulary instruction on reading comprehension. In a study involving secondary school learners, it was discovered that learners who were instructed in specific skills strategies experienced a 40% increase in their reading comprehension scores and demonstrated an enhanced ability to utilize vocabulary acquisition strategies independently.

Moreover, Vocabulary Instruction (VI) has proven effective in improving vocabulary comprehension, retention, and reading comprehension, as shown by various studies. VI, especially when integrated with the mother tongue, enhances learners' understanding and long-term retention of vocabulary. Local studies further confirm that systematic vocabulary instruction boosts reading skills and academic performance. The Department of Education's 3Bs and 4Bs initiatives reflect these findings, promoting vocabulary acquisition and literacy development among Filipino students.

In lieu with this, the Department of Education (DepEd) is alarmed to the results of both local and international assessments which state that Filipino learners move towards low proficiency level in Science, Math and English. Even so, the DepEd sees it as a starting point to track where the Filipino learners really are (Manila bulletin, 2019).

As an answer, the integration of effective learning materials plays a vital role in enhancing students' academic performance. Among these materials, learning activity sheets are recognized as practical tools that reinforce knowledge acquisition and skill development. In the context of English instruction, these activity sheets provide structured, focused exercises that address diverse learning needs. By aligning with curriculum goals, they foster improved comprehension and language proficiency. In addition, Learning Activity Sheet (LAS) is a gauge of how well students comprehend and apply what they have learned. The sheet is essential for motivating kids to take in and process the information (Cantonjos & Janer, 2022).

Learning activity sheets (LAS) are instructional tools designed to support independent and guided learning by providing structured activities aligned with specific learning objectives. Studies have shown that LAS can significantly enhance student engagement and academic achievement when thoughtfully designed and implemented (Alfonso, 2021). These materials provide a learner-centered approach, offering opportunities for active participation, self-paced learning, and immediate feedback (Brown & Lee, 2015). The use of English learning activity sheets has been found to improve various aspects of language acquisition, including grammar proficiency, vocabulary development, and reading comprehension. According to Cabral (2020), activity sheets that incorporate contextualized and interactive tasks lead to better retention and application of language skills. Similarly, Rahman (2019) highlights that LAS designed with differentiated tasks cater to diverse learning needs, enabling students to grasp complex linguistic concepts effectively.

A growing body of research emphasizes the positive correlation between the use of activity sheets and students' academic performance. For instance, a study by Johnson et al. (2018) found that students who regularly used LAS in their English classes scored significantly higher on standardized tests compared to their peers who followed traditional instructional methods. The structured and scaffolded nature of LAS allows students to build foundational knowledge and progressively master advanced skills, thereby enhancing overall academic achievement (Garcia, 2021).

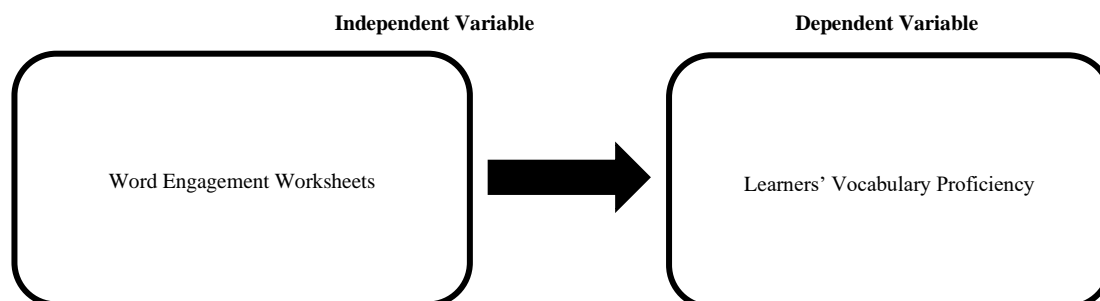
Teachers perceive activity sheets as a valuable tool for promoting active learning and supporting classroom management. They find LAS particularly useful in reinforcing lessons and addressing gaps in learning (Martinez & Cruz, 2020). Students, on the other hand, appreciate the interactive and engaging elements of well-designed LAS, which motivate them to participate actively in their learning process (Nguyen, 2019). During the administration of Phil-IRI (Philippine Informal Reading Inventory) at Virgen delas Flores High School, it was revealed that among 12 sections of Grade 7 which totaled to 498, 115 learners or 23.09% were independent, 233 learners or 46.79% were instructional and 150 learners or 30.12% were at frustration level. Among the 12 sections, 7-Mabini is found to have the most number of frustration readers which is 26 or 66.67% of the entire class. This number is quite alarming that caught the attention of the researchers.

Recognizing that vocabulary is one of the reasons of difficulty in comprehension, the researchers crafted the word engagement worksheet to mitigate the problem. The researchers believe that this worksheet will be able to help the learners in Grade 7- Mabini to enhance vocabulary skills through the use of vocabulary instructions by activating and helping learners integrate new vocabulary into their existing mental frameworks, improving both rreading and comprehension.

Looking through it all, the researchers express their utmost desires to make this study a realization of the most desired outcome in educating the youth. With great privilege and intention, the researcher would like to pursue the study: Enriching Learners' Vocabulary Proficiency Through Word Engagement Worksheets.

Figure 1.

Paradigm of the Study



The conceptual structure connecting the independent variable (IV), Word Engagement Worksheets, to the dependent variable (DV), learners' vocabulary proficiency, is shown in Figure 1. A potential relationship between the independent and dependent variables is shown by an arrow connecting them. One of the best ways to describe the relationship between cause-and-effect variables is to use the terms IV (independent variable) and DV (dependent variable). This model allows the researcher to examine the effects of the independent variable on the dependent variable, offers a systematic framework for assessing hypotheses, and contributes to a deeper understanding of the phenomenon under study.

Research Questions

This study aims to improve the Grade 7 learners' vocabulary proficiency through the aid of word engagement worksheets.

Specifically, it seeks answer to the following questions:

1. How may the pre-test and post-test results of the control group and experimental group be described?
2. Is there a significant difference between the pretest results and post test results of the control group and experimental group?
3. How do learners perceive the effectiveness of word engagement worksheets in improving their vocabulary?

Hypothesis

There is no significant difference between the level of vocabulary skills of the participants before and after the implementation of the intervention.

Scope and Limitations

This research study focused on investigating the effect of Enriching Learners' Vocabulary Proficiency Through Word Engagement Worksheets of Grade 7 learners at Virgen Delas Flores High School, Baliwag South District, SDO City of Baliwag.

This study included a number of important elements that define the parameters and extent of the investigation. The particular context of education, which is limited to a regular classroom environment for the purposes of this study, is one important delimitation. A systematic approach to Enriching Learners' Vocabulary Proficiency Through Word Engagement Worksheets was made possible by the controlled interactions that can occur between the teacher and students in this situation. The selection of a classroom setting guarantees that outside factors, such technological availability or varying home learning environments, won't disproportionately affect the outcomes. Nevertheless, because of this constraint, results could not be readily transferable to other educational settings, like online courses or unofficial learning settings.

Methodology

Type of Research

This study Enriching Learners' Vocabulary Through Word Engagement Worksheets of Grade 7 learners is an experimental research. The researcher works conditions for the purpose of determining the effect of the study in the experimental group and be compared to the control group.

Respondents and Sampling Method

The respondents of the study were the two grade 7 sections control and experimental groups. The experimental group was selected composed of 39 learners in section Mabini, while the control group was selected compose of 40 learners from section Luna.

For the School Year 2024–2025, two grade 7 sections from Virgen Delas Flores High School are selected as respondents for this study based on the results of the Phil-IRI (Philippine Informal Reading Inventory) Assessment. These sections ranked at the bottom of the performance list. The study aims to determine whether Word Engagement Worksheets can significantly enhance the vocabulary proficiency of these learners.

Table 1.

Respondents of the Study

SECTION	TOTAL
Grade 7-Mabini (Experimental)	39
Grade 7-Luna (Control)	40

Proposed Innovation/Intervention/Strategy

The proposed intervention involves the systematic utilization of English 7-word engagement worksheet as a supplementary instructional tool to enhance learners' vocabulary proficiency. This worksheet is designed to align with curriculum standards and focus on developing key competencies in English through engaging learner-centered activities. The worksheets are more accessible to students, particularly in areas with limited access to technology. Many learners do not have consistent internet access, personal devices, or the technical skills required to effectively use digital tools. Worksheets ensure equal learning opportunities for all students, regardless of their socio-economic status.

In crafting the worksheets as a supplementary instructional tool, the researchers analyzed the learner needs, students' proficiency levels, and common challenges. Next is to identify learning objectives that align with curriculum standards and specific competencies. The designed worksheet content is equipped with scaffolded exercises on vocabulary words appropriate to the level of the learners. The researchers ensure that clear instructions are given.

The worksheet will be implemented and facilitated, integrate them into lessons, and provide feedback. The effectiveness of the worksheet will be evaluated after the conduct of post-tests and gather feedback from students and teachers. Modification of the worksheet will be done based on assessment results and learner needs. Finally, the integration of worksheets as structured learning tools with teacher guidance.

The strategy involves:

1. Integrating Worksheets into daily classroom instruction to reinforce lessons this will be given before the lesson proper as part unlocking of difficulties.
2. Employing Worksheets as part of classroom instruction to address diverse learner needs.
3. Using worksheets as an assessment tool to monitor progress and provide immediate feedback.

This intervention was implemented every day for five (5) weeks during the English class of Grade 7 Mabini. (Experimental Group)

Table 2. Schedule of Activities

Week	Date Covered	Lessons	Materials
1	Jan. 6-10, 2025	Word Recognition/Phonics	Word Engagement Activity Sheet No. 1
2	Jan. 13-17, 2025	Spelling	Word Engagement Activity Sheet No. 2
3	Jan. 20-24, 2025	Define the meaning of the word	Word Engagement Activity Sheet No. 3
4	Jan. 27-31, 2025	Recall the words using context clues	Word Engagement Activity Sheet No. 4
5	Feb. 3-7, 2025	Use the given words in the sentence	Word Engagement Activity Sheet No. 5

Instrument/s

Posttest/Pretest. The researchers will utilize researcher-made pre-test and post-test to assess the vocabulary skills of Grade 7 Mabini (experimental group) and Grade 7 Luna (control group) in English. The test is composed of 50 items with multiple choices. It will be disseminated to grade 7 learners in the third quarter of the school year 2024-2025.

Word Engagement Worksheets. These are interactive activities designed to enhance vocabulary skills through meaningful and engaging exercises. These worksheets help learners explore word meanings, usage, and context, fostering better language comprehension and retention.

Data Collection Procedure

Teacher-made pretest was administered to the participants before the intervention. Meanwhile, after the pretest, implementation of word engagement worksheets was made among participants. In which the treatment ran for 5 weeks in English classes.

Collection of raw data was made in the form manually encoding the score in a Microsoft spreadsheet. As such, transfer and deletion of data will be made after which the research apply the statistical treatment to be used in the present study. On the other hand, inform consent was given among the respondents before the formal commencement of the data gathering phase of the study.

Ethical Considerations

To ensure the quality of the study, the respondents received an orientation, and parents was informed that the group of students was taught the intended topics in different ways. The students then be asked if they want to participate in this study. The individual results of the assessment remained confidential, and only the information needed to answer the research question used.

The researchers ensure that this study complied with the regional memo's research policies. Guidelines for the Adherence to Ethical Research Principles and Responsibilities in Studies Involving Teaching, Teaching-Related, Non-Teaching Personnel, and Learners (Policy Guidelines No.228, s.2020). Teaching and learning is one of the Department's research goals, which the researchers are well aware of. The researcher ensures that borrowed ideas are properly attributed through text and reference citations, adhering to the professional teacher code of ethics. Furthermore, during the study, the participants' demographic data remained confidential. The participant's consent was sought by the researcher. Data access was kept private between each participant and the researcher. Throughout the study, the researchers sought out and prioritize the opinions, beliefs, and ideas of each participant and explain the research design to them.

The study also ensures that all ethical issues were monitored throughout the whole research procedure and acknowledges the significance of resolving them as they may come up. Prior to being chosen to participate in the study, respondents' consent was sought. The parents were given an explanation by the researchers as to why the study was carried out.

All efforts were made to avoid fraud or making false promises to persuade the participants to participate in the study; respondents was not forced or intimidated to do so. To protect each data provider's unique and personal identity, confidentiality or anonymity was guaranteed. No survey tools record names or other personal identification.

Data Analysis

Data were gathered, arranged, totaled, tabulated, and analyzed for the study's quantitative phase. The pre-test and post-test results were compared to those of the experimental and control groups using descriptive statistics like the T-test. Mean and standard deviation were calculated to show how academic

performance changed throughout the course of the study. Furthermore, rather of making inferences about the population, descriptive statistics concentrate on organizing and clearly presenting data.

In order to ascertain whether the intervention had a statistically significant impact on students' academic performance, pre-test and post-test scores from the control and experimental groups were compared.

Results and Discussion

This chapter presents and analyzes the data gathered in the study, focusing on enriching learners' vocabulary proficiency through word engagement worksheets of grade 7 at Virgen Delas Flores High School, Virgen Delas Flores, City of Baliwag, Bulacan.

Pre-Test Results of the Control and Experimental Groups

To assess the effect of Word Engagement Worksheets in improving learners' vocabulary proficiency in English, validated pre-test, post-test and retention test questionnaires, each containing 50 multiple-choice items, were given to Grade Seven learners during the 4th Quarter of the school year 2024-2025.

Table 2.

Results of the Pre-test of the Control and Experimental Groups

Range	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
41 – 50	0	0.00	0	
31 – 40	0	0.00	2	5.00
21 – 30	9	22.50	7	17.50
11 – 20	27	67.50	23	57.50
0 – 10	4	10.00	8	20.00
Standard Deviation	4.17		6.86	
Mean	16.60		16.30	
Verbal Interpretation	Fair		Fair	

Legend: 0-10 "Poor", 11-20 "Fair", 21-30 "Good", 31-40 "Very Good", 41-50 "Excellent"

Table 2 presents the pre-test results for both the control and experimental groups. In the control group, 27 out of 40 learners, or 67.50% scored between 11 and 20 indicating a "fair" level of performance. The other 9 out of 40 learners or 22.50% scored within the 21 and 30 range, classified as "Good." Meanwhile, a smaller portion, 4 learners or 10.00%, scored between 0 and 10, categorized as "Poor." Notably, no learners achieved scores in the "Very Good" (31-40) or "Excellent" (41-50) categories. The control group obtained a mean score of 16.60 with a standard deviation of 4.17, shows a moderate amount of variation around the average, which corresponds to a "Fair" interpretation.

Similarly, the experimental group's performance varied. 23 out of 40 learners or 57.50%, scored between 11 and 20, categorized as "Fair." Additionally, 8 learners or 20.00% obtained scores in the 0-10 range, classified as "Poor", while 7 learners or 17.50% scored within the 21 and 30 range, classified as "Good." Two learners or 5.00% attained scores between 31 and 40, indicating a "Very Good" performance. The experimental group recorded a slightly lower mean score of 16.30 with a higher standard deviation of 6.86, which means that the learners' scores are more widely scattered around the average, yet the verbal interpretation remained "Fair." The greater standard deviation in the experimental group suggests a wider variation in learner performance compared to the control group, which had a standard deviation of 4.17. Despite these differences, both groups demonstrated similar overall performance, as indicated by their "Fair" interpretation.

The pre-test results support the findings of Torres and Manalastas (2024), who highlighted that learners typically start with different levels of understanding and require structured interventions to enhance knowledge retention and application. Related to the study of Orman et al (2021) assessed the effects of deep vocabulary teaching in mixed English proficiency science classes.

Similar finding corresponds with the research conducted by Balangon and Manalastas (2024), which demonstrated that both the control and experimental groups possessed similar levels of knowledge prior to the study, thus enabling a more thorough evaluation of the intervention's effects.

Post-test Results of the Control and Experimental Groups

Table 3 presents a comparative analysis of the post-test results for both the control and experimental groups after the implementation of the study. These results provide valuable insights into the effectiveness of the educational program in enhancing student performance.

Table 3.

Results of the Post-test between the Control and Experimental Groups

Range	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
41 – 50	0	0.00	0	
31 – 40	1	2.50	20	50.00
21 – 30	25	62.50	11	27.50
11 – 20	10	25.00	8	20.00
0 – 10	4	10.00	1	2.50

Standard Deviation	6.00	9.68
Mean	21.73	28.43
Verbal Interpretation	Good	Good

Legend: 0-10 "Poor", 11-20 "Fair", 21-30 "Good", 31-40 "Very Good", 41-50 "Excellent"

Table 3 presents the post-test results for both the control and experimental groups, highlighting a higher level of achievement in the experimental group compared to the control group. The experimental group showed a higher level of achievement compared to the control group. For the control group, the mean is 21.73 with a verbal interpretation of "Good". The majority of the learners, 25 out of 40 or 62.50%, scored between 21-30 range, also classified as "Good." Additionally, 10 learners or 25.00%, obtained scores in the (11-20) range, interpreted as "Fair," while remaining 4 learners or 10.00%, scored between (0-10), indicating "Poor" performance. The highest score recorded in the control group was 33, while the lowest was 9, with standard deviation of 6.00.

The control group's standard deviation of 6.00 signifies that the learners' post-test results were fairly dispersed around the mean score of 21.73. A value of 6.00 indicates that, although many students achieved results near the average "Good" level, there remained a significant variety in performance among the learners. Certain students achieved scores markedly above or below the average, evidenced by a maximum score of 33 and a minimum score of 9.

In contrast, half of the learners in the experimental group (50.00%) scored within the "Very Good" (31-40) range. A total of 11 learners (27.50%) achieved scores in the "Good" (21-30) range, while 8 learners (20.00%) fell within the "Fair" (11-20) range. Only one learner (2.50%) scored between (0-10), classified as "Poor" performance. Notably, no participants scored in the "Excellent" (41-50) range. The experimental group recorded a mean score of 28.43, which is higher than that of the control group and falls within the "Good" category. The highest score recorded in the experimental group was 38, while the lowest was 10, with a standard deviation of 9.68.

The experimental group's standard deviation of 9.68 signifies a greater spreading of scores around the mean of 28.43 in contrast to the control group. An elevated standard deviation indicates increased variability in learners' performance. A considerable number of learners achieved scores in the "Very Good" and "Good" categories; nevertheless, the existence of several lower scores, including one classified as "Poor," resulted in heightened dispersion. Although both the control and experimental groups were classified as "Good" in the post-test results, the experimental group demonstrated a significant improvement in academic achievement, particularly in comprehending lessons in English. The findings revealed a notable increase in the performance of the experimental group, with a greater number of learners attaining scores in the higher ranges (21-30 and 31-40). Furthermore, the experimental group's mean score was substantially higher than that of the control group, indicating an enhanced understanding of concepts.

Significant Difference between the Pre-test and Post-test Results of the Control and Experimental Group

Tables 4 and 5 present a statistical analysis of the pre-test and post-test results for both the control and experimental groups, along with tests for significant differences between them. These analyses aimed to determine whether there were notable variations in the performance of the two groups before and after the study's implementation. The findings offer valuable insights into the effectiveness of explicit vocabulary instruction in improving learner outcomes compared to the control condition.

Table 4.

Test of Significant Difference on the Pre-Test Results Between the Control and Experimental Groups

	Mean	t-value	p-value	Decision	Verbal Interpretation
Control Group	16.60	2.36	0.814	Accept H_0	Not Significant
Experimental Group	16.30				

$\alpha = 0.01$

Table 4 presents the pre-test results for both the control and experimental groups. The findings indicate that both groups had similar levels of prior knowledge or performance before the intervention. The control group recorded a mean score of 16.60, while the experimental group had a slightly lower mean score of 16.30. Based on the verbal assessment, both groups were classified as "Good." The statistical analysis yielded a t-value of 2.36 and a p-value of 0.814, indicating that the difference between the two groups was not statistically significant at the 0.01 level. As a result, the null hypothesis (H_0) was accepted, confirming that both groups started the study with comparable levels of prior knowledge.

Bauer and Tang (2022) undertook an action research project investigating the effects of explicit vocabulary teaching via Schoology on fifth graders' vocabulary and reading comprehension using a convergent mixed-method design. Emphasizing the need of teaching Greek and Latin roots, morphology, and context clues, their results revealed notable gains in both fields. Their work laid the groundwork for the present Grade 7 learner-related studies.

Table 5.

Test of Significant Difference in Post-Test Scores Between the Control and Experimental Groups

	Mean	t-value	p-value	Decision	Verbal Interpretation
Control Group	21.73	-3.720	0.001	Reject H_0	Significant
Experimental Group	28.43				

$\alpha = 0.01$

Table 5 highlights a significant difference between the pre-test and post-test scores of the experimental group, as reflected in their post-test mean score of 28.43. The substantial improvement in performance is supported by a t-value of -3.720 and a p-value of 0.001, leading to the rejection of the null hypothesis (H_0) at 0.01 significance level. This result indicates that explicit vocabulary instruction had a significant positive impact on the academic

achievement of the experimental group. Furthermore, the experimental group's pre-test mean score of 16.30 was considerably lower than their post-test score, demonstrating that learners retained more information and performed better after the intervention.

The post-test results revealed a significant improvement in the experimental group compared to the control group, indicating that the intervention had a positive impact on their learning outcomes. Since the pre-test results showed no significant difference between the two groups (see Table 5), the improvement in the experimental group's post-test scores can be attributed to the study, demonstrating its effectiveness.

Additionally, Webb et al. (2023) performed a meta-analysis on incidental vocabulary acquisition via meaning-focused input, revealing substantial overall effects in both immediate and delayed post-tests. Students obtained 9–18% of target vocabulary quickly and 6–17% with a delay. Vocabulary acquisition was comparable across reading, hearing, and simultaneous reading and listening, but less successful through viewing. The research revealed multiple elements affecting vocabulary acquisition, including learner attributes, resources, activities, and instructional techniques. This meta-analysis underscores the efficacy of incidental learning while also accentuating the significance of comprehending variables that influence vocabulary acquisition in contrast to direct instruction.

Conclusions

This study indicated that Word Engagement Worksheets markedly enhanced the vocabulary proficiency of Grade 7 learners, resolving the low proficiency identified in the pre-test. Following five weeks of organized activities and worksheets, post-test outcomes indicated significant improvements in vocabulary learning and engagement. These findings underscore the efficacy of including word engagement worksheets as a method for improving learners' vocabulary proficiency.

Recommendations

Based on the study's findings, the following were hereby recommended:

1. Schools should include word engagement worksheets assessments using reliable tools such as the Philippine Informal Reading Inventory (Phil-IRI). These assessments can guide teachers in tracking learners' progress and refining instructional approaches to meet evolving needs.
2. Educators and researchers should work together to design and develop innovative, interactive, and culturally relevant vocabulary learning materials.
3. Continuous professional development programs should be provided to enhance teachers' skills in implementing word engagement worksheets effectively.
4. It is recommended that future research investigate the efficacy of word engagement worksheets in a range of grade levels and educational environments. This will demonstrate the intervention's wider relevance and effect on other learner populations.

Plan for Dissemination and Advocacy

The researchers' findings will be disseminated initially to the participants of the study. Further, this will be made known through school reports, LAC sessions, and professional development sessions to encourage the adoption of Word Engagement Worksheets as valuable teaching resources. These findings aim to highlight the effectiveness of vocabulary instruction in enhancing comprehension skills. By sharing the results with educators and stakeholders, the study hopes to promote the integration of these worksheets into regular teaching practices, ultimately improving students' learning outcomes.

REFERENCES

- Alfonso, R. (2021). The effectiveness of instructional materials in enhancing student performance: A meta-analysis. *Journal of Educational Research*, 45(3), 145–158.
- Balangan, J. P., & Manalastas, A. (2024). Nurturing Learners' Academic Performance in Science Through Brainpop Jr. [Thesis]. Bulacan Agricultural State College.
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education.
- Cabral, M. A. (2020). Activity sheets in English language teaching: A tool for contextualized learning. *TESOL Quarterly*, 54(2), 123–135.
- Cantonjos, J., & Janer, S. (2023). Effectiveness of utilizing learning activity sheets to improve the solving skills involving sampling distribution of Grade 11 students. *International Journal of Mathematics Education*, 3(1), 53–59.
- Chi, C. (2024, June 19). Philippines ranks at the bottom of new PISA test on creative thinking. *Philstar.com*. <https://www.philstar.com/headlines/2024/06/19/2364001/philippines-ranks-bottom-new-pisa-test-creative-thinking#:~:text=Students%20in%20the%20Philippines%20remain, every%20three%20years%20since%202000>
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage Publications. Department of Education.
- Garcia, L. E. (2021). Examining the impact of scaffolded learning tools on academic

-
- achievement. *Educational Psychology*, 29(4), 245–260.
- Johnson, P., Smith, R., & Thompson, L. (2018). The role of structured learning activities in student success. *Journal of Applied Educational Studies*, 33(1), 55–67.
- Manalasta, R., et al., (2023) Infusion of cartoon-inspired selections in improving reading comprehension of grade 7 science students. *International Research Journal of Modernization in Engineering Technology and Science*
- Martinez, S., & Cruz, J. (2020). Teacher perspectives on the use of learning activity sheets in blended learning environments. *International Journal of Educational Development*, 39(3), 234–248.
- PH reels from poor ranking in reading, science, and mathematics among 79 countries. (2019, December 4). *Manila Bulletin*. <https://mb.com.ph/2019/12/04/ph-reels-from-poor-ranking-in-reading-science-and-mathematics-among-79-countries/>
- PISA 2022 results Philippines ranking in reading - Google Search. (n.d.). https://www.google.com/search?q=pisa+2022+results+philippines+ranking+in+reading&rlz=1C1GCEA_enPH1108PH1108&sourceid=chrome&ie=UTF-8