

Primary English teachers' teaching strategies and students' vocabulary skills towards an enriched instruction training plan

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Abstract

A strong vocabulary has been linked with success in multiple areas, especially reading. Students need strong receptive comprehension and expressive production vocabulary knowledge to become strong readers. Reading, specifically reading comprehension, impacts almost all areas of education. Vocabulary knowledge plays an important role in the ability to understand both spoken and written sentences and it is likely that students who have low oral vocabulary knowledge will also have poor reading comprehension skills. Vocabulary has been defined as the collection of words in which an individual can recognize and derive meanings from either written or spoken language. This study aimed to compare the primary grades English teachers' strategies in teaching vocabulary and their students' vocabulary skills based on the assessments of the teachers themselves and the students, the results of which served as a basis for the proposed training for an enriched vocabulary instruction. With the use of descriptive quantitative research, the study was carried out to 103 primary grades English teachers from the public elementary schools in Malvar District. The salient findings are the English teachers used the vocabulary teaching strategies to a moderate extent in terms of using context, structural analysis, and words in sentences, students have a very satisfactory vocabulary performance in terms of context clues, word analysis, and dictionary skills, there is no significant difference between the assessments of the teachers and students on the utilization of teaching strategies of teacher, there is no significant difference between the assessments of the teachers and students on the students' vocabulary skills, and the crafted proposed vocabulary enhancement training program for teachers is based on the findings of the study. Recommendations included that of the English teachers may enhance their utilization of the teaching strategies in developing the vocabulary skills of the students, and for the future researchers may find gaps in the present study to replicate in their own study.

Keywords: vocabulary instruction; context clues; structural analysis; words in sentence; word analysis; dictionary skills; proposed vocabulary enhancement training program

1. Introduction

A strong vocabulary has been linked with success in multiple areas, especially reading. Students need strong receptive comprehension and expressive production vocabulary knowledge to become strong readers. Reading, specifically reading comprehension, impacts almost all areas of education. Vocabulary knowledge plays an important role in the ability to understand both spoken and written sentences and it is likely that students who have low oral vocabulary knowledge will also have poor reading comprehension skills. Vocabulary has been defined as the collection of words in which an individual can recognize and derive meanings from either written or spoken language.

Vocabulary can be categorized into two units such as receptive and expressive. Receptive vocabulary is speech perception and expressive language is speech production. Vocabulary knowledge is important for many academic and social aspects of life. An individual's vocabulary and personal lexicon affect how they are able to speak, write, and understand oral and written texts. Without strong vocabulary knowledge, a

student may struggle in multiple areas of education, including reading comprehension, which has been directly linked with vocabulary knowledge.

Moreover, there is a gap in the literature on the comparison of teaching strategies in vocabulary and the comprehension skills of students along with the variables on context clues, word analysis, and dictionary skills, which this study aimed to address. Since poor reading comprehension is linked to poor vocabulary knowledge, poor readers would arguably benefit from vocabulary instruction. Reading impacts almost all aspects of education and is important for academic success. If a student does not have a strong vocabulary, he or she will have a poor language comprehension and reading skills, which in turn will negatively impact all other areas of education. Vocabulary knowledge is important for academic success, the caliber of vocabulary instruction in schools often is not sufficient enough for students to learn new words. Teachers and reading specialists felt vocabulary instruction was important, but were concerned that their schools and districts had no system-wide method to teaching vocabulary.

Hence, there is a need for a systematic method to teach vocabulary within school districts. Not only do typical students have trouble learning these vocabulary words, but students with language disorders have trouble with word learning and need to hear a word twice as many times as a student with average language abilities. Vocabulary learning strategies are the actions, set of techniques or language learning behaviors that learners take to help themselves to discover the meaning of new words and retain them in long-term memory. It foster learner autonomy, independence and self-direction as attitude, motivation, language learning experience, field of study, course type, class level, language learning environment, language achievement, language proficiency and vocabulary knowledge are the factors that affect the vocabulary learning strategies of the students.

1.2. Background of the Study

In the Philippines, for instance, where bilingualism exists in educational institutions as per demanded by the Republic Act No. 10533 or the K to 12 Act, the need to be competent in both the native tongue and the English Language is exemplified in the academe. This explains the exposure of junior high school students to the use of second language as preparation to senior high school and higher education courses.

However, the Philippines fall from 14th place in 2018 to 20th in the 2019 English Proficiency Index (EPI) is a cause for worry that the country's education sector should immediately address. It measures the average level of English language skills based on the results of an online standards English Test (SET) administered by English Proficiency Education First, a Swiss-based global company focusing on language, academic, cultural exchange, and educational travel programs. This result is significant because the Philippines has been known as one of the best English-speaking countries in Asia, and English proficiency is one of its strengths that has helped drive the economy and even made the country the top voice outsourcing destinations in the world, surpassing India in 2012.

In the locale of the study, the result of the National Achievement Test (NAT) administered by DepEd to the Grade 6 students, there is below 75 percent achievement among the students in terms of English proficiency. The result is interpreted as did not meet the expectation. Hence, this study is undertaken to help the English Teachers in the district to find strategy that work in teaching students vocabulary mastery. The study is significant since its output which is the Vocabulary Enhancement Training Program is designed to assist English teachers in improving their classroom practice, particularly in the areas of teaching students vocabulary skills in terms of context clues, word analysis, and dictionary skills.

2. Literature Review

The following presents the related studies reviewed by the researcher in order to put the salient points of the study into better understanding.

2.1. Vocabulary Learning Strategies

One way to assess a person's communicative competence is through expression of thoughts and ideas in appropriate words and meaningful sentences. Coady & Huckin (2018) has stressed that there is now a general agreement among vocabulary specialists that lexical competence is at the very heart of communicative competence, the ability to communicate successfully and appropriately. Hence, a person can be said to have satisfied the set goal in communicating if able to effectively get the message across.

Vocabulary learning then is critical to learning a language, be it the first, second or even foreign. There is a need to be equipped with knowledge of words and their meanings to build confidence in communication and cope with the increasing demands of education, business, science, technology and other fields. In the sphere of second or foreign language learning, it is widely acknowledged that vocabulary is an indispensable part of the four language skills.

Moreover, vocabulary is one of the important language elements that support the skills of speaking, listening, reading and writing. Ac McCarthy (2018), has pointed out that no matter how well the students learn grammar, no matter how successfully the sounds of the second language are mastered, without words to express a wider range of meanings, communication in second language cannot just happen in any meaningful way. Therefore, acquiring an extensive vocabulary skill in a targeted language poses a big challenge to students. To language learners, vocabulary learning strategies help facilitate their vocabulary learning.

According to Nation (2019), a large and rich vocabulary can be acquired with the help of vocabulary learning strategies. It has been increasingly recognized as essential to language learning. Vocabulary learning strategies are the actions, set of techniques or language learning behaviors that learners take to help themselves to discover the meaning of new words and retain them in long-term memory. While it is imperative for the teachers to help students learn how to acquire vocabulary items of their own, learner independence has long been recognized by a number of linguists in the process of vocabulary acquisition.

Vocabulary learning strategies foster learner autonomy, independence and self-direction. As posited by Manalo (2020), belief, attitude, motivation, language learning experience, field of study, course type, class level, language learning environment, language achievement, language proficiency and vocabulary knowledge are the factors that affect the vocabulary learning strategies of the students.

In a similar study conducted by Angani (2019) where she attempted to compare the impacts of teaching through memory strategies on experimental group in comparison to control group where students were taught the meaning of vocabulary items through giving synonyms and mini-contexts. The results indicated that the students of experimental group outperformed both in short-term and long-term scores, portrayed the superiority of memory strategies in short-term and long-term retention.

In the study conducted by Boonkongsaen (2020) in Thailand, he considered the different factors that affect the vocabulary learning strategies of the students. He found out that the factors were belief, attitude, motivation, language learning experience, field of study, course type, class level, language learning environment, language achievement, language proficiency and vocabulary knowledge.

A similar study was conducted by Nemati (2019) where she attempted to compare the impacts of teaching through memory strategies on experimental group in comparison to control group where students were taught the meaning of vocabulary items through giving synonyms and mini-contexts. The results indicated that the students of experimental group outperformed both in short-term and long-term scores, portrayed the superiority of memory strategies in short-term and long-term retention.

Then, in his article, Schmitt (2018) concluded that vocabulary learning partners – students, teachers, materials, writers, and researchers – need to contribute to facilitate adequate vocabulary learning process that paves the way to better performance and improved competence

In a similar vein, Montinola (2018) concluded that vocabulary learning partners students, teachers, materials, writers, and researchers need to contribute to facilitate adequate vocabulary learning process that paves the way to better performance and improved competence. The multifaceted nature of vocabulary

learning as it entails understanding a word's literal meaning; various connotations; semantic associates; morphological options it offers; multiple meanings; and its syntactic rules. To increase the depth of one's word knowledge, learners must be exposed to and use words in multifaceted ways and across multiple contexts.

Vocabulary knowledge refers broadly to an intricate system of concepts that are acquired in unique ways based on their varying degrees of complexity and use. Therefore, when thinking of students' lexical development, increasing students' level of word understanding is rendered more difficult by the many dimensions that characterize the vocabulary learning process. To gain a thorough understanding of a word, learners must develop depth of knowledge that includes learning how a word's phonology relates to its orthographic representation; the syntactic structures into which the word form enters; its potential for collocations, derivational processes and polysemy; its morphological structure; a word's semantic richness; its connotations; and knowledge of pragmatics.

Santos (2021) has highlighted the many dimensions and complexities that may impact vocabulary acquisition: the role of word types such as function words versus content words; the ability to use words in multidimensional ways such as recognizing a word versus using a word expressively; opportunities for incremental exposure to refine a word's meaning; words' polysemous nature whereby meanings may show subtle and vast disparities; the extent to which words are interrelated to other words; and opportunities to apply word-learning strategies. By providing more than a single encounter, context and source of lexical information learners are able to engage in deep processing of words.

Similarly, Cruz (2019) also indicates multiple components that are characteristic of robust vocabulary teaching with monolingual English learners: rich language and word experiences to enhance incidental word learning, direct word teaching, instruction of word-learning strategies, and word-consciousness cultivation. With this in mind, learners are able to focus on diverse and rare words throughout literacy-based interactions such as shared readings, text-based discussions guided by their instructors to develop the semantic richness of novel, sophisticated vocabulary and text structures, which are infrequent in students' everyday linguistic environment.

Teaching words in unconventional ways through television viewing as well as multimedia texts with embedded instruction, and dictionary-based language are some of the vocabulary learning strategies studied by researchers. Storybook-based interventions are also commonly used to test teacher-centered instructional practices on word learning. Dialogic vocabulary-focused interventions that include reinforcement activities may also provide rich, varied exposures to words across multiple learning contexts. Instruction promoting second language learners' ability to not only discuss and refine word meanings through oral interaction but also to enable students to engage in various word-focused literacy practices varies from study to study

Context Clues. The type of learning tasks may affect the amount of vocabulary knowledge that is gained. English Language Learners who are taught through adult directed practices typically engage in vocabulary learning through listening activities that are also constrained by the types of vocabulary used. For instance, simply engaging in everyday conversations exposes students to a limited pool of words they will learn to understand such as receptive vocabulary and eventually produce expressive vocabulary. Interventions conducted with native English students have demonstrated that by simply listening to stories they are able to acquire unfamiliar words and even improve their expressive vocabulary (Robbins & Ehri, 2021).

On the other hand, for English Language Learners, accessing meaning from their second language requires them to use grammatical and semantic cues that may be surrounded by a greater number of unfamiliar words. For English Language Learners who exhibit limited expressive vocabulary knowledge, exposing them to print-based interactions can introduce them to sophisticated and complex language not typically used in their regular interactions (Crain-Thoreson, Dahlin & Powell, 2020).

However, hearing these once inaccessible, unknown words used in context may enhance knowledge of these through mere exposure. Although rich and varied communicative experiences tend to expand students' receptive and productive vocabularies, the magnitude of the effects of how adult-directed ways and

more student-centered activities impact English Language Learners' word learning is still uncertain. Interventions that apply dialogic approaches that afford opportunities to engage in receptive and productive ways afford English Language Learners' opportunities to negotiate and gain more complete and precise word meanings.

In addition, many intervention studies emphasize exposing young English Language Learners to reading vocabulary well in advance of their oral vocabularies as a means of prematurely building semantic representations—prior to developing decoding skills—for typically unknown and inaccessible words (Dockrell et al., 2018).

However, evidence has also shown that greater vocabulary knowledge from the outset may provide more proficient learners with a word learning advantage as they are able to infer meanings more successfully with less scaffolding. Enriching one's word knowledge in the earlier stages of development requires heavier attention to communication through oral experiences as a way of developing word knowledge prior to developing literacy skills. Many point to early literacy skills, such as phonemic awareness as strong predictors of a child's decoding ability, a discrete skill particularly crucial to vocabulary growth and early reading in the first years of schooling.

Conversely, other studies report how vocabulary knowledge such as knowing words and their meanings can also contribute to low-order skills as in phonemic awareness and word recognition skills which are also necessary for reading comprehension. Limited vocabulary knowledge has also shown to affect oral comprehension and impede communication with others, which in turn constrains further vocabulary development (Gass & Selinker, 2018).

The interdependent relationship between lower-order skills and vocabulary knowledge demonstrates the promising benefits of providing vocabulary instruction that integrates top-down, or comprehension oriented approaches to vocabulary learning, typically neglected for lower-order decoding skills especially for young English Language Learners (Roberts & Neal, 2021).

Word Analysis. Through intentional teaching, such as targeting words in explicit and implicit ways, English Language Learners are able to gain a richer semantic representation of a word not afforded by receptive routes. Stahl & Fairbanks (2020) also points out that explicitly teaching vocabulary in heavily context-dependent ways such as through book-based interactions, thematic discussions may reveal greater effects on curriculum-based measures during vocabulary instruction more so than any other method for example are decontextualized vocabulary instruction and incidental word learning.

These findings are based on a few studies relating to native English participants, which may differentially impact English Language Learners' vocabulary development as a result. Studies conducted with English Language Learners, however, reveal mixed results for English Language Learners as both decontextualized instruction and contextualized word learning yielding favorable results for ELLs (Uchikoshi, 2019).

English Language Learners' exposure to language-rich environments provide opportunities for incidental word learning as they encounter words in varied oral or written contexts. Multi-componential studies that permit learners to engage with targeted words in multiple contexts may increase the possibilities of incidental word learning and facilitate target word learning through discussions with peers and teachers, by presenting learners with videos and illustrations based on a text; supplying Spanish audio and written versions of an English text and providing independent readings with embedded target vocabulary (Roberts & Neal, 2021).

Through word-learning opportunities that afford incidental exposure, English Language Learners' learning may require minimal support by teachers in order to promote students' lexico-semantic development and to introduce novel words. Instruction can also expand students' conceptual knowledge about words through oral readings, interactive discussions or by engaging in independent reading. While listening to oral reading, teachers may provide implicit instruction to support the development of conceptual structures to aid word vocabulary acquisition without overtly specifying learning goals such as developing word knowledge.

Similarly, Taboada & Rutherford (2019) emphasize the importance of using text-based questioning to promote discussions about previously encountered words without providing definitional information to students. Teachers delivering instruction may implement a variety of ways to target specific words throughout interventions. Reflective of the many dimensions of vocabulary knowledge, much of English Language Learners' instruction may entail developing their phonological, syntactic, morphological and semantic knowledge of words.

In addition, variations in the amount of contextual support may range from relying wholly on the context-dependent use of words to teaching a particular aspect of a word with no contextual support throughout instruction. Decontextualized vocabulary instruction. Interventions that include decontextualized ways of learning words through definitional support aim to teach discrete aspects of words, independent of an immediate communicative context. Decontextualized techniques may include provide information about word's phonological and orthographic aspects as well as teaching definitional material, with little assumption of shared background knowledge between the learner and instructor. To increase English Language Learners' semantic knowledge, students can be supplied with formal definitions of target words (Zhang & Schumm, 2021);

To improve students' phonological awareness and to reinforce decoding skills, intervention protocols can be designed to present English Language Learners with a word's pronunciation or to include a blending and spelling activity as an integral component of an intervention to stimulate later word learning and text comprehension (Nelson, Vadasy, & Sanders, 2021).

Dictionary Skill. Providing contextual and definitional information about words has shown that the need for contextual support to facilitate comprehension is based on the level of concreteness of unknown words as it also affects students' word-learning ability. As such, contexts that present too many unfamiliar, complex lexical items can hinder students' word learning. Alternatively, contexts that are deemed too easy may also fail to expand students' lexicon. Therefore, the interplay between students' second language proficiency and the conceptual difficulty of words found in learning activities may hinder their comprehension, thereby limiting the growth of their English lexicon. At any given time, there are precise words of varying conceptual difficulty, or concreteness, that all students need to know such as receptive vocabulary and use such as expressive vocabulary in order to comprehend and participate in school subjects with little interruption (Anderson & Nagy, 2017).

Exposing English Language Learners to information-rich literacy environments lays the foundation for a wider range of learning and teaching about words. Through the exposure of vocabulary-rich contexts that are familiar to them, students are introduced to novel vocabulary in ways that are accessible while also enriching conceptual knowledge of known words. In this vein, without explicit attention to the meanings of words, English Language Learners are able to infer meanings of surrounding words when a large proportion of contextual information is comprehensible (Neuman & Koskinen, 2018).

When this is not the case, instructional practices that target specific words can facilitate their lexical and knowledge acquisition. Consequently, interventions that supply appropriate context-rich mediums can promote indirect word learning that enable learners to derive meanings and add new words to their repertoires but the probability of acquiring word meanings varies based on the degree of contextual support afforded to the learner. Context-embedded instruction in which definitional information is provided can therefore provide additional support when contextual information alone is insufficient to promote understanding. Contextual approaches to vocabulary instruction resulted in insightful ways that have guided teaching about words over the past decade.

Similar to the results found that the uses of both definitional and contextual vocabulary instruction have emerged as an effective practice rather than solely using one of these methods. These guiding principles are based on the patterns emerging from vocabulary intervention studies relating to word learning among native English speakers. Determining the degree to which these areas of instruction should be fostered is still in question as it relates to English Language Learners who represent a diverse group with varying levels of

first language and second language vocabulary and concomitant conceptual knowledge.

Currently, the degree to which contextual and definitional emphasis can impact English Language Learners' vocabulary acquisition has not been thoroughly researched. In a comparison of incidental word learning and explicit teaching conditions, Johnson & Yeates (2019) indicate that most information learned about words occurs through explicit instruction. Through the provision of definitional information, interventions are able to promote word learning by supplying additional semantic information such as examples, non-examples, synonyms/antonyms, morphological variations, visual information) not gleaned from an immediate or individual context, which may increase the possibility for vocabulary growth.

As for the demographic profile of the teachers, the following are the related literature reviewed. Reilly et al. (2019) posited that younger teachers are creative who understand that each student is an open learning system consisting of physical, cognitive and socio-emotional development in a culture that may or may not be conducive to the environmental environment. Creative instructors should be aware of this fact and then reflect on their teaching.

Meanwhile, Bongco & Abenes (2019) found out that feminization in the teaching profession is a global issue. It has been said this problem implies gender inequality in relation to their male counterpart for it results in the lack of male models in the basic education and, thus promote social exclusion. In this regard, their study argued that feminization of education in the Philippines, all the more result to uncompromising situations of female teachers for as women, they need to work in shifts as part of their changing roles both in school and at home. Further, their study found out that in spite of the feminization of teaching from a purely statistical perspective, they still remain disadvantaged in the career that had always been believed to be their domain, especially in the area of career promotion. Limiting factors to the promotion of women still point to their social conditions as women, where the multiplicity of social expectations and duties in their diverse spheres clash to the detriment of their careers.

In addition, Varkey Foundation (2018) emphasize that when it was found out that teaching does not figure particularly highly on either respect or pay perception rankings compared to other graduate occupations. Within the teaching profession, head teachers are ranked more highly than secondary school teachers who are, in turn, ranked more highly than primary school teachers. There are significant contrasts between countries in the extent to which parents would encourage younger generations to become teachers. While over 50 percent of parents in China, India, Ghana and Malaysia provide positive encouragement, less than eight percent do so in Israel and Russia. Logically, the countries that have parents who encourage their children to become teachers also show a higher level of belief that pupils respect their teachers. Conversely in most of the European countries surveyed, more respondents thought that pupils disrespect teachers than respect them.

As for the length of service in teaching, Rogayan (2018) who found out in his study that teaching may not be a profitable profession but teaching has been regarded as the noblest mission, vocation and profession which contributes mainly to the non-material satisfaction of individuals who are engaged in it. The young Filipino teachers cited that they teach to bring positive change, prepare students for life, serve as an inspiration, promote values, transform lives, teach for passion, set a higher bar of excellence in education, cure social problems, share knowledge and skills, and enable others' dreams. Hence, it could be deduced that teachers stay in the teaching profession not merely due to the material gain they get from the work but rather due to the non-material satisfaction that comes with it.

Likewise, Altonji, Arcidiacono & Maurel (2019) posited that enrolling in a graduate course entails sacrifices, challenges, and opportunities. Earning a graduate degree is considered to be an achievement, given the nature of work demands and academic pressure. In the context of education where attending graduate school appears to be a prerequisite and one of the avenues for work promotion and professional growth, teaching and nonteaching staff pursue higher academic degree while performing their full-time jobs at school or any education-related institutions. The type of education to pursue and how much to pursue are a few concerns of a population that has becoming more and more educated. In a similar vein, according to Baum &

Steele (2017), seeking pursuing advance degree has gained momentum in the recent years, considering it to be the new bachelor's degree. The decision to enroll in a graduate program goes with assuming gigantic and additional roles.

Then, David, Albert & Vizmanos (2019) posited that training is supposed to address gaps in skills and competencies. While various international and nongovernment organizations want to offer trainings, it is unclear if DepED has a system for rationalizing and systematizing all teacher trainings, especially the massive ones. After all, there may be already too many of them. The net effect may be to distract teachers from their core function of effective teaching. Hence, it could be deduced that there may be many trainings for teachers but this should be systematized, must be based on the needs of the teachers and must not cause them distraction from their core function of effective teaching.

Structural Analysis. Intervention studies may also provide varying degrees of contextual support to English Language Learners' word learning. English Language Learners provided with contextual support during literacy-rich experiences in which vocabulary instruction is embedded are given support for word-meaning acquisition as they are able to glean information about oral and written language. Context-bound vocabulary instruction, therefore, entails using information from a text to introduce and shape understandings of unfamiliar words with less reliance on individuals' prior experience to access meanings.

However, to build students' lexicon, techniques that may afford less contextual support could also be implemented outside familiar activities such as listening to predictable story events through direct instruction to enhance students' depth of word knowledge, given that they may benefit from instruction that advances their knowledge of the multifaceted nature of words beyond definitional information found in their immediate context. Interventions in which vocabulary instruction is purely context-dependent may focus on teachers' explanations of words that expand on word meanings, strictly providing definitional information relevant to a story, and highlight words' different semantic features as they appear in the same storybook (Lugo-Neris et al., 2019).

Due to the recurring nature of targeted vocabulary in storybook contexts, teachers are able to elaborate on and reinforce initial word meanings. However, vocabulary instruction may be limited to teachers' own explanations of words. In contrast, words may be explicitly taught and systematically presented throughout multiple contexts, enabling learners to develop their lexicon in diverse ways upon encountering words in both contextualized and decontextualized instruction (Dockrell et al., 2019).

Word teaching may also include integrating both word-level and text-level skills due to words' recurring possibilities in connected text and speech. For instance, words' phonological representations may be highlighted as they are presented during a teacher-led read alouds and during multimedia texts that may provide immediate access and support a novel word's pronunciation as it is encountered during independent reading (Li, 2019).

Instructional strategies can be employed to support semantic depth throughout rich content-related interactions. Extralinguistic strategies may be utilized as a way to develop learners' visual concepts of words through gestures to scaffold English Language Learners' understandings of target words as they appear in a story or providing visual supports, such as pointing students' attention toward illustrations or using realia, to label vocabulary items found in a story. Oral vocabulary teaching strategies provide a means of explicitly teaching about definitional information relating to target words as they are discussed in an interactive, scaffolded conversation and as a way to build on story-based meanings of words (Collins, 2019).

Opportunities to learn words in different contexts can also enrich semantic representations of words while concurrently developing syntactic awareness. These efforts may be achieved by relating words to personal experiences that are relevant to students and using the target words in example sentences. To increase learner autonomy and enhance independent word learning, intervention studies can reinforce the use of generative vocabulary strategies. By adopting these methods in vocabulary-centered interventions, students are able to engage in certain practices that could potentially lead to incidental vocabulary acquisition and less reliance on teacher support. One common method is providing English Language Learners with opportunities

to utilize dictionaries as a resource to access multiple meanings of words and learn about the importance of selecting appropriate definitions to fit the learning context.

Instruction can focus on strengthening students' word analysis skills through morphemic, cognate and contextual analysis. By developing students' word analysis skills, English Language Learners can learn of the ways to derive an unfamiliar word's meaning by examining its meaningful parts such as prefixes, root, suffixes, all in support of their morphological awareness—to recognize the stems of morphologically complex words and their semantic relationships to other morphological forms as well as to develop an awareness of their syntactic possibilities. Contextual analysis may be developed when students are afforded opportunities to infer the meanings of unfamiliar words by scrutinizing surrounding text (Carlo et al., 2020).

Instruction with limited opportunities for exposure and contextual use may expectedly restrict students' vocabulary knowledge to the ways they have learned about words. For instance, repeated exposures in literacy-based interactions that tend to reinforce students' understandings of words in activities like shared readings may only show gains for familiar concepts without exhibiting significant increases in their knowledge of unfamiliar concepts (Leung, 2017).

In these cases, however, students can rely on the contextual supports afforded to them during oral and written communication in order to make meaning when encountering unfamiliar words. The conceptual difficulty of words can play a critical role even when presented in context; when a greater number of words are presented, a learner's incidental word learning can be stifled, which can expectedly be challenging for English Language Learners whose cognitive resources become overwhelmed as they attend to lower-order skills upon encountering more unknown words than their native-English counterparts. In contrast, vocabulary learned in multiple contexts can assist learners in discovering their logical relationships with other words and how they function in different contexts (Stahl & Kapinus, 2019).

Multi-componential interventions have emphasized the use of varying levels of contextual support in order to provide contextualized and decontextualized word-learning opportunities. These studies provide additional information about words beyond a single context to introduce and/or refine word meanings for students. On the other hand, studies that assess the effectiveness of less comprehensive yet more focused approaches such as testing a single strategy help to reveal task-specific influences on learners' vocabulary learning. However, research remains scant on the impact of multi-componential interventions as compared with more discrete approaches to vocabulary instruction in developing English Language Learners receptive and expressive vocabulary. Bilingual lexicon as an incremental, integrated system. When providing systematic ways of teaching and/or exposing students to words, one's instruction should be responsive to the students' linguistic and cultural needs (Biemiller & Boote, 2020).

English Language Learners are more likely to possess a less integrated system of word meanings in their second language, which deter them from focusing on knowledge acquisition and word relationships as they mainly learn individual word meanings in discrete ways. Due to varying bilingual proficiencies among English Language Learners, it is important to consider their level of exposure and use with words. Incidentally learning a word for a new concept has been described as less likely for students who are in the process of learning a label for an unknown concept rather than learning a label for a known concept

Ensuring that English Language Learners are given multiple opportunities to learn words in a variety of rich contexts through which they are able to manipulate their various forms and enrich their semantic understandings of them will help them accumulate an understanding of the range in usage of a given word. In the same vein, Graves (2017) explains that words that are semantically related to a known concept are much easier to learn than words representing an entirely new concept. For English Language Learners who enter their schooling with varying levels of native and English proficiency and diverse background knowledge, finding effective ways to expand their vocabulary may depend on the best way to structure learning tasks, given their varied exposures to words. English Language Learners' lexical systems have been described as separate, which gradually map onto shared semantic representations through experience and use with words.

Since English Language Learners tend to show less rich semantic representations of words in their

second language than monolinguals due to limited exposure in that language, vocabulary instruction geared toward building on existing conceptual knowledge may hasten their learning as these learners are able to gain information about the same or similar concepts through two language routes. With a common underlying conceptual base, English Language Learners can learn to restructure existing knowledge belonging to a particular label in their first language under the influence of new knowledge gained through second language.

To ensure English Language Learners develop the conceptual knowledge needed to learn second language target words, instruction can also focus on building their conceptual understanding of a word in their first language that will serve as an impetus for further English word-meaning acquisition through vocabulary learning strategies such as word configuration approach (Avila & Sadoski, 2019).

Instruction can exhibit variations in the degrees to which English Language Learners word-level processing is enhanced while engaging in various receptive and expressive modalities. These variations may be explained by the types of learning activities they engage in as they construct their vocabulary knowledge. Due to predetermined learning objectives found in word configuration approach, this instruction can be designed to increase the possibilities for English Language Learners to monitor their learning and consider the incremental nature of their word-meaning acquisition (Nelson et al., 2021).

Developing English Language Learners' depth of word knowledge can be an objective throughout students' collaborative efforts as they share background knowledge while brainstorming word meanings or by acting out scenarios centered on a particular word. Interactive discussions in can also aimed to develop their ability to infer meaning from written words as they discuss words' morphological forms and how inflections influence word meaning (Lesaux et al., 2019).

Interactive discussions can also take place to reinforce students' word knowledge following their explicit instruction as a way to stimulate productive vocabulary knowledge. Implementing word reinforcement activities may support students' recall and retention of words meanings previously encountered during instruction. To reinforce students' understanding of the meaning of target words learned in a previous instructional context, students can revisit words and demonstrate their understandings through scaffolded oral interactions with others. Interventions that integrate written tasks may also increase opportunities for English Language Learners ' receptive and productive vocabulary learning. In their writing, students are able to explore meanings of words, representing their visual concepts through drawings and writing down words' definitions.

English Language Learners are able to demonstrate productive knowledge of words' grammatical function, syntax and meaning through more complex activities as they provided example sentences using a target word, responding to story comprehension questions in which target words are highlighted, and write statements in which they describe their personal connections to words.

Delos Santos (2019) investigated the role of vocabulary but did not have enough data available to indicate the best single method of vocabulary instruction; however, they concluded that using several different techniques seemed more effective than those involving a single technique. This has been a recurring trend in ensuing decades, even upon the emergence of meta-analyses, which have been increasingly used to address the effects of vocabulary instruction on literacy outcomes, particularly in the area of reading comprehension and with native English speakers.

Montano (2017) found factors relating to the successful implementation of vocabulary teaching methods such as word configuration approach in order to improve students' reading comprehension: the amount of practice and active processing of words as well as the breadth of instruction in using targeted words. He examined the effects of vocabulary pre-instruction as a way to improve reading comprehension. In this study, vocabulary had strong effects on the comprehension of passages containing taught words, but also had slightly significant effects on comprehension of passages without taught words, which indicates that instruction of both non-targeted and targeted vocabulary may generally improve reading comprehension.

Emphasizing the word configuration approach and contextualizing support found in storybook reading interventions, Sonza (2019) explored how this approach impacted students' oral vocabulary, reporting

a moderate effect size for expressive vocabulary and their results also revealed large effects when executed by researchers rather than teachers. This study revealed there were greater effects for trained adults providing the treatment, the combination of both explicit and implicit instruction rather than one method of instruction, and author created measures compared to standardized measures. In addition, children from middle and upper-income homes were more likely to benefit from vocabulary intervention than those from low socioeconomic backgrounds. This study also showed that all word configuration approach benefited equally and substantially the students from vocabulary instruction.

Hairrell, Rupley, & Simmons (2019) engaged in a systematic review of vocabulary research and determined that targeted vocabulary instruction leads to increased word knowledge for elementary students. The authors described three of the most common strategies to build vocabulary reported in empirical research: (1) Contextual analysis such as word configuration approach, (2) semantic strategies, and (3) repeated exposure. While all were found to impact general word knowledge, semantic strategies, including the use of dictionaries, graphic organizers, discussions, etc., were seldom used in isolation, making it difficult to determine the extent of their influence. Additionally, the moderating factors underlying each reviewed study were not reported, so we are unsure if these strategies were found to be effective with learners from different cultural or linguistic backgrounds.

By contrast, Ford-Connors and Paratore (2019) reported that wide reading contributes to vocabulary development. However, moderating variables such as text complexity, frequency of engaging in wide reading, and language proficiency were found to influence the relationship between wide reading and vocabulary development. Readers with high English proficiency who regularly engaged in reading complex texts were determined to be the most likely to benefit from word reading, suggesting that student background plays a key role in word learning.

Marulis & Neuman (2020) reported that explicit vocabulary instruction embedded within meaningful texts and combined with multiple opportunities to practice results in significant vocabulary gains for at-risk children. Interventions such as teaching sight words with picture books, implementing storybook reading to develop oral vocabulary, and adopting a multidimensional vocabulary instruction approach such as word configuration approach were found to be effective for at-risk children. Word knowledge was shown to increase the most in small-group and one-on-one instructional settings. Finally, the type of intervenor was shown to affect the vocabulary gains. Negligible vocabulary gains were associated with uncertified and ill-equipped teachers. Such findings underscore the importance of knowledgeable teachers who not only provide meaningful word-learning experiences, but are also aware of how to customize instruction according to students' needs.

Finally, Chiu (2021) examined the impact of computer-mediated instruction on second-language vocabulary acquisition, and determined that it had a moderate effect. Electronic flashcards with annotations, visuals, and digital word games were shown to be the most influential for increasing second language vocabulary. These findings indicate that computer-mediated instruction leads to vocabulary gains through multiple exposures and the meaningful contextualization of unknown words. With the ever-increasing presence of technology in 21st century classrooms, this review provides a critical look into the promises and pitfalls of technology for vocabulary instruction.

Schema theory refers to the cognitive and conceptual structure and representation of knowledge. Schemas can be thought of as mental filing cabinets that allow individuals to process, encode, organize, and retrieve information. Comprehension results from the activation of schemas, which provide a framework for explaining objects and events within a text. Similarly, psycholinguistic theory proposes that readers do not rely exclusively on textual clues to make meaning, but instead make predictions as they read. A readers' background knowledge interacts with conceptual abilities and processing strategies to produce comprehension. Both schema and psycholinguistic theories demonstrate the active role of learners when constructing meaning and play a role in vocabulary instruction when students are asked to connect new words to synonyms and antonyms, analyze the morphological features of words, create concept maps, graphic

organizers, and semantic maps, and when using prior knowledge to determine word meanings.

In a similar vein, the study of Gipe (2017) examined the effects of four different methods of teaching vocabulary acquisition. The four types included in the study were association method, category method, context method, and definition method. In the association method, an unknown word was paired with a definition of the word. The category method required participants to add words into a pre-existing category. The context method required participants to use a target word in a sentence. Last, the definition method required participants to look up words in a dictionary, write the definition, and use the word in a sentence correctly. During the eight (8) week study, 93 third graders and 78 fifth graders participated using all of the aforementioned instructional methods on a rotational basis. A linear regression analysis was used to measure the outcome data. The results indicated that the students learned more with the context method.

Werner & Kaplan (2018) used context method research to study how students were able to obtain meaning from words in context. There were 125 participants, who ages ranged from 8 to 13 years old. Members of the research team tested the participants individually for four sessions, with each session lasting one hour. The participants were administered the word context text, which contained words embedded within text. The embedded words were either objects or actions. The students were provided a vocabulary word in isolation. Next, the students were given a series of twelve sentences each containing the vocabulary word. The researchers asked the students to identify the meaning of the word in each sentence. The students who had vast experiences with vocabulary had higher results than students with limited vocabularies. This acquisition process was a difficult task for students who were vocabulary deficient due to non-exposure to various vocabulary words at an early age.

Furthermore, a longitudinal study conducted by Stanovich (2019) showed that students whose parents provided vocabulary rich books and activities came to school with a wide array of vocabulary knowledge. This research included 42 participants who came from welfare, working, and professional households. When the research began, the participants were ages seven months to 36 months. The researchers documented home language experiences. At the age of three, the participants were given the Stanford Binet assessment, which contained a contextual component. The results of this assessment showed that the welfare participants had lower vocabulary growth. This research also showed that parental engagement provided children with a forum to model their level of vocabulary acquisition. Children who maintained this knowledge began school with an advantage whereas those children whose households lacked vocabulary enriched conversations went to school academically behind their peers. Thus, a vocabulary deficient student will begin with a gap that may widen without proper instruction.

Vocabulary acquisition, which increased due to the usage of context method, was examined in the research conducted by Jenkins, Matlock & Slocum (2019). There were 135 fifth grade participants assigned to classes with either the individual word meanings given to students or to classes where students derived word meaning from context clues. Each class varied in their instruction time between low, medium, and high. There were 65 words selected from the basal readers. Participants' instructional times varied according to their practice level. However, all participants had 20 days of instruction. Pretest and posttests for words-in-isolation and multiple-choice were given. Analysis of variance tests were completed for data analysis. The results showed that participants utilizing the derived word meaning from context scored higher than the students given the individual word meanings.

The effects of the definition and contextual methods on student acquisition were examined in the research conducted by Nash & Snowling (2019). There were 24 participants aged 7-8-years old. One half of the students received definition method instruction whereas the other one half of the students received contextual method instruction. The participants received instruction for 6 weeks in either the definition or contextual method. During definition method instruction, participants were required to make connections to the vocabulary words after hearing the word from the instructor. The participants were then provided with definitions and allowed to have active discussions within the group. During the contextual method instruction, participants were given a semantic map for the target word. The participants were then asked a word and

provided the best meaning for the target word. Participants were given the pretest and the posttest. The results of the research were analyzed using analysis of covariance. The initial findings stated that the definition and contextual method showed similar results using both teaching methods. However, after assessing the participants three months later, participants who received the contextual method of instruction showed higher vocabulary acquisition. According to the National Institute of Child Health and Human Development Report of the National Reading Panel, while much is known about the importance of vocabulary development in reading success, there is little research on the best methods or combination of methods for vocabulary instruction. Educators' lack of knowledge in this area will continue to limit student academic growth. Therefore, the significance of this research using the definition and context method will impact future instructional practices of educators.

Stojchecska (2018) found out that the adoption of synonyms, homonyms, and antonyms is inevitable when studying English as a foreign language. Acquiring, mastering and practicing of these types of words and the essence of the mutual relationships that they pose amongst them are of essential importance to any existing or potential speaker of the English language. Given the morphological productivity, as well as the changing nature as a characteristic of any language, their referential and poetic function also develops. Learning vocabulary is a key element in the study of any language and its wealth is seen precisely in the number of synonyms, homonyms and antonyms represented in it. On the other hand, the recognition and proper usage and practice of these types of words are considered as one of the most proficient characteristics and level of knowledge of foreign speaking skills language. The results of the research showed that certain problems in the adoption these types of words can cause not only the differences between Macedonian as mother tongue and English as foreign, but also the very way of their adoption. The problems in teaching when adopting synonyms, homonyms and antonyms stand as a subject of this research. Hence, it could be deduced that the teachers must focus to enhance strategies in using context clues as to antonyms and synonyms so as to increase students' vocabulary performance.

Nagy & Anderson (2019) posited that large amount of vocabulary will open to students who have knowledge of word-formation processes. Students should increase their vocabulary knowledge through the explicit teaching of prefixes or suffixes. The teaching of prefixes and suffixes to students showed significantly higher than those of students who were not explicitly taught prefixes and suffixes. Students who received instruction showed substantial gains on test.

Additionally, Benson (2017) found out that teachers have to be mindful of keeping the learner in pursuit of the task while minimizing the learner's stress level. Skills or tasks too far out of reach can lead a student to his or her frustration level, and tasks that are too simple can cause much the same effect. Teachers have to have open dialogue with the students to determine what and how they are thinking in order to clear up misconceptions and to individualize instruction. Teachers must ascertain what the student already knows so that it can be connected to the new knowledge and made relevant to the learner's life, thus increasing the motivation to learn.

Ulug, Ozden, & Eryilmaz (2018) recommended teachers to offer support to their students in their learning, and for this, they have advised teachers to create an environment of positive expectations. This would motivate the students to put efforts in active learning and retention. This further encourages the teacher to build upon the positive behavior of the students. Therefore, a reinforcing act of teaching and learning is achieved, that results in a desired level of learning for the students and satisfaction for their respective teachers.

Synthesis

The review of related literature and studies provided the researcher with a deeper understanding of the nature of the problem being studied. Vocabulary development concepts were reviewed from the works of Coady and Huckin (2017), McCarthy (2018), Nation (2019), Manalo (2020), Angani (2019), Boonkongsaen (2020), and Montinola (2018), among others. Their works provided the researcher with understanding of the variables of the present study.

Moreover, the review of related studies helped in the directions that this present study tries to complete as well. The studies of Lugo-Neris et al. (2019), Dockrell et al. (2018), Li (2019), Collins (2019), and Coady & Huckin (2018) helped in the clear understanding of the variables of the present study. As such, the reviewed related studies prove that there is no duplication of the present study. They may be similar in the variables under investigation but they are also different in terms of the respondents and the research locale used.

2.2. Theoretical Framework

This study is anchored on Constructivist Theory on language study posited by Vygotsky in 1978. He emphasized that the individual internalizes social activities with language use, others lead to behavioral transformations and bridges early, and later results in individual language development. The central notion of this theory is zone of proximal development or ZPD. It refers to the distance between what a student can do with and without help. Vygotsky particularly viewed adult as a peer who is most likely to accomplish a task by collaboration. He promoted lifelong learning with his constructivist theory to develop student's higher mental function. Learner's language knowledge and skills are constructed with guided learning or during game execution with peers in a group.

Hence, this theory is used in this present study because of its aim to assess the vocabulary learning strategies of the primary grades pupils which is anchored on the constructivist theory. With this, this theory is applicable to the present study as it supports the vocabulary teaching among primary grades pupils and their vocabulary performance along with context clues, word analysis, and dictionary skill.

Figure 1 presents the schematic diagram of the theory.

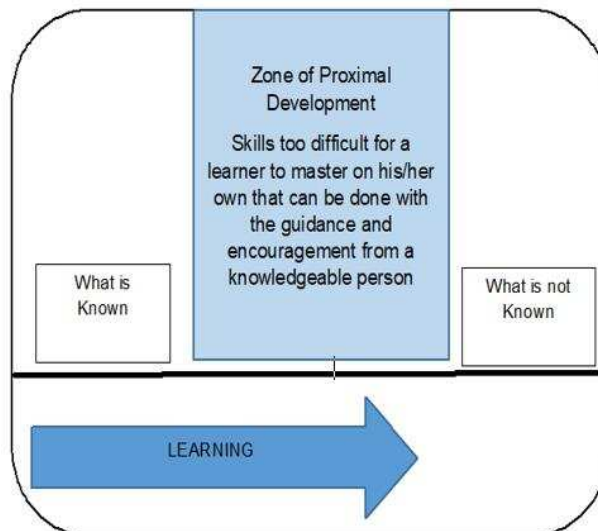


Figure 1
Schematic Diagram of the Theory

2.3. Conceptual Framework

The conceptual framework shows the direction that this study followed. As for the input, the extent the teachers utilize the strategies and the assessment of the students' vocabulary skills in the areas of context clues, word analysis and dictionary skills formed part the input of the study.

Meanwhile, the process of the study consisted of the comparison of the variables under study. This

led to the crating of the output of the study which is the training for an enriched vocabulary instruction. Figure 2 shows the research paradigm.

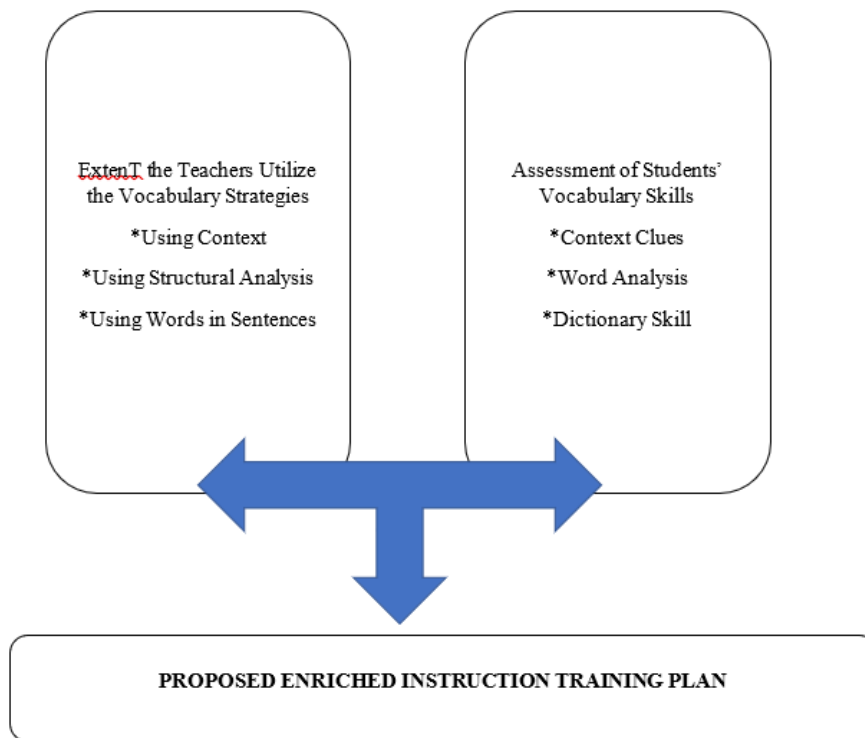


Figure 2
The Conceptual Framework

2.4. Statement of the Problem

This study aimed to compare the primary grades English teachers' strategies in teaching vocabulary and their students' vocabulary skills based on the assessments of the teachers themselves and the students, the results of which served as a basis for the proposed training for an enriched vocabulary instruction.

Specifically, the following questions were answered in the study:

1. To what extent do the teachers utilize the following strategies in teaching vocabulary among the primary grade students as both perceived by the teacher and student respondents?
 - 1.1 using context;
 - 1.2 using structural analysis; and
 - 1.3 using words in sentences?
2. What is the assessment of the students' vocabulary skills in the following areas as both perceived by teacher and student respondents?
 - 2.1 context clues;
 - 2.2 word analysis; and
 - 2.3 dictionary skill?
3. How do the responses of the two groups of respondents on the extent of the teachers' utilization of the strategies in the teaching of vocabulary compare?

4. How does the assessment of the two groups of respondents on the students' vocabulary skills compare?
5. Based on the findings, what enriched instruction training plan may be proposed?

2.5. Hypotheses

This study tested the following hypotheses:

1. There are no significant differences between the responses of the two groups of respondents on the extent of the teachers' utilization of the strategies in the teaching of vocabulary.
2. There are no significant differences in the assessment of the two groups of respondents on the students' vocabulary skills.

2.6. Significance of the Study

This study is deemed beneficial to the following.

Department of Education. This study is significant to the agency for it will be given a research-based vocabulary development material for the enhancement of the skills of elementary teachers.

Educational Program Supervisor. The study will guide them in order to design a program that will lead the school administrators, teachers and students to fulfill the vocabulary master skills among students. The result of this study will be used as the basis for the evaluation of curriculum and learning materials in order to develop a more comprehensive and substantial vocabulary learning materials and resources.

Public School District Supervisor. This study will give them a research-based material as a guide for enhancing the vocabulary skills development of teachers and students that they can use for their instructional training and development.

School Administrators. The study will help them in providing information regarding the effect of vocabulary learning and strategies of teachers in developing vocabulary mastery skills among students.

Teachers. The study will help them to assess the effectiveness of vocabulary learning strategies with regard to students' performance specifically in English subject. They will realize that their major task is not only to explain the subject matter by relying only on the textbooks but to apply the most effective teaching and learning approach to come up with a higher level of performance in English.

Students. The study will help them to understand the real importance of vocabulary learning and its application in their everyday life. This will pursue their interest and develop best practices in reading in nurturing and developing themselves in the learning vocabulary as an advantage as he /she goes in reading.

Researcher. Being an elementary school English teacher, the findings of this study will serve as baseline data to fully understand the effective teaching of vocabulary for the students to be shared with the other teachers for their teaching strategy preferences.

Future Researchers. The study will aid to enrich their study as a potent source of their related studies.

2.7. Scope and Limitation

The scope of this study consisted of the vocabulary learning strategies used by English Teachers among public elementary schools in Malvar District, Division of Batangas as to using context, using structural analysis, and using words in sentences in order to develop intervention activities to enhance the vocabulary. The vocabulary performance among students along with context clues, word analysis, and dictionary skill were also included to test its significant relationship with the utilization of teaching strategies of teachers.

Moreover, the study was limited to the English teachers and students from the Malvar District. Total number of the English teachers was used as participants of the study which is 103 primary grades students

from the selected public elementary schools in Malvar District.

2.8. Definition of Terms

The following are the terms used and defined in this study.

Context Clues. It refers to the hints found within a sentence, paragraph or passage that a reader can use to understand the meanings of new or unfamiliar words (Li, 2016). In this study, it refers to the vocabulary skills of the learners which help them understand the meanings of new and unfamiliar words through the use of the hints found within a sentence, paragraph or passage.

Dictionary Skill. It refers to the lexical meaning of new or unfamiliar words provided by the dictionary (Santos, 2017). In this study, it refers to the lexical meaning of new or unfamiliar words provided by the dictionary in order for the students to understand these new or unfamiliar words.

Structural Analysis. It refers to the analysis of the structure of the words as to root, and affixes (Li, 2016). In this study, it refers to the skill of the students in terms of analyzing words as to their roots and affixes attached.

Vocabulary Enhancement Program. It refers to taking a program on vocabulary to a higher level (Murray, 2016). In this study, it refers to the output of the study, which is based on the findings, which is a proposed vocabulary enhancement program that will take the vocabulary skills of the students to a higher level.

Vocabulary Learning Strategies. In this study, it refers to the strategies the English teachers used in teaching vocabulary among learners.

Vocabulary Performance. It refers to student achievement on vocabulary exercise particularly through context clues, word analysis and dictionary skills.

Word Analysis. It refers to the technique of language learning exhibit by the learners to help themselves discover the meaning of new words (Nation, 2016). In this study, it refers to the learning strategy of the learners to help themselves discover the meaning of new word by analyzing the new or unfamiliar words.

3. Research Methodology

This chapter presents the overall picture of methods and procedures that were used in the study. It includes the research design, population and sampling technique, instrumentation, data gathering procedures, and statistical treatment of data.

3.1. Research Design

This study employed the use of descriptive quantitative research method with questionnaire as the main data gathering instrument. Baraceros (2019) expounded that descriptive research design is a type of research design that aims to obtain information to systematically describe a phenomenon, situation, or population. It helps answer the what, when, where, and how questions regarding the research problem rather than the why. Moreover, quantitative research is a way of making any phenomenon or any sensory experience clearer or more meaningful by gathering and examining facts and information about such person, thing, place, or event appealing to senses. It seeks to find answers to questions starting with how many, how much, how long, to what extent, and the like. Answers to these questions come in numerals, percentages, and fractions among others (Russell, 2020).

In addition, the use of questionnaire as the main data gathering helped the researcher obtain the needed data for the completion of the study. A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research

questionnaire is typically a mix of close-ended questions and open-ended questions. The use of questionnaire allows for the researcher to gather a lot of data in less time. The responses can be compared with the historical data and understand the shift in respondents' choices and experiences (Goodwin & Goodwin, 2020).

Hence, the researcher decided to use the descriptive quantitative research design and survey questionnaire as a means of data gathering in order to attain the objectives of the study. Most of the past researches and writings about the vocabulary instruction adopted a descriptive quantitative research design.

3.2. Population, Samples and Sampling Technique

The population utilized in the study were the primary grades English teachers from Malvar District public elementary schools. A total of 103 primary English teachers were asked to participate in the study. According to Bhandari (2022), a population is the entire group that the researcher want to draw conclusions about.

Moreover, the samples or the specific group that the researcher wants to collect data from. In this study, the researcher utilized the total population sampling method from which the samples are derived from the primary grades English teachers. According to Lavrakas (2018), total population sampling is a type of purposive sampling where the whole population of interest is studied. It is most practical when the total population is of manageable size such as a well-defined subgroup of a larger population. Hence, this study utilized as its respondents the total population of primary English teachers from the selected public elementary schools in Malvar district.

3.3. Research Instrument

A survey questionnaire is the main data gathering research instrument to be used in this study. In the construction of the questionnaire, the researcher used simple words that can be easily understood by the respondents. The questionnaire was written in English. It was of two parts. The first part was on the vocabulary teaching strategies used by the teachers. There were three items per strategy used. The second part is on the indicators on the vocabulary performance of the students in terms of context clues, word analysis, and dictionary skills. Each vocabulary performance of the students had seven (7) to nine (9) items. The instructions included that of checking the corresponding number that applies to the responses of the respondents referring on the legend indicated.

Validity Test. The questionnaire constructed was validated by the research evaluator, the researcher's school head who have vast and wide experience in the filed of teaching and learning and education, and language or grammarian for the technical aspect of the questionnaire. After the approval of the study, the instrument was validated using the responses of ten (10) non-sample respondents. The questionnaire was considered valid once the t-test is significant, that is, the respondents were in an agreement with the construction of the questions.

Reliability Test. The reliability of the constructed questionnaire was subjected to Cronbach Alpha test to find its reliability. The result of 0.70 or greater marked that the constructed questionnaire is reliable.

3.4. Data Gathering Procedure

The questionnaire was distributed to the target respondents who are the primary grades teachers from the public elementary schools in Malvar District. The researcher conducted an in-person administration of the questionnaire to the selected public elementary schools. She wrote a letter of permission addressed to the Public Schools District Supervisor (PSDS). This was also to inform the said office that the researcher is one of the teachers from the congressional district. The signed letter was then forwarded to the school heads of the selected schools for their approval. Once permitted, the researcher proceeded to asking the primary English

teachers to answer the questionnaire. Informed consent from the teachers was sought prior to the administration of the questionnaire.

Participation in the survey was voluntary and participants were given the opportunity to withdraw at any time during the conduct of the research. Data privacy and anonymity of the participants were assured. Any offensive, discriminatory or unacceptable language was avoided in the creation of the questionnaire. The research also underwent review and approval ensuring the safety of the participants of the study, hence, in-person data gathering was done. All personal data of participants were obtained through informed consent with the assurance that they were handled following data privacy guidelines.

3.5. Statistical Treatment

The following are the statistical measures used in the study.

Percentage. This was used to determine the number of times a response is chosen by the respondents.

Ranking. This was used to understand respondents' assessment to rank a set of items according to a certain preference criterion.

Mean. This was used to assess the responses on the extent of the study's variables. This was used to answer problem statement number one (1), and two (2).

Likert Scale. The Likert scale of the following points, range, and adjectival equivalent was used.

| <u>Score</u> | <u>Range</u> | <u>Verbal Interpretation</u> |
|--------------|--------------|------------------------------|
| 4 | 3.50 – 4.00 | High Extent |
| 3 | 2.50 – 3.49 | Moderate Extent |
| 2 | 1.50 – 2.49 | Some Extent |
| 1 | 1.00 – 1.49 | Least Extent |

T-test of Independent Means. This statistics was used to test the hypothesis of differences between the assessments of teachers and students on the extent of teachers' utilization of the strategies in the teaching of vocabulary as well as the differences between the assessments on the students' vocabulary skills. This was used to answer the problem statements numbers three (3) and four (4). SPSS version 20 was used in the treatment of data.

4. Results and Discussions

This chapter presents the data gathered from the respondents which are further analyzed and discussed herein.

1. Extent of Teachers' Utilization of Strategies in Teaching Vocabulary Among the Primary Grades Students. The following are the data gathered.

1.1 Using Context. Table 1.1 presents the data gathered on the extent of teachers' utilization of strategies in teaching vocabulary among the primary grades students in terms of using context.

Table 1.1

Extent of Teachers' Utilization of Strategies in Teaching Vocabulary Among the Primary Grades Students in terms of Using Context

| Items | Teachers | | | Students | | | TOTAL | | |
|--------------------------------------------------------------------------------------|----------|------|------|----------|------|------|-------|------|------|
| | Mean | S.D. | V.I. | Mean | S.D. | V.I. | Mean | S.D. | V.I. |
| 1.1 Looking for the clues used in the sentence. | 3.80 | .396 | HE | 3.36 | .480 | ME | 3.58 | .220 | HE |
| 1.2 Knowing the meaning of new words according to how they are used in the sentence. | 3.07 | .258 | ME | 3.63 | .493 | HE | 3.35 | .280 | ME |

| | | | | | | | | | |
|-------------------------------------------------------------------------------------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| 1.3 Figuring out what is means from the context each time a new word is encountered | 3.40 | .490 | ME | 3.63 | .493 | HE | 3.51 | .115 | HE |
| Overall | 3.43 | .229 | ME | 3.54 | .180 | HE | 3.48 | .055 | ME |

*S.D. = Standard Deviation

V.I. = Verbal Interpretation

HE=High Extent

ME=Moderate Extent

It can be gleaned from the data presented that the teachers and students rated the extent of teachers' utilization of strategies in teaching vocabulary among primary grades students in terms of context as to used to a moderate extent. This is reflected by the overall mean of 3.48 (SD=.055) that the indicators obtained. This means that the teachers used context in teaching vocabulary among the students to a moderate extent.

In the first rank, the teachers assessed looking for the clues used in the sentence as the highest with 3.80 (SD=.396) mean, followed by figuring out what is means from context each time a new word is encountered with a mean of 3.40 (SD=.490), and knowing the meaning of new words according to how they are used in the sentence with a mean of 3.07 (SD=.258) as the least indicator.

As for the student respondents, they rated knowing how the meaning of the new words according to how they are used in the sentence and figuring out what is means from the context each time a new word is encountered as the highest indicators with a mean of 3.63 (SD=.493), and the least as looking for the clues used in the sentence with a mean of 3.36 (.480).

As to the total rating, the highest indicators assessed by the teachers and students was on looking for the clues used in the sentence with a mean of 3.58 (SD=.220), followed by figuring out what it means from the context each time a new word is encountered with a mean of 3.51 (SD=.115), and the least indicator is on knowing the meaning of new words according to how they are used in the sentence with a mean of 3.35 (SD=.280).

With this, the teachers' utilization of looking for the clues used in the sentence as a way to teach vocabulary was on a high extent of utilization by them. This means that the teachers ask the students to look for clues used in the sentence as a way to learn and develop their vocabulary to a high extent. Vocabulary learning then is critical to learning a language, be it the first, second or even foreign. There is a need to be equipped with knowledge of words and their meanings to build confidence in communication and cope with the increasing demands of education, business, science, technology and other fields. In the sphere of second or foreign language learning, it is widely acknowledged that vocabulary is an indispensable part of the four language skills. Hence, looking for clues used in the sentence is very important to be learned by the students.

This finding is supported by Crain-Thoreson, Dahlin and Powell (2015) who posited that accessing meaning from their second language requires student to use grammatical and semantic cues that may be surrounded by a greater number of unfamiliar words. For English Language Learners who exhibit limited expressive vocabulary knowledge, exposing them to print-based interactions can introduce them to sophisticated and complex language not typically used in their regular interactions.

1.2 Using Structural Analysis. Table 1.2 shows the data gathered on the extent of teachers' utilization of strategies in teaching vocabulary among the primary grades students in terms of using structural analysis.

Table 1.2

Extent of Teachers' Utilization of Strategies in Teaching Vocabulary Among the Primary Grades Students in terms of Using Structural Analysis

| Items | Teachers | | | Students | | | TOTAL | | |
|-------------------------------------------------------------------|----------|------|------|----------|------|------|-------|------|------|
| | Mean | S.D. | V.I. | Mean | S.D. | V.I. | Mean | S.D. | V.I. |
| 2.1 Learning the meaning of new words through structural analysis | 3.25 | .537 | ME | 3.33 | .470 | ME | 3.29 | .032 | ME |

| | | | | | | | | | |
|---------------------------------------------------------------------------------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| 2.2 Connecting the words to some common prefixes and suffixes to form new words | 3.34 | .624 | ME | 3.67 | .468 | HE | 3.50 | .134 | HE |
| 2.3 Paying close attention to roots, prefixes and suffixes | 3.38 | .564 | ME | 3.68 | .466 | HE | 3.53 | .122 | HE |
| Overall | 3.32 | .359 | ME | 3.56 | .158 | HE | 3.44 | .097 | ME |

*S.D. = Standard Deviation

V.I. = Verbal Interpretation

HE= High Extent

ME= Moderate Extent

It can be gleaned from the data presented that the teachers and students rated the extent of teachers' utilization of strategies in teaching vocabulary among primary grades students in terms of using structural analysis as used to a moderate extent. This is reflected by the overall mean of 3.44 (SD=.097) that the indicators obtained. This means that the teachers used structural analysis in teaching vocabulary among the students to a moderate extent.

Moreover, the assessments of the teachers revealed that they assessed the use of structural analysis as 3.32 (SD=.359) in teaching vocabulary skills among the primary grades students. The highest indicator was on paying close attention to roots, prefixes, and suffixes with 3.38 (SD=.564), followed by connecting the words to some common prefixes and suffixes to form new words with a mean of 3.34 (SD=.624), and learning the meaning of new words through structural analysis with 3.25 (SD=.537).

In terms of the assessments of the students, they rated the use of structural analysis as 3.56 (SD=.158). The highest rated indicator was on paying close attention to roots, prefixes and suffixes with a mean of 3.68 (SD=.466), connecting the words to some common prefixes and suffixes to form new words with a mean of 3.67 (SD=.468), and learning the meaning of new words through structural analysis with a mean of 3.33 (SD=.470).

As such, for the total assessments of the teachers and students, they rated the teaching of vocabulary skills among the students as to structural analysis as 3.44 (SD=.097) with paying close attention to roots, prefixes, and suffixes with 3.53 (SD=.122) as the highest rated indicator. This was followed by connecting the words to some common prefixes and suffixes to form new words with a mean of 3.50 (SD=.134), and learning the meaning of new words through structural analysis with a mean of 3.29 (SD=.032).

With this, the teachers and students assessed the teaching of vocabulary using structural analysis as to paying close attention to roots, prefixes, and suffixes as the most rated item. This means that variations in the amount of contextual support may range from relying wholly on the context-dependent use of words to teaching a particular aspect of a word with no contextual support throughout instruction. Interventions that include decontextualized ways of learning words through definitional support aim to teach discrete aspects of words, independent of an immediate communicative context. Decontextualized techniques may include provide information about word's phonological and orthographic aspects as well as teaching definitional material, with little assumption of shared background knowledge between the learner and instructor. To increase English Language Learners' semantic knowledge, students can be supplied with formal definitions of target words.

This finding is supported by Carlo et al. (2016) that instruction can focus on strengthening students' word analysis skills through morphemic, cognate and contextual analysis. By developing students' word analysis skills, English Language Learners can learn of the ways to derive an unfamiliar word's meaning by examining its meaningful parts such as prefixes, root, suffixes, all in support of their morphological awareness—to recognize the stems of morphologically complex words and their semantic relationships to other morphological forms as well as to develop an awareness of their syntactic possibilities. Contextual analysis may be developed when students are afforded opportunities to infer the meanings of unfamiliar words by scrutinizing surrounding text.

1.3 Using Words in Sentences. Table 1.3 presents the extent of teachers' utilization of strategies in teaching vocabulary among the primary grades students in terms of using words in sentences.

Table 1.3

Extent of Teachers' Utilization of Strategies in Teaching Vocabulary Among the Primary Grades Students in terms of Using Words in Sentences

| Items | Teachers | | | Students | | | TOTAL | | |
|---------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| | Mean | S.D. | V.I. | Mean | S.D. | V.I. | Mean | S.D. | V.I. |
| 3.1 Listing down words with their meaning and use them in speaking and writing | 3.47 | .627 | ME | 3.20 | .032 | ME | 3.34 | .135 | ME |
| 3.2 Playing word find game | 3.36 | .577 | ME | 2.83 | .134 | ME | 3.10 | .265 | ME |
| 3.3 Applying knowledge of foreign languages, especially those related to Latin, such as Spanish, French And Italian | 3.49 | .499 | ME | 2.83 | .122 | ME | 3.16 | .330 | ME |
| Overall | 3.44 | .305 | ME | 2.95 | .097 | ME | 3.20 | .245 | ME |

*S.D. = Standard Deviation

V.I. = Verbal Interpretation

HE= High Extent

ME= Moderate Extent

It can be gleaned from the data presented that the teachers' utilization of strategies in teaching vocabulary among the primary grades students in terms of using words in sentences as to frequently used. This is reflected by the overall mean of 3.20 (SD=.245) which means used to a moderate extent.

As for the teachers' assessments, they rated the use of words in sentences as used to a moderate extent with a mean of 3.44 (SD=.305). They rated the item on applying knowledge of foreign languages, especially those related to Latin, such as Spanish, French And Italian as 3.49 (SD=.499) the highest item. This was followed by listing down words with their meaning and use them in speaking and writing with a mean of 3.47 (SD=.627), and playing word find game with a mean of 3.36 (SD=.577).

Moreover, as to the students assessments, they rated the items on the use of words in sentences as 2.95 (SD=.097) which means used to a moderate extent. They rated the highest item on listing down words with their meaning and using them in speaking and writing with a mean of 3.20 (SD=.032). This was followed by playing word find game, and applying knowledge of foreign languages, especially those related to Latin, such as Spanish, French And Italian both rated as 2.83 (SD=.134 and .122 respectively).

As for the total assessments of the teacher and student respondents, they rated the items on the use of words in sentences as 3.20 (SD=.245). The highest rated indicator was on listing down with their meaning and use them in speaking and writing with 3.34 (SD=.135). This was followed by applying knowledge of foreign languages, especially those related to Latin, such as Spanish, French And Italian with a mean of 3.16 (.330) while the last playing word find game with a mean of 3.10 (.265).

As such, this means that listing down words with their meaning and using them in speaking and writing instruction can exhibit variations in the degrees to which English Language Learners word-level processing is enhanced while engaging in various receptive and expressive modalities. These variations may be explained by the types of learning activities they engage in as they construct their vocabulary knowledge. Due to predetermined learning objectives found in word configuration approach, this instruction can be designed to increase the possibilities for English Language Learners to monitor their learning and consider the incremental nature of their word-meaning acquisition.

This finding is supported by Montano (2017) who found factors relating to the successful implementation of vocabulary teaching methods such as listing down words with their meaning and using them in speaking and writing in order to improve students' reading comprehension: the amount of practice and active processing of words as well as the breadth of instruction in using targeted words. He examined the

effects of vocabulary pre-instruction as a way to improve reading comprehension. In this study, vocabulary had strong effects on the comprehension of passages containing taught words, but also had slightly significant effects on comprehension of passages without taught words, which indicates that instruction of both non-targeted and targeted vocabulary may generally improve reading comprehension.

2. Assessment of the Students' Vocabulary Skills. Tables 2.1 – 2.3 presents the assessment of the students' vocabulary skills by the teachers and student respondents.

2.1 Context Clues. Table 2.1 presents the data.

It can be gleaned from the data presented that the students' vocabulary skills in terms of context clues is to a very satisfactory performance as reflected by the overall mean of 2.94 (SD=.010) that the indicators obtained. This means that the teachers and students assessed the students' vocabulary skills in terms of context clues as to very satisfactory.

Table 2.1
Assessment of the Primary Students' Vocabulary Skills in terms of Context Clues

| Items | Teachers | | | Students | | | TOTAL | | |
|--------------------------------------------------------------------------------------------------------------------------------|----------|------|------|----------|------|------|-------|------|------|
| | Mean | S.D. | V.I. | Mean | S.D. | V.I. | Mean | S.D. | V.I. |
| 1.1 use description clue to formally define or explain the meaning of a new and unfamiliar words. | 3.26 | .736 | ME | 2.83 | .375 | ME | 3.05 | .215 | ME |
| 1.2 use example clues to find nearby words to explain the meaning of a new and unfamiliar word. | 3.05 | .663 | ME | 2.70 | .457 | ME | 2.88 | .175 | ME |
| 1.3 discover the meaning of an unknown word because it repeats an idea expressed in familiar words nearby. | 3.05 | .663 | ME | 2.75 | .757 | ME | 2.90 | .150 | ME |
| 1.4 get the meaning of a new and unfamiliar word using the words with opposite meaning. | 3.00 | .625 | ME | 2.75 | .757 | ME | 2.88 | .125 | ME |
| 1.5 discover the meaning of a new and unfamiliar word using the mood or tone clue set by the author. | 3.15 | .562 | ME | 2.94 | .909 | ME | 3.05 | .105 | ME |
| 1.6 use his or her experience of how people or things act in a given clue to discover the meaning of new and unfamiliar words. | 2.88 | .560 | ME | 2.81 | .403 | ME | 2.85 | .035 | ME |
| 1.7 use parts to construct a word, such as prefixes, roots, and suffixes, to get their meanings. | 2.57 | .597 | ME | 3.61 | .488 | ME | 3.09 | .520 | ME |
| 1.8 make educated guess out of sufficient clues to infer the meaning of unfamiliar words. | 2.73 | .600 | ME | 3.00 | .625 | ME | 2.87 | .135 | ME |

| | | | | | | | | | |
|--------------------------------------------------------------------------------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| 1.9 use cause and effect relationships to get the meaning of unfamiliar words. | 2.90 | .766 | ME | 3.00 | .625 | ME | 2.95 | .050 | ME |
| Overall | 2.95 | .397 | ME | 2.93 | .260 | ME | 2.94 | .010 | ME |

*S.D. = Standard Deviation

V.I. = Verbal Interpretation

ME – Moderate Extent

As for the teacher assessments, they rated the indicators as 2.95 (SD=.397). This means that they assessed the indicators to a moderate extent. The highest among the items assessed by the teachers was on use description clue to formally define or explain the meaning of a new and unfamiliar words with 3.26 (SD=.736), followed by discover the meaning of a new and unfamiliar word using the mood or tone clue set by the author with a mean of 3.15 (SD=.562), use example clues to find nearby words to explain the meaning of a new and unfamiliar word, and discover the meaning of an unknown word because it repeats an idea expressed in familiar words nearby with 3.05 (SD=.663). The lowest among the indicators rated was on use parts to construct a word, such as prefixes, roots and suffixes to get their meanings with a mean of 2.57 (SD=.597).

With this, the highest among the indicators mentioned by the teachers was on the use of description clue to formally define or explain the meaning of a new and unfamiliar words with 3.26 (SD=.736). This means that the teachers use description clue to formally define or explain the meaning of a new and unfamiliar words with moderate extent. This implies that the students have a very satisfactory performance as to use of description clue. Students should increase their vocabulary knowledge through the explicit teaching or description clue. The teaching of vocabulary among the students showed significantly higher than those of students who were not explicitly taught description clue.

This is followed by the indicator on the use of discover the meaning of a new and unfamiliar word using the mood or tone clue set by the author with a mean of 3.15 (SD=.562). This means that the teachers use mood and tone as context clue use in getting the meaning of words which are unfamiliar and new to the students. This implies that the teachers use to a moderate extent the use of context clues which the use of mood and tone in helping the students decode the meaning of the words. Teachers have to be mindful of keeping the learner in pursuit of the task while minimizing the learner's stress level. Skills or tasks too far out of reach can lead a student to his or her frustration level, and tasks that are too simple can cause much the same effect. Teachers have to have open dialogue with the students to determine what and how they are thinking in order to clear up misconceptions and to individualize instruction. Teachers must ascertain what the student already knows so that it can be connected to the new knowledge and made relevant to the learner's life, thus increasing the motivation to learn.

As for the student respondents, they rated the indicators with 2.93 (SD=.260) which means that the teachers assessed the vocabulary among the students as to context clues to a moderate extent. The highest among the indicators was on use parts to construct a word, such as prefixes, roots and suffixes to get their meanings with 3.61 (SD=.488), make educated guess out of sufficient clues to infer the meaning of unfamiliar words, and use of cause and effect relationships to get the meaning of unfamiliar words with a mean of 3.00 (SD=.625), and the lowest was on use example clues to find nearby words to explain the meaning of a new and unfamiliar word with 2.70 (SD=.457).

Moreover, the students rated the indicator on use parts to construct a word such as prefixes, roots and suffixes to get their meanings with 3.61 mean (SD=.488). This means that this vocabulary skill among the students make them understand the meaning of new words which help them a lot analyzing the prefix, roots, and suffix attached to the word. In doing so, the meanings of the new and unfamiliar words are unlocked to them.

Another indicator which was rated high by the students was on make educated guess out of sufficient

clues to infer the meaning of unfamiliar words, and use of cause and effect relationships to get the meaning of unfamiliar words with a mean of 3.00 (SD=.625). This means that the students have the vocabulary skill which help them unlock the meanings of unfamiliar and new words. This implies that the students practice the vocabulary skill of making educated guess out of sufficient clues to infer the meaning of unfamiliar words, and use of cause and effect relationships to get the meaning of unfamiliar words.

On the other hand, the lowest rated indicator by the students was on use example clues to find nearby words to explain the meaning of a new and unfamiliar word with 2.70 (SD=.457). This means that the students were assessed to have the least vocabulary skill of using example clues to find nearby words to explain the meaning of a new and unfamiliar word. This implies that the students need to practice the vocabulary skill of using example clues to find nearby words to explain the meaning of a new and unfamiliar word so that they could be able to decode meaning of new and unfamiliar words with the help of examples.

This finding is supported by Ford-Connors and Paratore (2016) who reported that wide reading contributes to vocabulary development through context clues. However, moderating variables such as text complexity, frequency of engaging in wide reading, and language proficiency were found to influence the relationship between wide reading and vocabulary development. Readers with high English proficiency who regularly engaged in reading complex texts were determined to be the most likely to benefit from word reading, suggesting that student background plays a key role in word learning.

2.2 Word Analysis. Table 2.2 shows the data gathered on the assessment of the students' vocabulary skills in terms of word analysis.

It can be gleaned from the table presented that students have very satisfactory performance on vocabulary skills in terms of word analysis. This is reflected by the mean of 3.15 (SD=.015) that the indicators obtained. This means that the teachers and students themselves assessed their vocabulary skill in terms of word analysis as a moderate extent.

Table 2.2
Assessment of the Primary Students' Vocabulary Skills in terms of Word Analysis

| Items | Teachers | | | Students | | | TOTAL | | |
|--------------------------------------------------------------------------|-------------|-------------|------|-------------|-------------|------|-------------|-------------|------|
| | Mean | S.D. | V.I. | Mean | S.D. | V.I. | Mean | S.D. | V.I. |
| 2.1 extract the root of the word to find its structural composition. | 3.62 | .485 | HE | 3.20 | .398 | ME | 3.41 | .210 | ME |
| 2.2 know that there is at least only one root that make up a word. | 3.00 | .574 | ME | 3.07 | .526 | ME | 3.04 | .035 | ME |
| 2.3 identify the prefixes and suffixes attached to the root of the word. | 3.00 | .574 | ME | 3.24 | .659 | ME | 3.12 | .120 | ME |
| 2.4 analyze that words may have a prefix but no suffix and vice versa. | 3.09 | .478 | ME | 3.19 | .406 | ME | 3.14 | .050 | ME |
| 2.5 identify change in spelling as words are combined with suffixes. | 3.16 | .371 | ME | 3.80 | .398 | ME | 3.48 | .320 | ME |
| 2.6 identify the meanings of prefix, root, or suffixes. | 3.01 | .418 | ME | 2.81 | .403 | ME | 2.91 | .100 | ME |
| 2.7 find the meaning of a group of letters as a prefix. | 3.00 | .609 | ME | 2.81 | .403 | ME | 2.91 | .095 | ME |
| Overall | 3.13 | .331 | ME | 3.16 | .135 | ME | 3.15 | .015 | ME |

*S.D. = Standard Deviation
 ME = Moderate Extent

V.I. = Verbal Interpretation
 HE – High Extent

As for the teacher respondents, they rated the indicator on extract the root of the word to find its structural composition as the highest with a mean of 3.62 (SD=.485). This is followed by identify change in spelling as words are combined with suffixes with a mean of 3.16 (SD=.371), analyze that words may have a prefix but no suffix and vice versa; 3.09 (SD=.478), identify the meanings of prefix, root, or suffixes; 3.01 (SD=.418), identify the prefixes and suffixes attached to the root of the word; 3.00 (SD=.574), know that there is at least only one root that make up a word; 3.00 (SD=.574), and find the meaning of a group of letters as a prefix; 3.00 (SD=.609).

It can be gleaned from the data presented on the assessments of the teachers that they find the students have vocabulary skills in terms of extracting the root of the word to find its structural composition as the highest with a mean of 3.62 (SD=.485). This means that the students have outstanding performance in their vocabulary skill in terms of extracting the root of the word. This implies that the students have high extent performance in word analysis which is a very important skill when it comes to decoding and understanding the meaning of new and unfamiliar words.

In addition, the teacher respondents assessed the students to have a very satisfactory vocabulary skills in terms of identifying change in spelling as words are combined with suffixes with a mean of 3.16 (SD=.371). This means that the teacher respondents assessed the students to have moderate extent vocabulary skills when it comes to word analysis. This implies that the students are able to identify change in spelling as words are combined with suffixes. This is one of the important vocabulary skills among the students that they should acquire when it comes to decoding and understanding new and unfamiliar words.

However, lowest rated indicators by the teacher respondents were on identify the prefixes and suffixes attached to the root of the word; 3.00 (SD=.574), know that there is at least only one root that make up a word; 3.00 (SD=.574), and find the meaning of a group of letters as a prefix; 3.00 (SD=.609). These three indicators were the lowest rated indicators when it comes to the vocabulary skills of students on word analysis. With this, the students are supposed to have learned these skills so that they can use them in decoding and understanding new and unfamiliar words.

On the other hand, the student respondents have assessed their own vocabulary skills in terms of word analysis as moderate extent performance. This is reflected by the mean of 3.16 that the indicators obtained. They rated the indicator on identify change in spelling as words are combined with suffixes as the highest with a mean of 3.80 (SD=.398), followed by identify the prefixes and suffixes attached to the root of the word; 3.24 (SD=.324), extract the root of the word to find its structural composition; 3.20 (SD=.398), analyze that words may have a prefix but no suffix and vice versa; 3.19 (SD=.406), know that there is at least only one root that make up a word; identify the meanings of prefix, root, or suffixes; 2.81 (.403), and find the meaning of a group of letters as a prefix; 2.81 (SD=.403).

With this, the highest rated indicator by the student respondents was on identify change in spelling as words are combined with suffixes as the highest with a mean of 3.80 (SD=.398). This means that the students have a high extent performance of vocabulary skill in terms of identifying the change in spelling as words are combined with suffixes. This implies that in terms of word analysis the students have high extent of vocabulary skill in identifying change in spelling as words are combined with suffixes.

In addition to this, students have also have very satisfactory performance in their vocabulary skill in terms of extracting the root of the word to find its structural composition; 3.20 (SD=.398). This means that the students assessed themselves to have very satisfactory performance in vocabulary skill in terms of extracting the root of the word to find its structural composition. This implies that the students are able to identify the root of the words which are very important skill for them in decoding and understanding the meaning of words.

As to the least rated indicator, the students assess themselves to have a moderate extent performance

in vocabulary skill in terms of identifying the meanings of prefix, root, or suffixes; 2.81 (.403), and finding the meaning of a group of letters as a prefix; 2.81 (SD=.403). This means that the students are able to identify the meanings of prefix, root, or suffix, as well as find the meaning of a group of letters as a prefix. This implies further the need for the students to enhance their vocabulary skills when it comes to identifying the meaning of prefix, root, and suffix as well as in finding the meaning of a group of letters as a prefix. In this way students will have an enriched vocabulary skills in terms of word analysis.

This finding is supported by Taboada and Rutherford (2017) who emphasized the importance of using text-based questioning to promote discussions about previously encountered words without providing definitional information to students. Teachers delivering instruction may implement a variety of ways to target specific words throughout interventions. Reflective of the many dimensions of vocabulary knowledge, much of English Language Learners' instruction may entail developing their phonological, syntactic, morphological and semantic knowledge of words. Hence, it is important that the students have vocabulary skills on word analysis.

2.3 Students' Vocabulary Skills in terms of Dictionary Skill. Table 2.3 shows the data gathered on the assessments of teachers and students on the vocabulary skills in terms of dictionary skill.

It can be gleaned from the data presented that the teachers and students have assessed the vocabulary skills of the students in terms of dictionary skill as to very satisfactory. This is reflected by the mean of 2.95 (SD=.040) that the indicators obtained.

As for the teacher respondents, they rated the indicators as 2.99 (SD=.360) wherein the highest indicator was on understand the basic meanings of words; 3.61 (SD=.488), scaffold his or her learning and mastery of the vocabulary by building on prior knowledge; 3.03 (SD=.695), describe, respond to, and interpret the academic vocabulary read, and infuse vocabulary mastery with emotional experience; 2.96 (SD=.744), stimulate analysis and higher order thinking skills; 2.93 (SD=.852), be exposed to the language and words by using it, build a foundation to which new words can be associated, and utilize reader response journal as a vocabulary mastery notes; 2.88 (SD=.522), and utilize various written or visual formats to represent his or her lived through experience; 2.78 (SD=.436).

Table 2.3
Assessment of the Primary Students' Vocabulary Skills in terms of Dictionary Skill

| Items | Teachers | | | Students | | | TOTAL | | |
|-------------------------------------------------------------------------------------------------|----------|------|------|----------|------|------|-------|------|------|
| | Mean | S.D. | V.I. | Mean | S.D. | V.I. | Mean | S.D. | V.I. |
| 3.1 understand the basic meanings of words. | 3.61 | .488 | HE | 2.81 | .403 | ME | 3.21 | .400 | ME |
| 3.2 be exposed to the language and words by using it. | 2.88 | .522 | ME | 2.52 | .499 | ME | 2.70 | .180 | ME |
| 3.3 build a foundation to which new words can be associated. | 2.88 | .522 | ME | 2.84 | .881 | ME | 2.86 | .020 | ME |
| 3.4 utilize reader response journal as a vocabulary mastery notes. | 2.88 | .522 | ME | 2.84 | .881 | ME | 2.86 | .020 | ME |
| 3.5 describe, respond to, and interpret the academic vocabulary read. | 2.96 | .474 | ME | 2.84 | .881 | ME | 2.90 | .060 | ME |
| 3.6 utilize various written or visual formats to represent his or her lived through experience. | 2.78 | .436 | ME | 2.83 | .375 | ME | 2.81 | .025 | ME |

| | | | | | | | | | |
|------------------------------------------------------------------------------------------------|-------------|-------------|----|-------------|-------------|----|-------------|-------------|----|
| 3.7 scaffold his or her learning and mastery of the vocabulary by building on prior knowledge. | 3.03 | .695 | ME | 2.52 | .499 | ME | 2.78 | .255 | ME |
| 3.8 infuse vocabulary mastery with emotional experience | 2.96 | .744 | ME | 3.19 | .406 | ME | 3.08 | .115 | ME |
| 3.9 stimulate analysis and higher order thinking skills. | 2.93 | .852 | ME | 3.80 | .398 | HE | 3.37 | .435 | ME |
| Overall | 2.99 | .360 | ME | 2.91 | .411 | ME | 2.95 | .040 | ME |

*S.D. = Standard Deviation

V.I. = Verbal Interpretation

HE = High Extent

ME = Moderate Extent

With this, the teacher respondents rated the highest the indicator on understand the basic meanings of words; 3.61 (SD=.488). This means that the teacher respondents assessed the students to have a high extent vocabulary skill in terms of understanding the basic meanings of words. This implies that the students have basic understanding of the meanings of words which is considered an all important skill for them to acquire when it comes to dictionary skill.

Secondly, the teacher respondents rated the students to have describe, respond to, and interpret the academic vocabulary read, and infuse vocabulary mastery with emotional experience; 2.96 (SD=.744). This means that the students have a very satisfactory vocabulary skill when it comes to describing, responding to, and interpreting the academic vocabulary read by the students, and infusing vocabulary mastery with emotional experience. This implies that the students have acquired this vocabulary skill in terms of dictionary skill to a moderate extent.

On the other hand, the least rated indicator by the teachers was on the utilizing various written or visual formats to represent his or her lived through experience; 2.78 (SD=.436). This means that the students have a very satisfactory vocabulary skill when it comes to having students utilize various written or visual formats to represent his or her life through experience. This implies further the need for the students to enhance this skill on improving their dictionary skill by utilizing various written or visual formats.

As for the student respondents, they assessed their own vocabulary skills in terms of dictionary skill as to very satisfactory. This is reflected by the mean of 2.91 (SD=.411) that the indicators obtained.

In addition, the highest rated indicator was on stimulate analysis and higher order thinking skills; 3.80 (SD=.398), infuse vocabulary mastery with emotional experience; 3.19 (SD=.406), build a foundation to which new words can be associated, utilize reader response journal as a vocabulary mastery notes, and describe, respond to, and interpret the academic vocabulary read; 2.84 (SD=.881), utilize various written or visual formats to represent his or her lived through experience; 2.83 (SD=.375), understand the basic meanings of words; 2.81 (SD=.403), be exposed to the language and words by using it, and scaffold his or her learning and mastery of the vocabulary by building on prior knowledge; 2.52 (SD=.499).

In terms of the student respondents' assessment on their vocabulary skills as to dictionary skill, they rated the highest the indicator on stimulate analysis and higher order thinking skills; 3.80 (SD=.398). This means that they rated their vocabulary skill on stimulate analysis and higher order thinking skills as to outstanding. This further implies that the students assessed themselves to have outstanding performance or skill on stimulating analysis and higher order thinking skills which is a very important skill for students to have.

In addition, students also assessed themselves to infuse vocabulary mastery with emotional experience; 3.19 (SD=.406). This means that they have a moderate extent performance or skill as to infusing vocabulary mastery with emotional experience. This implies further that the students infuse their vocabulary with emotional experience. In this way, students are able to enrich their vocabulary since their emotional experiences are embedded as they learn new words.

On the other hand, the least rated indicators were on be exposed to the language and words by using it, and scaffold his or her learning and mastery of the vocabulary by building on prior knowledge; 2.52 (SD=.499). This means that the students assessed their exposure to the language and words by using it as well as scaffolding learning by building on prior knowledge need to be enhanced. This implies further that efforts to enhance the vocabulary skills of the students must be focused on exposing them to the language and words by using it as well as scaffolding learning and mastery by building on prior knowledge.

This finding is supported by Roberts & Neal (2016) who posited that English Language Learners' exposure to language-rich environments provide opportunities for incidental word learning as they encounter words in varied oral or written contexts. Multi-componential studies that permit learners to engage with targeted words in multiple contexts may increase the possibilities of incidental word learning and facilitate target word learning through discussions with peers and teachers, by presenting learners with videos and illustrations based on a text; supplying Spanish audio and written versions of an English text and providing independent readings with embedded target vocabulary.

3. Comparison of the Two Groups of Respondents on the Extent of the Teachers' Utilization of the Strategies in the Teaching of Vocabulary. Table 3 presents the data gathered on the comparison of the two groups of respondents on the extent of the teachers' utilization of the strategies in the teaching of vocabulary.

Table 3
Comparison of the Two Groups of Respondents on the Extent of the Teachers' Utilization of the Strategies in the Teaching of Vocabulary

| Teachers' Utilization of Strategies | Groups | Mean | S.D. | t-value | p-value | Sig | Decision on H ₀ |
|-------------------------------------|----------|------|------|---------|------------------|-----|----------------------------|
| Use of Context | Teachers | 3.43 | .229 | 1.641 | P = 0.104 < 0.05 | NS | Accept H ₀ |
| | Students | 3.54 | .180 | | | | |
| Use of Structural Analysis | Teachers | 3.32 | .359 | 6.487 | P = 0.000 > 0.05 | S | Reject H ₀ |
| | Students | 3.56 | .158 | | | | |
| Use of Words in Sentences | Teachers | 3.44 | .305 | 8.391 | P = 0.00 > 0.05 | S | Reject H ₀ |
| | Students | 2.95 | .097 | | | | |

It can be gleaned from the table presented that there is a significant difference between the assessments of the teachers and students when it comes to the use structural analysis (t-value=6.487, p-value=0.000), and use of words in sentences (t-value=8.391, p-value=0.000) of which are less than the critical p-value of 0.05, while there is no significant difference in the use of context (t-value=1.641, p-value=0.104) which is greater than the critical p-value of 0.05. Hence, it could be deduced that the assessments of the teachers and students have significant difference in terms of the use of structural analysis and use of words in sentences. It implies that the teachers and students have the different assessments when it comes to the use of context. Moreover, the data further implies that there is the same assessments from teachers and students when it comes to the use of structural analysis and words in sentences. Both the teachers and students assessed using structural analysis and use of words in sentences as something to be enhanced among the students in order to improve their vocabulary skills.

This finding is supported by Cruz (2017) who posited that teaching words in unconventional ways through television viewing as well as multimedia texts with embedded instruction, and dictionary-based language are some of the vocabulary learning strategies studied by researchers. Storybook-based interventions are also commonly used to test teacher-centered instructional practices on word learning. Dialogic vocabulary-focused interventions that include reinforcement activities may also provide rich, varied exposures to words across multiple learning contexts. Instruction promoting second language learners' ability to not only

discuss and refine word meanings through oral interaction but also to enable students to engage in various word-focused literacy practices varies from study to study. Hence, it is important for teachers to teach vocabulary skills among the students by giving them the proper venue to practice and use the words in sentences.

4. Comparison of the Assessments of the Two Groups of Respondents on the Students' Vocabulary Skills. Table 4 presents the comparison between the assessments of the two groups of respondents on the students' vocabulary skills.

Table 4
Comparison of the Assessments of the Two Groups of Respondents on the Students' Vocabulary Skills

| Students' Vocabulary Skills | Groups | Mean | S.D. | t-value | p-value | Sig | Decision on H_0 |
|-----------------------------|----------|------|------|---------|--------------------|-----|-------------------|
| Context Clues | Teachers | 2.95 | .397 | 0.132 | $P = 0.895 < 0.05$ | NS | Accept H_0 |
| | Students | 2.93 | .260 | | | | |
| Word Analysis | Teachers | 3.13 | .331 | 0.504 | $P = 0.138 > 0.05$ | NS | Accept H_0 |
| | Students | 3.16 | .135 | | | | |
| Dictionary Skill | Teachers | 2.99 | .360 | 0.817 | $P = 0.416 > 0.05$ | NS | Accept H_0 |
| | Students | 2.91 | .411 | | | | |

It can be gleaned from the data presented that the assessments of the teachers and students on the students' vocabulary skills show that there is no significant difference between the assessments on the context clues (t-value=0.132, p-value=0.895), word analysis (t-value=0.504, p-value=0.138), and dictionary skill (t-value=0.817, p-value=0.416). This means that the assessments of the teachers do not differ from the assessments of the students when it comes to the students' vocabulary skills in terms of context clues, word analysis, and dictionary skill. It also implies that the teachers know the vocabulary skills of the students and that the students also know they vocabulary skills for them to both have the same assessments.

This finding is supported by Montinola (2018) who concluded that vocabulary learning partners such as students, teachers, materials, writers, and researchers need to contribute to facilitate adequate vocabulary learning process that paves the way to better performance and improved competence. The multifaceted nature of vocabulary learning as it entails understanding a word's literal meaning; various connotations; semantic associates; morphological options it offers; multiple meanings; and its syntactic rules. To increase the depth of one's word knowledge, learners must be exposed to and use words in multifaceted ways and across multiple contexts.

5. Proposed Training Plan for an Enriched Vocabulary Instruction. Table 5 presents the proposed training plan for an enriched vocabulary instruction for English teachers.

This proposed vocabulary enhancement training plan for teachers is based on the findings of the study. It aims to help English teachers improve their classroom practice specifically on the areas of teaching vocabulary skills among the students in terms of context clues, word analysis, and dictionary skills. Likewise, this proposed output focuses on the least rated indicators in each aforementioned variables.

Title of the Training: Vocabulary Enhancement Training Plan for Teachers

Rationale:

This proposed vocabulary enhancement training plan for English teachers aims to help them teach the students to:

1. get the meaning of a new and unfamiliar word using the words with opposite meaning;
2. analyze that words may have a prefix but no suffix and vice versa;
3. be exposed to the language and words by using it;
4. build a foundation to which new words can be associated; and

5. stimulate analysis and higher order thinking skills.

Target Participants: English Teachers from Primary Grades

Table 5

Proposed Vocabulary Enhancement Training Plan for English Teachers

| Training Objectives | Specific Topics | Training Activities | Resources/ Materials Needed/ Budget | Proposed Trainers | Time Frame | Modes of Evaluation/ Assessment |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------|------------------------------------------|
| <p>At the end of the session, the participants shall be able to:</p> <p>1. be exposed to the different ways of getting meaning through context clues;</p> <p>2. transfer skills of using context clues to students</p> | Teaching vocabulary skills to students in terms of Context Clues | <p>Training through Seminars</p> <p>Class Discussion</p> <p>Mentoring and Coaching by the School Head and Master Teachers</p> <p>Monitoring of the Implementation of the New Knowledge Gained</p> | <p>Slide deck on the different ways to teach students on Context Clues</p> <p>Laptop</p> <p>Internet Connectivity for Online Seminars/ trainings</p> <p>Online mentoring and coaching</p> <p>Php 500.00 per teacher from school's MOOE or self-help on Internet Connectivity expenses</p> | Master Teacher from English Learning Area | <p>September 2023</p> <p>First week of the class SLAC Session</p> | Training Evaluation Tool via Google Form |
| <p>The teachers will be exposed to the:</p> <p>1. structural analysis of words</p> <p>2. transfer skills of analysing words by</p> | Teaching vocabulary words through Affixes or Morphemes | <p>Training through Seminars</p> <p>Class Discussion</p> <p>Mentoring and Coaching by the School Head and Master Teachers</p> | <p>Slide deck on the different ways to teach students on affixes/ morphemes</p> <p>Laptop</p> <p>Internet Connectivity for Online Seminars/</p> | Master Teacher from English Learning Area | <p>October 2023</p> <p>Second Month of the class/ SLAC Session</p> | Training Evaluation Tool via Google Form |

| | | | | | | |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------|------------------------------------------|
| morphemes or affixes | | Monitoring of the Implementation of the New Knowledge Gained | trainings Online mentoring and coaching Php 500.00 per teacher from school's MOOE or self-help on Internet Connectivity expenses | | | |
| The teachers will be exposed to: 1. ways where the students can use the words or the English language | Teaching students ways to practice the language and use the words learned | Training through Seminars Class Discussion Mentoring and Coaching by the School Head and Master Teachers Monitoring of the Implementation of the New Knowledge Gained | Slide deck on the different ways to teach students on using English words/ language Laptop Internet Connectivity for Online Seminars/ trainings Online mentoring and coaching Php 500.00 per teacher from school's MOOE or self-help on Internet Connectivity expenses | Master Teacher from English Learning Area | November 2023 Second Month of the class/ SLAC Session | Training Evaluation Tool via Google Form |

5. Summary, Conclusion and Recommendation

This chapter presents the summary, conclusions arrived at, and the recommendations borne out of the findings of the study.

5.1. Summary

This study aimed to compare the primary grades English teachers' strategies in teaching vocabulary and their students' vocabulary skills based on the assessments of the teachers themselves, the results of which served as a basis for the proposed training for an enriched vocabulary instruction. Specific questions that were answered included that of to what extent do the teachers utilize the following strategies in teaching vocabulary among the G primary students as both perceived by the teacher respondents in terms of using context; using structural analysis; and using words in sentences, the assessment of the students' vocabulary skills in the following areas as both perceived by teacher and student respondents as to context clues; word analysis; and dictionary skill, how the responses of the two groups of respondents on the extent of the teachers' utilization of the strategies in the teaching of vocabulary compare, the comparison of the assessments of the two groups of respondents on the students' vocabulary skills, and the training for an enriched vocabulary instruction to be proposed based on the findings.

Moreover, there were a total of 103 English teachers who participated as respondents of the study. The data were gathered using the questionnaire survey and were treated using weighted mean and t-test of independent means.

The following is the summary of the results of the study.

1. **Extent of Utilization of the Strategies in Teaching Vocabulary Among Primary Grades Students as Both Perceived by the Teacher and Student Respondents.** The following are the results of the data gathered on the teaching of vocabulary among primary students.

1.1 **Using Context.** The teacher respondents assessed that the use of context was used to a moderate extent by them in teaching vocabulary as reflected by the mean of 3.43 while the student respondents assessed this as used to a high extent given the mean of 3.54.

1.2 **Using Structural Analysis.** The teacher respondents assessed that the use of structural analysis was used to a moderate extent given the mean of 3.32 while the students assessed it as used to a high extent with a mean of 3.56.

1.3 **Using Words in Sentences.** The teacher and student respondents assessed that the use of words in sentences was used to a moderate extent with a mean of 3.44 and 2.95 respectively.

2. **Assessment of the Students' Vocabulary Skills as Both Perceived by Teacher and Student Respondents.** The following are the results of the data gathered on the vocabulary performance among students.

2.1 **Context Clues.** The teachers respondents assessed the vocabulary performance of the students to a very satisfactory. This is reflected by the mean of 2.95 and 2.93 respectively.

2.2 **Word Analysis.** The students have a very satisfactory performance in terms of word analysis as assessed by the teacher and student respondents. This is reflected by the mean of 3.13 and 3.16 respectively.

2.3 **Dictionary Skills.** The students have a very satisfactory vocabulary performance in terms of dictionary skill as assessed by the teacher and student respondents as reflected by the mean of 2.99 and 2.91 respectively.

3. **Comparison of the Responses of the Two Groups of Respondents on the Extent of the Teachers' Utilization of the Strategies in the Teaching of Vocabulary.** There is a significant difference between the variables on utilization of teaching strategies of teachers as to use of structural analysis and use of words in sentences as reflected by the t-value of 6.487 and 8.391.

4. Comparison of the Assessments of the Two Groups of Respondents on the Students' Vocabulary Skills. There is no significant difference between the assessments of the two groups of respondents on the students' vocabulary skills as to context clues, word analysis, and dictionary skill.

5. Proposed Vocabulary Enhancement Training Plan. This proposed vocabulary enhancement training plan for teachers is based on the findings of the study. It aims to help English teachers improve their classroom practice specifically on the areas of teaching vocabulary skills among the students in terms of context clues, word analysis, and dictionary skills. Likewise, this proposed output focuses on the least rated indicators in each aforementioned variables.

5.2. Conclusions

The following are the conclusions arrived at based on the findings of the study.

1. The English teachers used the vocabulary teaching strategies to a moderate extent in terms of using context, structural analysis, and words in sentences.
2. The students have a moderate extent vocabulary performance in terms of context clues, word analysis, and dictionary skills.
3. There is no significant difference between the assessments of the teachers and students on the utilization of teaching strategies of teachers.
4. There is no significant difference between the assessments of the teachers and students on the students' vocabulary skills.
5. The crafted proposed vocabulary enhancement training plan for teachers is based on the findings of the study.

5.3. Recommendations

The following are the recommendations given.

1. The English teachers to enhance their utilization of the teaching strategies in developing the vocabulary skills of the students.
2. The students to read more frequently so as to develop their vocabulary skills on context clues, word analysis, and dictionary skills.
3. The policy makers of DepEd to validate the proposed output of the study which is the vocabulary enhancement training plan so as to improve the practice of the English teachers.
4. The future researchers to find gaps in the present study to replicate in their own study.

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