



PHILIPPINE
N O R M A L
U N I V E R S I T Y



Graduate Theses

CGSTER

July 2019

Mini-Lessons for Reading Vocabulary of Grade 8 ESL Learners

Candy Aldana Ditan

Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Ditan, C.A. & Gutierrez, M.R.M. (2019)

Mini-Lessons for Reading Vocabulary of Grade 8 ESL Learners
(Master's Thesis, Philippine Normal University)

Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/1341

Mini-Lessons for Reading Vocabulary of Grade 8 ESL Learners

A Thesis Presented to
The Faculty of Graduate Teacher Education
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfilment of the Requirements for the Degree
MASTERS OF ARTS IN EDUCATION
With Specialization in English Language Teaching

by

CANDY ALDANA DITAN

July 2019

APPROVAL SHEET

This thesis entitled “**MINI-LESSONS FOR READING VOCABULARY OF GRADE 8 ESL LEARNERS**” prepared and submitted by **CANDY A. DITAN** in partial fulfilment of the requirements for the degree of **Master of Arts in Education with Specialization in English Language Teaching**, is hereby recommended for approval and acceptance.

MERRY RUTH M. GUTIERREZ, Ph.D.

Adviser

Approved in partial fulfilment of requirements for the degree **Master of Arts in Education** by the Oral Examination Committee.

ADONIS P. DAVID, Ph.D.

Chairperson

ARCELI M. AMARLES, Ph.D.

Member

HEIDI B. MACAHILIG, Ph.D.

Member

FLORENCIA F. MARQUEZ, Ph.D.

Member

Accepted in partial fulfilment of the requirements for the degree **Master of Arts in Education**.

Date

RONALD ALLAN S.MABUNGA, Ph.D.

Dean,

College of Graduate Studies and Teacher
Education Research

ACKNOWLEDGMENT

I would like to express my sincerest gratitude to my adviser, Dr. Merry Ruth M. Gutierrez, for all her support, patience, motivation and immense knowledge. Her guidance helped me all throughout this journey. I am so grateful for having her as my adviser.

I also would like to extend my gratitude to the professors who served as examiners during my oral defense; Dr. Arcelli Amarles, Dr. Heidi Macahilig, Dr. Florencia Marquez and GResO director, Dr. Adonis David for their insightful comments and suggestions to improve my study.

I gratefully acknowledge the master teachers, teachers & students who served as my validators and respondents in this study.

I am thankful to PNU library, UP Diliman CED library and National library for being my sources of studies and researches.

I also would like to thank all my friends who have supported me and kept on motivating me to make it in this MA finish line.

Thank you to my ICT friends, Sindalan HS family, Sutherland friends, my PNU friends, Venj, Berna, Jace, Ruby, Janine & Annie and; my cousins and niece, Julian, Kim, & Sesa.

I am grateful to my parents, Domingo & Elizabeth, for their love, prayers, support and sacrifices.

I share this to my family. I dedicate this milestone to them.

I am extending my heartfelt thanks to Mark Rossem Garcia for his love, support and understanding.

And above all, **GOD ALMIGHTY**, for His amazing grace and love. All glory is Yours now and forever.

“Whatever you do, do it from the heart, as for the Lord and not for others, knowing that you will receive from the Lord the due payment of the inheritance”

Colossians 3:23

“Whatever you ask in prayer, believe that you have received it, and it will be yours”

Mark 11:24

Candy Aldana Ditan

ABSTRACT

Title of the Study	: MINI-LESSONS FOR READING VOCABULARY OF GRADE 8 ESL LEARNERS
Name	: Candy Aldana Ditan
Keywords	: Mini-lessons, Reading Vocabulary, Vocabulary Development, ESL Learners
Degree	: Master of Arts in Education
Specialization	: English Language Teaching
Adviser	: Merry Ruth Morauda Gutierrez, Ph.D.

English language learners need support in developing vocabulary knowledge to improve their comprehension. In support to readers' vocabulary growth, the study prepared mini-lessons for reading vocabulary development of grade 8 ESL learners based on twelve (12) reading selections of Afro-Asian Literature provided by the curriculum guide. Following the descriptive-developmental research design, the study followed the three phases of Johnson's model from Needs Assessment Phase, Design and Development Phase, to Validation Phase, with seventy (76) respondents answering the Tier Two Word Rating Scale in Degree of Word Knowledge to determine the priority words to be included in the Design and Development of Mini-lessons. Three (3) Master Teachers from the Division of City of San Fernando and Division of Pampanga validated the mini-lessons; while two (2) English teachers implemented the mini-lessons among target learners. In validating the mini-lessons, five (5) indicators

were set as criteria: (1) Format and Design; (2) Content; (3) Organization and Presentation; (4) Language and Style; and (5) Elements of a Mini-lesson. Results showed that generally, all validators and teachers strongly agreed that the mini-lessons for reading vocabulary development of Grade 8 ESL learners were acceptable and satisfied the five criteria used. For future studies, the study recommends the use of mini-lessons in teaching vocabulary for Grade 8 ESL learners and to test the effectiveness of the developed mini-lessons in developing reading vocabularies of students.

TABLE OF CONTENTS

Title Page	-----	i
Approval Sheet	-----	ii
Acknowledgment	-----	iii
Abstract	-----	v
Table of Contents	-----	vii
List of Tables	-----	ix
List of Figures	-----	xi
List of Appendices	-----	xii

CHAPTER

1	The Problem and Literature	
	Background of the Study -----	1
	Conceptual Framework -----	25
	Statement of Purpose -----	28
	Significance of the Study -----	28
	Definition of Terms -----	29
2	Methods	
	Research Design -----	31

	Process/Procedure -----	32
	Needs Assessment Phase -----	32
	Design and Development Phase -----	34
	Validation Phase -----	35
	Sampling and Participants-----	38
	Instruments -----	40
	Sources of Data -----	42
	Data Analysis -----	43
	Ethical Considerations -----	43
3	Results and Discussions	46
4	Summary, Conclusions, Recommendations	112
	Summary of the Study -----	112
	Summary of Results -----	113
	Limitations of the Study -----	113
	Conclusions -----	114
	Recommendations -----	115
References	-----	117
Appendices	-----	124
Curriculum Vitae	-----	171

LIST OF TABLES

TABLE NO.		PAGE
1	Summary of number of highlighted words from twelve (12) reading selections	46
2	List of tier 2 words highlighted by grade 8 students	48
3	Priority tier 2 words according to set/reading selection	51
4	Matrix of mini-lessons integrated to larger lessons	56
5	Mini-lessons elements and format	59
6	Overall validation summary results by experts	66
6.1	Validation of mini-lesson 1	69
6.2	Validation of mini-lesson 2	70
6.3	Validation of mini-lesson 3	71
6.4	Validation of mini-lesson 4	72
6.5	Validation of mini-lesson 5	73
6.6	Validation of mini-lesson 6	74
6.7	Validation of mini-lesson 7	75
6.8	Validation of mini-lesson 8	76
6.9	Validation of mini-lesson 9	77
6.10	Validation of mini-lesson 10	78
6.11	Validation of mini-lesson 11	79
6.12	Validation of mini-lesson 12	80

7	Overall Evaluation by teachers	82
7.1	Evaluation of Mini-lesson 5	84
7.2	Evaluation of Mini-lesson 6	85
7.3	Evaluation of Mini-lesson 7	86
7.4	Evaluation of Mini-lesson 8	87
7.5	Evaluation of Mini-lesson 9	88
7.6	Evaluation of Mini-lesson 10	89
7.7	Evaluation of Mini-lesson 11	90
7.8	Evaluation of Mini-lesson 12	91
8	Students' scores in third quarterly assessment	100
	Students' scores in fourth quarterly assessment	101
10	Summary of scores on independent practice	102

LIST OF FIGURES

FIGURE NO.		PAGE
1	Conceptual framework of the study	25
2	Johnson's Model of Development	31
3	Validation Flowchart	37
4	Design Framework	53
5	Developed mini-lesson for reading vocabulary	63
6	Screenshot of mini-lesson draft	104
7	Screenshot of final mini-lesson	107

LIST OF APPENDICES

APPENDIX		PAGE
A	Letters	124
B	Informed consent	126
	Informed consent Filipino version	127
C	Tier 2 wordlist rating scale on degree of word knowledge	128
D	Checklist on mini-lesson validation	129
E	List of Afro-Asian reading selections	130
F	Result of tier 2 wordlist rating scale	131
G	List of tier 1 words	145
H	List of tier 3 words	150
I	Developed mini-lessons for reading vocabulary	152
J	Daily lesson logs & Assessments of the larger lessons	153
K	Checklist on mini-lesson evaluation (teachers)	154
L	Students' scores in quarterly assessments	155
M	Students' scores in independent practice	156
N	Quarterly assessments	161

Chapter 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Harmon, Wood, and Keser (2009) as well as Linse (2005) state that, learners' vocabulary development is an important aspect of their language development. Although it has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary (e.g. Carter & McCarthy, 1988; Nation, 1990; Arnaud & Bejoint, 1992; Huckin, Haynes, & Coady, 1995; Coady & Huckin, 1997; Schmitt 1997, 2000; and Read, 1997).

Vocabulary is central to English language teaching and learning. Without sufficient vocabulary, students cannot understand others or express their own ideas. According to Bumanglag (2013), without grammar, very little can be conveyed; but without vocabulary, nothing can be conveyed. Vocabulary is considered as a vital role in learning a second language. It is an aspect that students need to master in learning English language regardless of the students' levels. Bumanglag (2013) states that having the appropriate vocabulary, some forms of interchange of language are possible; but without vocabulary, it is impossible. Moreover, Dees (2003) in Wisudayanti (2012) states that if students possess an extensive and effective vocabulary, they can improve their performance in school on achievement and aptitude tests, and they can

communicate more effectively with others. Through mastering vocabulary in large number, the students will not have limitation to communicate with others.

In English as a second language (ESL) and English as a foreign language (EFL) classes, learning vocabulary items impacts all language skills (i.e. listening, speaking, reading, and writing (Nation, 2011). The four macro skills are always supported by vocabulary.

However, many high school students have limited vocabulary which hinders them in comprehending reading texts. Consequently, they experience difficulty in comprehending reading selections, for the reason that "... in reading, vocabulary knowledge is essential to comprehending text" (National Institute of Child Health and Human Development [NICHD], 2000). When students do not understand at least 90-95% of words in a text, they do not adequately understand what they read (Hirsch, 2003; Sedita, 2005; Rodrin, 2013). Comprehension is the topmost objective of reading, and vocabulary knowledge aids comprehension; in its absence, there is no actual reading but mere barking of letters forming words, phrases, and sentences. Unfortunately, many students seem to have poor or low comprehension of text and test in English (De Guia, 2012), and by extension perhaps they have inadequate vocabulary to process texts in English.

Many teachers complain that students do not read or do not understand what they have read (Miciano, 2007). One observation common in any English classes especially in government public high school is that students demonstrate sluggish and

fatigable attitude towards reading. In high school where “reading to learn” stage happens, teachers are tasked with great responsibilities for the comprehension development of the students (De Guia, 2012), owing to the idea attested by researches on vocabulary that reveal a strong connection between vocabulary knowledge and reading comprehension. Many studies have shown that students with extensive vocabularies perform better on reading comprehension tests than students with smaller vocabularies (Dole, Sloan, & Trathen, 1995). The challenge to teachers is how to better serve the vocabulary learning needs of the students. Because of this, many ESL teachers aim to improve vocabulary. It is therefore necessary for teachers to provide assistance in order to develop vocabulary and improve comprehension. Nevertheless, teachers need the curriculum to guide their instruction; hence, the curriculum sets directions for implementation of goals and objectives set by providing instructional materials that contain curriculum content for instruction.

However, there has been no official textbook/learner’s module for English 8 upon the launch of K12 Grade 8 level since 2013. The existing curriculum guide for English 8 was revised in May 2016, making the previous Basic Education Curriculum textbooks (English Expressways II & III) as additional references only, and giving teachers the liberty to find materials/reading selection that suit the target competencies. Yet the researcher has observed that looking for suitable materials is not only an extra burden for Grade 8 English teachers but also has an effect on the quality of learning as instructional materials and references play a distinct role in the teaching-learning process. Another observation is that most of the Grade 8 students have limited ESL

reading vocabulary and this hinders their comprehension because the two have close and inseparable relations. Since there is no official textbook/module for English 8, while existing references have limited vocabulary development activities, the responsibility of designing vocabulary activities prior to teaching a reading selection is left as an extra work for English Grade 8 teachers who appear indifferent in integrating vocabulary exercises in their lessons.

Teaching is the primary job of teachers, and teaching materials are very much required to implement effective teaching-learning. According to Bumanglag (2013), instructional materials are anything that aids learning like textbooks, course books, manual, pamphlets, videos, cds, and so on. Simbulan (2013) adds that instructional materials could be anything that assists both the teachers and learners through making the lesson simple, clear, individualized, creative, and varied. This makes mini-lessons as a kind of instructional materials facilitating the delivery of instructional objectives targeted by the curriculum.

Clemmons and Loase (1995) define mini-lesson as a focused session that teaches a skill students need to become strategic readers and writers. Furthermore, the session per mini-lesson could take an hour or two depending on the skills being developed and the needs of students, as explained in the published book “Language Arts of Mini-lessons”. On the other hand, Calkins (1986) defines a mini lesson as a short lesson with a narrow focus that provides instruction in a skill or concept that students will then relate to a larger lesson that follows after. A mini lesson typically

precedes reading workshop or writing workshop, but it can serve as an introduction. Mini lessons can be used to teach particular skills, extend previous learning, create interest in a topic and generate questions, or introduce strategies. The mini lesson serves as a lead-in to a larger lesson in just about any subject area and can be as short as 5 minutes or as long as 15 minutes.

Ergo, this study has developed mini-lessons as both a lead-in to larger-lessons (Calkins, 1986) and focused sessions (Clemmons & Loase, 1995). As lead-in to reading lessons, mini-lessons form part of larger lessons which could extend to three meetings in regular public high school classes (based on DepEd order No. 42 Series 2016: Policy and Guidelines on Daily Lesson Preparation for K12 Basic Education Program). As focused sessions, they concentrate on sets of priority Tier 2 wordlist and strategies that aim to develop the reading vocabulary of students and prepare them in the larger reading lesson that follows. Mini-lessons also provide support for teachers to incorporate priority vocabulary words and strategies in their own classrooms.

Research shows that vocabulary, indeed, plays a vital role in reading comprehension, yet available instructional materials for reading vocabulary development seem insufficient or non-accessible for many teachers. Because of these reasons, the researcher has developed mini-lessons to help in teaching reading vocabulary to Grade 8 ESL learners. Doing this could lighten the extra burden for teachers in designing and planning vocabulary activities for reading selections. This also provides teachers with appropriate choice of strategy and selection of vocabulary to achieve its development and enhance reading comprehension. The activities and

exercises that suit the students' capability, ability, and interest are integrated for more effective and productive learning. Finally, the mini-lessons help in achieving both vocabulary development and reading comprehension competencies stipulated in English 8 curriculum guide.

LITERATURE REVIEW

A plethora of academic books and studies have already been written about vocabulary, proving that it greatly affects the performance of learners in language learning, as established by published studies on vocabulary, reading vocabulary, and its influence on reading comprehension.

Vocabulary and Comprehension

Vocabulary functions as a cornerstone in communication and language learning; without it, no language could exist. It is the foundation of the four language macro-skills. Among the four macro-skills, vocabulary is strongly linked with reading. A reader's general vocabulary knowledge is the single best predictor of how well that reader can understand text (Anderson & Freebody, 1981). Additionally, reading and vocabulary are essential to knowing a language and using a language. It is of critical importance to typical language learners. Reading ability and vocabulary knowledge are two of the most important components of both performance and competence in learning a language, especially in academic settings. Each depends on the other, as both vocabulary competence and knowledge is the single most important factor in reading comprehension.

Thus, vocabulary teaching is a topic of concern for many teachers in today's world as it is an important component of a language class. Teachers have realized that no student can possibly engage in a meaningful communication without a developed vocabulary. It is a medium which carries meaning; and learning to understand to express meaning is what counts in learning a language (Joklova, 2009; Mezynski, 1983; Pearson & Gallagher, 1983; Stahl & Fairbanks, 1986). It is clear that when teachers teach students more words, they are helping students understand the text better. Therefore, vocabulary instruction is to be given emphasis in order to develop reading comprehension.

Reading, on the other hand, has been defined as a process of interaction involving one's knowledge of print, vocabulary, and comprehension. Its five essential components include phonemic awareness, phonics, fluency, vocabulary, and comprehension, although Cayubit (2012) included word recognition and sentence understanding as components. It also involves discovery, comprehension, reflection, reasoning, appreciation, analysis, evaluation, synthesis, organization, and application. This would mean that when one is reading, one is thinking about the meaning conveyed and at the same time integrates his or her own knowledge to get the meaning of the symbols written by the writer. Enumerating factors that influence proficient comprehension, Torgesen (2006) listed the following: 1) Vocabulary linguistics comprehension; 2). Conceptual and factual knowledge; 3). Knowledge and the use of

cognitive strategies; 4). Text structure; 5). Reasoning and inferential skills; 6). Motivation to understand; and 7). Motivation in tasks and materials.

Reading comprehension is a huge problem in Philippine educational system whose cause is deeply rooted not only on instruction across the subject areas but also on instruction related to reading (Dios, 2015). Supporting this claim, an article on Philippine Inquirer published in 2010 exposed that around 20.1 million aged 10-64 years of age can read but do not know about what they read.

Imam et al (2014) studied comprehension among randomly selected 666 first year students from 18 identified public and private high schools in the Division of Cotabato City, Central Mindanao, Philippines. The study identified “understanding vocabulary in context” as one of the six elements of reading skills, putting vocabulary as the first factor or element that affected comprehension. A lot of researches showed strong relationship between vocabulary and comprehension. Accordingly, the proportion of difficult words in a text is the single most powerful predictor of text difficulty, and a reader’s general vocabulary knowledge is the single best predictor of how well that reader can understand text (Anderson & Freebody, 1981). This is the reason why many teachers are looking for ways on how to improve reading comprehension through vocabulary development.

Vocabulary instruction has been identified as an essential element of reading instruction (NRP, 2000). Like comprehension instruction for children in primary grades, vocabulary instruction has not received attention the way other reading

instructional methods have (Biemiller & Slonim, 2001), despite its influence on reading comprehension. Readers must understand words in order to comprehend text. Some interventions with children in both primary and elementary grades have shown that vocabulary instruction increases word knowledge (Biemiller, 1999; Brett et al., 1996; Coyne et al., 2004).

Vocabulary instruction is categorized into direct and indirect vocabulary instruction. For intentional vocabulary (direct instruction) to progress, teachers should explicitly teach their students both specific words and word-learning strategies. Incidental vocabulary learning involves rich oral language experiences like teacher-read aloud and independent reading. Intentional vocabulary teaching can be specific word instruction like word strategies, dictionary use, morphemic analysis, contextual analysis, and cognate awareness (Diamond & Gutlohn, 2006). Between the two, direct study is considered to be more efficient especially to those high-risk students who have poor vocabularies, considering that some reasons students may fail to learn words on their own could be their lack of independent reading, inability to use context clues, and weakness of context-clue vocabulary acquisition (Retrieved on January 16, 2013 <http://teachingtoday.glencoe.com/howtoarticles/direct-study-approaches-to-vocabulary>). However, there are more words to be learned than can be directly taught even with the use of most comprehensive vocabulary instruction. Explicit instruction is focused on word learning strategies, giving students tools for independently determining the meaning of unfamiliar words that have not been explicitly taught in class (Diamond & Gutlohn, 2006). Malone (1997) suggested learning words out of

context, similar to direct instruction. This is the simplest and most straightforward method or direct method. If done successfully, recognition and retention of vocabulary are easier. However, it leaves students passive learners.

It is estimated that children from third grade through eighth grade learn approximately 3,000 words per year (Nagy & Herman, 1987). As children get older, they encounter increasingly difficult words that are not in their oral vocabulary. As a way to facilitate vocabulary learning, direct instruction in word meanings has been promoted. Expanded oral vocabularies assist in comprehending text as its complexity increases. When words in text are accessible to learners, they are able to devote more mental processes to comprehending text. However, explicitly teaching vocabulary words has also been argued to be problematic by some researchers because the sheer number of words defies a systematic instructional approach.

Explicit Instruction and Tier 2 Academic Words

In contrast to Nagy's (1988) claim, Stahl and Fairbanks (1986) stated that direct instruction of vocabulary has demonstrable effects on vocabulary learning and comprehension. They emphasized that vocabulary instruction should include more than definitions in order to improve reading comprehension. Dictionary definitions provide inadequate explanations of word meanings (McKeown, 1993). Beck, McKeown, and Kucan (2002) argued that teachers should carefully select appropriate words to teach students in order to contribute to students' vocabulary development. According to Beck et al. (2002), the primary consideration in choosing words should be "the nature

of the words themselves.” They suggested that words “be selected from the portion of word stock that comprises sophisticated words of high utility for mature language users and that are characteristic of written language” (p. 253, Beck & McKeown, 2007). They referred to these words as “Tier 2” words as opposed to “Tier 1” words (which are basic words used in everyday language), and “Tier 3” words (which are low-frequency words specific to particular content areas).

Tier 2 high frequency words are used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify. To determine which are Tier 2 words, they should be evaluated based on 1) usefulness across contexts, 2) relation to other useful words, and 3) importance to the story (Beck et al., 2002). They further argued that if ‘Tier 2’ words are taught, then the task of direct word instruction is manageable and useful. The benefit of this approach is that it is focused on teaching children sophisticated words that they may not regularly hear, but that they need to know in order to understand books that are reread to them and that they will read.

Instruction in both comprehension and vocabulary are necessary prior to reaching the intermediate grades. Because the understanding of words and understanding of connected text are closely related (Juel, 2006; Senechal, Ouellette, & Rodney, 2006), instruction designed to promote both vocabulary development and text comprehension can be an efficient means of promoting reading achievement. Likewise, Cuyabit (2012) correlated vocabulary and reading comprehension via polished test

among 582 Grade 3 and 4 pupils. He found that vocabulary is the component that provides good reading ability. In addition, a study of reading comprehension concluded that word knowledge and background knowledge are strong predictors of comprehension (Cromlet & Azevedo, 2007).

The important role of vocabulary in reading comprehension is reiterated by Sedita (2012) who affirmed that students often struggle with any or all of these comprehension problems: difficulty in monitoring their own understanding while reading, difficulty in making sense of unfamiliar content, and difficulty in making sense of familiar words used in specialized or unusual ways.

Literacy experts all agree on the need for vocabulary building for all students in all grades. There has been a lot of disagreement about the best way to provide students with the valuable vocabulary tools they need. Some experts argue that since students need to learn so many new words each year, and since teachers cannot possibly teach 1,000 to 3,000 new words well, they would be better off spending time teaching students how to learn words independently from their reading and providing time and encouragement for large amounts of independent reading. On the other hand, other experts argue that when words are thoroughly taught, they do increase comprehension of the text containing those words, and therefore direct teaching of vocabulary is important even though the number of words that teachers can reasonably teach well is limited. A set of essential words, including content vocabulary, should be directly

taught. However, students should also be taught strategies for learning new words independently from reading, including instruction in word parts and context.

According to experts, to optimize vocabulary learning, both direct instruction and incidental learning should be promoted and a variety of vocabulary exercises should be provided before, during, and after the reading of the text. This focuses students on specific words and exposes them to the words in numerous contexts. However, word retention in incidental learning tasks is very low when the goal is reading comprehension. The probability that a word would be learned upon first exposure ranges from 5 to 15 percent (Coady, 1993). Chun and Plass (1996) noted that “new annotated words that occurred in the reading text were remembered with 24.1%-26.5% accuracy” (p.187). Explicit vocabulary instruction was found to be more effective in vocabulary acquisition than incidental learning since it resulted in greater and faster gains and better retention (Schmitt, 2008).

Intentional vocabulary instruction was proven especially beneficial for older and more advanced learners (Lightbown & Spada, 1999). Vocabulary growth has been shown to be higher when reading is supported by vocabulary-focused activities (Knight, 1994; Laufer, 2000, 2003; Luppescu & Day, 1993; Paribakht & Wesche, 1997). Explicit teaching of carefully selected words improves understanding and helps students’ vocabulary grow. Often, it is best to pre-teach key words.

In foreign studies, Beck, Perfetti, and McKeown (1982) examined the effects of long-term vocabulary instruction on the reading comprehension of fourth-grade students, and found that students who received explicit vocabulary instruction

outperformed students in a control group on measures of vocabulary and reading comprehension. However, the gains in comprehension were marginal. McKeown, Beck, Omanson, and Perfetti (1983) replicated and extended the previous study that investigated the relationship between vocabulary instruction and reading comprehension. The original study showed substantial gains in accuracy of word knowledge, but only marginal gains in comprehension. The initial study contained methodological problems, so researchers revised the comprehension measure in the replication study. Forty-one fourth graders were taught 104 difficult words over a five-month period. Following instruction, the students who received instruction and students in the control group which were matched on pre-instruction vocabulary and comprehension ability, performed tasks to measure accuracy of word knowledge and comprehension of stories that contained target vocabulary words. Students who received vocabulary instruction performed better than students in the control group on all tasks. Results from the replication study supported the conclusion suggested by the original study that intensive vocabulary instruction designed to promote deep and fluent word knowledge enhances reading comprehension.

Another study by Wixson (1986) noted the effects of pre-teaching vocabulary of differing levels of importance to a text using two different methods of instruction on children's comprehension of basal stories. One hundred twenty (120) fifth-grade students were randomly assigned to one of eight groups according to method of instruction, story, and word level. There were two instructional methods: dictionary method and concept method. Students in the dictionary method group were asked to

look up words in dictionaries, copy them, and use them in a sentence. Students in the concept method group were presented with words on worksheets and given two examples and non-examples to help them identify critical attributes of the word or concepts. Four post-test measures were used to assess student performance. Analyses indicated that the level of the instructed word vocabulary had a reliable effect on word knowledge and text comprehension. Children who received instruction on non-central words learned more non-central vocabulary and understood more story ideas related to non-central vocabulary than students who received instruction on central words. Children who received instruction on central words learned more central vocabulary and understood more story ideas related to central vocabulary than students who received instruction on non-central words. In addition, pre-teaching vocabulary enhances children's understanding of ideas related to the instructed vocabulary regardless of the level of importance. The concept method of instruction did not provide any advantage over the dictionary method in this study.

In an investigation, Lubliner and Smetana (2005) conducted a 24-week study that examined the effects of a multifaceted, metacognitive intervention on reading vocabulary and reading comprehension of fifth-grade children in a Title I school. Classroom teachers provided 77 fifth grade students with explicit vocabulary instruction. Their performance was compared with fifth grade students who attended a high performing school in the same school district. Metacognitive tests and tests of both reading comprehension and vocabulary were administered to students three times during the study. Twelve weeks of the first half of the school year was designated as

the control period, during which, teachers provided vocabulary instruction based on guidelines in the basal text. Students were given weekly word lists and instructed to define words using the dictionary and use them in a sentence. During the experimental phase of the study, a second 12-week period after the winter break, students were instructed to use a series of five metacognitive strategies to learn vocabulary words in their Social Studies book: (a) clarify whether you know a word, (b) decide on the degree of knowledge regarding the word, (c) consider the context, (d) study the structure of the word, and (e) semantic mapping, word sorts, and main idea words. Children worked on word-learning tasks in pairs or small groups. A researcher-created reading comprehension test and vocabulary test were administered. Results from the metacognitive test revealed that students identified only 20% of missed words on the multiple-choice test before the intervention, and 38% of the unknown words after the intervention. A series of repeated measures ANOVAs and pairwise comparisons indicated that significant growth in reading comprehension and vocabulary development occurred during the experimental phase of the study. When compared with the results of students from the high achieving school, the Title I students' scores improved relative to those of the above average children, and the achievement gap narrowed after the intervention. However, students in the Title I school made less progress relative to the high achievers. Results from each study reviewed in the previous section indicated significant differences between students who received explicit instruction in word meanings when compared with students who did not. Students who received explicit instruction in word meanings made greater gains in

word knowledge than those who received no instruction in word meanings. Explicitly teaching children to use comprehension strategies has been shown to improve text comprehension; while explicitly teaching word meanings has also been demonstrated to mediate reading comprehension.

ESL Learners and Vocabulary Instruction

Local studies among students in elementary (Digo, 2014), high school (Tupe, 2008), and college (Depatillo, 2015) have proven that explicit instruction of reading skills and strategies has been effective in improving reading comprehension; while Ong (2015) and Magdato (2016) in their studies among elementary pupils affirmed that direct instruction of vocabulary improved reading comprehension. Ong (2015), on her study regarding the effects of direct instruction of vocabulary, found out that vocabulary instruction has much to contribute to the field of reading education itself. She stated that there appears to be limited research done on systematic vocabulary instruction even though it is a relevant aspect of reading instruction. In general, most researches utilized native English speakers as subject. Hence, there is a need to study vocabulary instruction among English language learners, more specifically among Filipino students, as contribution to literature and support to appropriate pedagogical practices in the context of second language learning.

Effective learning occurs when a deeper level of semantic processing is required on the part of the learner. Students have higher chances for long-term retention when they have more opportunities to engage with new vocabulary (Schmitt, 2008).

Information-gap activities are effective in promoting deeper processing and making use of higher level thinking skills like analysis, synthesis, and paraphrasing.

Lay (2008) found that the vocabulary skills not yet mastered by the learners needed to be given attention in teaching. On the other hand, Golkar and Yamini's study (2007) was conducted to empirically determine the reliability and validity of the passive and active versions of the Vocabulary Levels Tests. It tried to investigate the nature of the students' vocabulary knowledge with regard to their passive and active knowledge of the L2 words as a whole and at different word frequency levels. It also studied the relationships between these two types of vocabulary knowledge and the learners' proficiency level and reading comprehension ability. The results proved the reliability and validity of Vocabulary Levels Tests as the tests of vocabulary size. The learners' passive and active vocabularies were also highly correlated as a whole and at each separate word frequency level. Passive vocabulary was always larger than active vocabulary at all levels. In addition, there was a high correlation between the learners' vocabulary knowledge on the one hand and proficiency and reading comprehension ability on the other hand.

Nassaji (2006) claimed that there is a significant relationship among depth of vocabulary knowledge, the degree, and the type of strategy use and success. The results of his study indicated that the students who had stronger depth of vocabulary knowledge used certain strategies more frequently than those who had weaker depth of vocabulary knowledge; stronger students made more effective use of certain types of lexical inference strategies than their weaker counterparts; and depth of vocabulary

knowledge made a significant contribution to inferential success over and above the contribution made by the learners' degree of strategy use.

Kaivanpanah and Zandi (2009) attempted to investigate the role of depth of vocabulary knowledge in reading comprehension, and the results showed that although depth of vocabulary knowledge was significantly related to reading, grammatical knowledge explained the greatest amount of variance in test-takers' performance on reading comprehension tests.

Because of high correlation of word knowledge with reading comprehension found in research, vocabulary growth and vocabulary instruction must be prioritized especially among ESLs (Kame'enui, E. & Baumann J., 2012). But Duke and Block (2012) and Ong (2015) showed that a prevailing irony in current educational practice seems to be lack of attention to vocabulary instruction, because of which the National Reading Council recommended to pay attention to vocabulary to ensure greater comprehension in grades 4 and above.

Another local study described the status of Filipino learners in terms of poor vocabulary ability (Gaza, 2011). It studied English vocabulary comprehension level by randomly selecting 4th year public high school students in Laguna, and found out that 90% were below average in terms of their vocabulary level.

Pangat (2012) found that grade 4 students' overall mean percentage score showed poor vocabulary competence, explaining that this could be the reason why part of NAT results continuously showed below the target 75% mean percentage score

(mps): for grade 3 only at 54.42% and for Grade 6 only at 66.27% mps in English subject (National Education and Research Center, 2013).

Furthermore, Gunning (2002) disclosed that there are problems on adequacy of number of materials available for instruction. Students are deprived of the chance to meet and read different kinds of text especially in public schools where two or even three students share a single book (Neri, 2005). Home and educational institution alike have scarcity of pertinent materials students need to promote reading efficiency, although Thornbury (2002) observed that learners acquire vocabulary in various ways. Besides exposure to a lot of new vocabulary during the lessons, they learn through various exposures given by the teacher, by the text, or by other materials they work with; and besides incidental acquisition, learners are taught lessons with pre-selected vocabulary items.

Instructional Materials on Vocabulary Development

De Guia (2012) concluded that the use of teaching guides in actual classroom helped teachers become more prepared and better informed about the what and the why of their instruction. She further concluded that these teaching guides provided teachers with teaching support addressing not only the manner of instruction but also the content of instruction for improved comprehension of informational texts.

De Guia's Model for Teaching Guide (2012) includes Preliminary information, Instruction, Evaluation, and Enhancement activities. The preliminary portion contains the teaching guide number, topic, introduction or background of the topic of the lesson,

skills to develop, suggested time allotment, suggested materials, and suggested references. The Instruction component of the teaching guide starts with Schema Activation, followed by teacher's input, guided practice, and independent practice. Lastly, the evaluation has content review, application, and the final element which is home reading or assignment.

Based on the findings of the study Development and Validation of Instructional Materials by Lay (2008), there are vocabulary skills which are not yet mastered by the learners and which need to be given attention in teaching. She further added that vocabulary instruction materials are helpful to address the needs of the learners. Lastly, the study concluded that using different strategies suited to the level of the learners can help develop vocabulary skills and can challenge students' abilities.

Alday (2007) in a study that undergone stages like determining the problem and preparing supplementary materials, found out that vocabulary is not learned in isolation; and that it has to be learned within a given context. Prior knowledge needs activation not only in reading but also in learning what a word means. Such apply not only in teaching English as a second language but also in subjects that use English as medium of instruction and in materials written predominantly in English. She further concluded that to enhance vocabulary instruction, various strategies such as contextual analysis, structural analysis, context clues, and word association must be employed. Moreover, target vocabulary should be learned in a given context, and schema activation should be incorporated in the lessons. Lastly, learners must be actively involved in their own pursuit of learning by providing them more exposures to various

ways to learning different words and their meanings, and by giving them opportunities towards better understanding of those words.

Mordeno (2010), in her study *Basis for the Development of Mini-Lessons for Effective Reading*, identified the strength and weakness in reading skills and strategies of first year high school students using a questionnaire in the form of a reading skills inventory in collecting data. She recommended the use of mini-lessons to develop effective readers. She suggested the four parts of mini-lesson that include: Introduction, which clearly defines, explains, and illustrates the skill; Practice, which lets the student work on the skill introduced; Apply, which gives a different way to practice the comprehension skill; and Check Up, that gives a quick test on the skill covered in the lesson.

Synthesis

Language-learners, teachers, and researchers agree that vocabulary is an essential element in the process of learning a language (Schmitt, 2008), because words are the primary conveyors of meaning (Vermeer, 2001), and thus carry the main information load in communication. On the other hand, reading has been defined as a process of interaction involving one's knowledge of print, vocabulary, and comprehension. Thus, vocabulary plays a vital role in reading comprehension.

Though the concept of reading and vocabulary are broad and comprise several components, the focus of this study would only be anchored on the link of reading vocabulary and comprehension, as a lot of researches show strong connection between

the two. The proportion of difficult words in a text is the single most powerful predictor of text difficulty, and a reader's general vocabulary knowledge is the single best predictor of how well that reader can understand text (Anderson & Freebody (1981). This is the reason why many teachers are looking for ways on how to improve reading comprehension through vocabulary development.

Instruction in both comprehension and vocabulary is necessary prior to students reaching the intermediate grades. Because the understanding of words and understanding of connected text are closely related (Juel, 2006; Senechal, Ouellette, & Rodney, 2006), instruction designed to promote both vocabulary development and text comprehension can be an efficient means of promoting reading achievement.

As regards the related studies explicated earlier, majority of the results affirm the effectiveness of explicit instruction in teaching vocabulary; while context clues, structural analysis, and semantic mapping are the best strategies to ensure vocabulary learning. These researches together with current K to 12 English 8 curriculum revised in May 2016 were considered in the development of the mini-lessons for reading vocabulary instruction of Grade 8 ESL learners.

Though many researches claim a strong connection between vocabulary and reading comprehension, the studies examined in NRP (NICHD, 2000) suggested that vocabulary instruction alone does not lead to gains in comprehension; instead, method must be appropriate to reader's age and ability, This is the reason why the present study considered a combination of research-based and curriculum-based methods and strategies to integrate in the mini-lessons, attempting to balance the presentation of

instruction by providing variation and integration of best features of approaches reviewed. Such decision is made based on the idea that no single approach could ever resolve learning problems and difficulties of learners.

Conceptual Framework

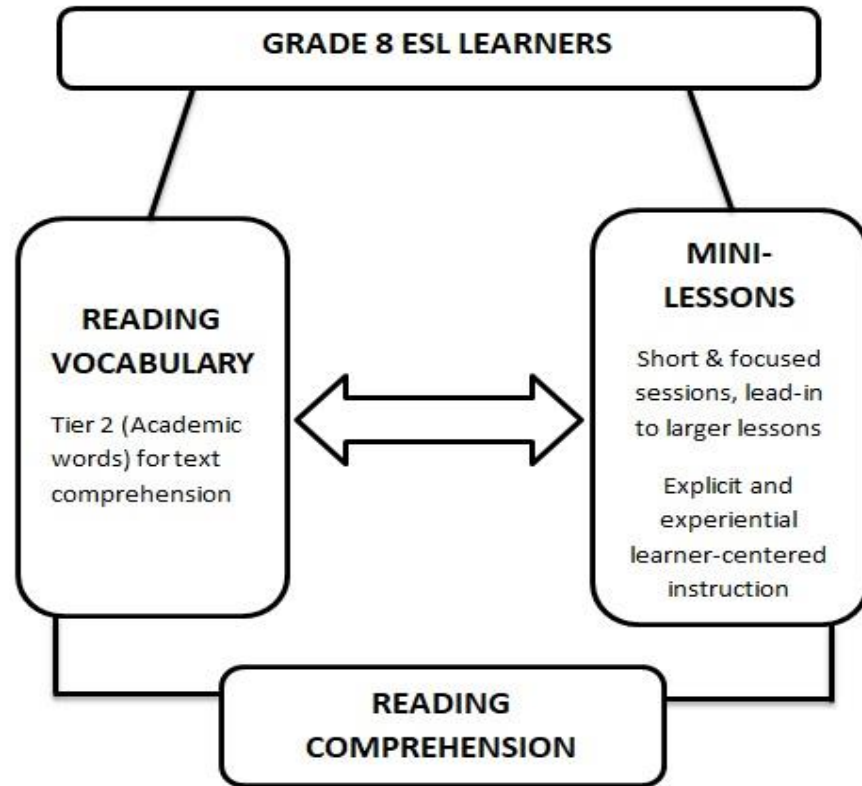


Figure1. Conceptual framework of the study

Significant concepts of the present study are about reading vocabulary and mini-lessons. These are linked together based on their important connections as perceived by the researcher, and supported by several studies already reviewed. Localizing the study, the curriculum guide in English 8 with the selections recommended from Afro-Asian literature served as context variables to situate the current study.

Figure 1 illustrates the conceptual framework of the study. Although vocabulary has four types, the study emphasizes reading vocabulary because it is considered as the

largest among the four. It also plays a fundamental role in the reading process, and contributes greatly to readers' comprehension. When students do not understand at least 90-95% of the words in a text, they do not adequately understand what they read (Hirsch, 2003; Sedita, 2005). Though vocabulary is vital, it is not possible to teach all words to students. Therefore, in developing reading vocabulary, teachers must select priority words, hence, the focus on Tier 2 words or Academic words that develop sophisticated language users in academic context. However, there are a lot of Tier 2 words on the texts or selections that learners encounter while reading. Although Tier 2 words are important in developing vocabulary, not all these words are unfamiliar to the learners. Because of this, teachers must develop a wordlist of tier 2 words that are to be prioritized in vocabulary teaching, which could be done through mini-lessons for reading vocabulary as essential tools in teaching and learning both focused vocabulary skills and priority tier 2 words. Moreover, mini-lessons refer to teaching materials that are short and focused serving as lead-in to larger lesson or focused-skill sessions on Tier two words listed and prioritized based on their frequency of utility. The mini-lessons utilized explicit instruction with experiential, learner-centered activities as instructional model and strategies. Explicit instruction is a structured, systematic, and effective methodology in teaching skills (The Guildford Press, 2011). Explicit instruction is characterized by a series of support or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and objective for learning a new skill, clear explanation and demonstrations of the instructional target, and guided practice with feedback up to independent

mastery/practice. Experiential instruction, on the other hand, is teaching students by directly involving them in a learning experience. This strategy emphasizes the process and not the product of learning. Experiential learning methods include games, experiments, model building, field observations, role play, simulations, etc.

To summarize, vocabulary plays a critical role in influencing reading comprehension in both L1 and L2 (Alderson, 2000; Joshi, 2005; Nation, 1990; Read, 1993; Qian, 2002). Constructing a mental representation of a text and understanding the text meaning depends on one's knowledge of large vocabulary to decipher the printed message (Adams, 2004; Alderson, 2000; Day & Bamford, 1998), and one's inability to understand words of a particular text can hinder and impair comprehension (Nation, 2001). This being said, vocabulary is of importance as meaning construction relies on fast and efficient word recognition, word encoding, and lexical access (Adams, 2004). Bernhardt (2005), Grabe and Stoller (2002), and Nassaji (2003) attributed the difference between skilled and less skilled readers to slower and inefficient lexical access and semantic processing. Stahl (2003) also affirmed that text comprehension is affected by word difficulty. He asserts that unknown vocabulary is the most important factor to determine the difficulty of the text. Because of its importance, vocabulary development is a critical aspect of teaching and the content of communication. To help its development, reading vocabulary mini-lessons are prepared to assist teachers in explicit vocabulary instruction for Grade 8 learners.

Statement of the Purpose

The main purpose of the study is to develop mini-lessons for reading vocabulary of Grade 8 ESL learners.

Specifically, this study aims to:

1. Prepare Tier 2 wordlist based on the result of the Needs Assessment phase;
2. Design mini-lessons incorporating the priority Tier 2 wordlist;
3. Validate mini-lessons by experts; and
4. Try-out mini-lessons with target learners.

Significance of the Study

This study is of benefit to the following:

The learners. This study will support both vocabulary development and reading comprehension of learners as they understand the importance of academic words in reading comprehension and second language acquisition.

The teachers. This will provide teachers mini-lessons for reading vocabulary of Grade 8 students. Furthermore, the activities and exercises on the mini-lessons are aligned to vocabulary development competencies of K to 12 curriculum guide; hence, these are deemed suitable to students' capability, ability, and

interest as viewed by the curriculum guide. Said mini-lessons could also be integrated for more effective and purposive teaching and learning.

The school. The mini-lessons will aid the school in designing innovative resources as part of its repertoire to help improve instruction.

Other researchers. This study can guide other researchers to review and modify existing strategies, activities, and exercises in accordance to the needs, capability, ability, and interest of the students. Other researchers may be able to navigate and introduce innovative strategies to promote comprehension.

Definition of Terms

The key concepts used in the study are defined for easy and common understanding of the terms.

ESL Learner is a student learning English as a second language. In this study, ESL learners specifically refer to Grade 8 students learning English in K12 curriculum.

Mini-lesson is a short lesson with a narrow focus that provides instruction in a skill or concept that students will then relate to a larger lesson that follows (Calkins, 1986). In this study, a mini-lesson is a short focused vocabulary skill session as a lead-in to larger lesson. The mini-lesson used explicit instruction as an overall instructional model.

Priority words refer to Tier 2 words selected from the reading passages for grade 8 students and used for development in the mini-lessons. Of the total Tier

2 words, all of them cannot be included in the mini-lessons for reason of quality and depth of instruction; hence, there is a need to prioritize words to include. Priority words therefore refer to the top 7 words chosen by students themselves as new or unfamiliar to them.

Reading Vocabulary refers to words students recognize or use in print. As the largest type of vocabulary, it is all the words that a person can recognize when reading.

Tier 1 words are basic words that a person may encounter in everyday conversation. They are also called conversational words.

Tier 2 words are academic words which are useful across multiple topic and subject areas, not commonly used in daily conversation.

Tier 3 words are special words relevant for specific subjects or content-areas with distinct meanings and purposes, relevant to a specialised topic or discourse. The word may be found across content areas, but differs in meaning from one subject area to another.

Chapter 2

METHODS

Research Design

The descriptive-developmental method of research was used in this study, a method to describe a situation (rather than to make prediction and to determine the cause and effect of the phenomenon) while observed behavior may be a basis to develop an output, like a program, module, or lessons(Hale, 2018).This method is used to describe the nature of a situation, as it existed at the time of the study, and to explore the cause of a particular phenomenon (Frankel & Walten, 2007). The study described the needs of grade 8 students as regards Tier 2 priority words for instruction in English 8 class of ESL learners. The chosen words were then included in the mini-lessons that were developed following **Johnson’s Model** (De Guia, 2012) consisting of three phases.

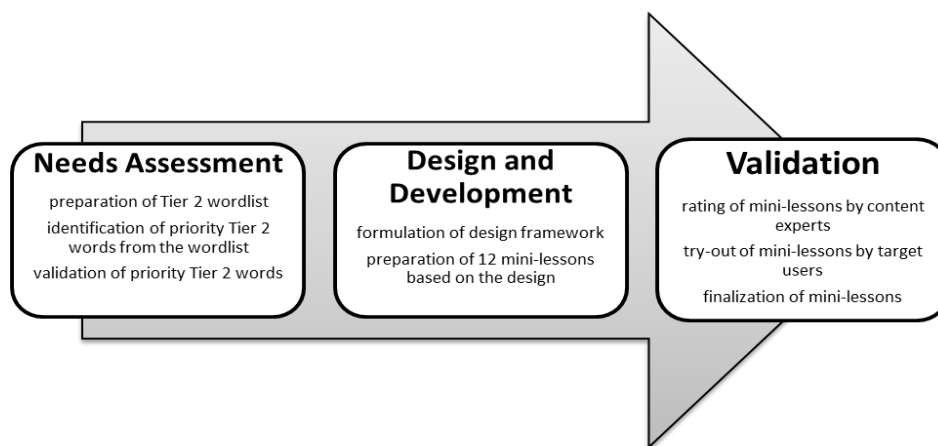


Figure 2. Phases of Materials Development based on Johnson’s Model (De Guia, 2012)

The **Johnson's Model** of materials development consisting of three phases was used in preparing the mini-lessons: Needs Assessment Phase, Design and Development Phase, and Validation Phase.

Process/Procedure

I. Needs Assessment

Prior this phase, the researcher did the following as preliminary steps before doing the needs assessment whose purpose was to establish baseline data about learners' context relative to vocabulary learning in English.

1. Compilation of 12 reading selections from Afro Asian Literature (See Appendix E). The reading materials were based on the English Curriculum Guide's suggested references and the researcher's discretion with the approval of Grade 8 English Master Teacher.
2. Scanning of unfamiliar words by Grade 8 students. They were asked to go over each of the 12 selections one at a time and highlight words which were unknown or unfamiliar to them.
3. Classification of students' identified unfamiliar words into Tier 1, 2, and 3 based on nature of Vocabulary: Selecting Words to Teach by Beck and McKneown (2002), where the researcher and master teachers classified the unfamiliar words as Tier 1 or basic words, Tier 2 or academic words, and Tier 3 or content-specific words.

4. Design of Tier 2 Wordlist Rating Scale on Degrees of Word Knowledge. This instrument was prepared to prioritize the unknown words for inclusion in vocabulary instruction of the mini-lessons.
5. Review of reading vocabulary research and the existing K to 12 English Grade 8 Curriculum Guide (revised May) 2016 to consider the method and strategies in the mini-Lessons.

After doing all the necessary preparations, the study proceeded to the *assessment phase*. Grade 8 students were tasked to answer **Tier 2 Wordlist Rating Scale on Degree of Word Knowledge** (See Appendix C) by rating each item depending on how much they know each word, the results of which were used as target words in the mini-lessons. A total of 76 students participated in this phase of the study. There were two (2) sections of students who rated the Tier 2 words based on their degree of word knowledge. The process of administration took 165 minutes for three sessions, spending 55 minutes per session. The researcher administered the instrument to the participants, and explained the purpose of the administration to the parents through the informed consent forms. The result of the rating scale was tallied to get the top 7 words per set (Please see Appendix F). The researcher focused on the top 7 rated as Scale 1 or “Never Encountered” from each of the 12 sets of reading selection. The top 7 words became the priority words included in the mini-lesson.

II. Design and Development of Mini-lessons

In this phase, the following were done:

1. Get theoretical support and literature review to deepen understanding about mini-lessons, reading vocabulary, and Tier 2 words.
2. Decide on instructional model for approach to use in delivering the mini-lessons.

Although the literature review discussed direct and indirect methods of vocabulary instruction, a specific methodical approach had to be clearly identified to guide the lesson flow of activities, learning tasks, and manner of interaction in class.
3. Prepare initial design framework of the mini-lessons supported by theories and studies related to the study.
4. Validate the design framework by thesis adviser and English teachers. This was informally done by showing them the design and asking them to comment on appropriateness of instructional model, accuracy of content, logical sequence of elements, and clarity of language used.
5. Revise the design framework based on the comments. The suggestions and comments of the validators were incorporated in preparing the final version of the mini-lesson design.
6. Prepare initial template of the mini-lessons using the design framework. The elements and their sequence had to follow a format as a pattern of all mini-lessons to develop. The prototype mini-lesson was prepared and shown to

experts for their comments, after which, it was revised until it got the approval of the English teachers.

7. Prepare all the mini-lessons following the prototype. There were 12 mini-lessons developed on reading vocabulary based on priority Tier 2 words.

III. Validation

In this phase that covers experts' content validation and tryout with students, the researcher did the following:

1. Reproduce the draft of mini-lessons and distribute to experts. The validators were three master teachers from schools in Pampanga. A letter of permission to recruit validators was asked from the direct superior/ school principals of the validators. When permission was approved, letters of request for validation were distributed to them. The first validator was Master Teacher I in English, a regional evaluator of K to 12 learning resources, a graduate of Master of Arts in Language, and has 12 years of experience in teaching. The second validator was also a Master teacher I in English, a graduate Master of Arts in Educational Management and has been teaching English for 30 years. Lastly, the third validator was a Master teacher I in English for 25 years and a graduate of Masters of Professional Studies major in Educational Management.
2. Explain the purpose of study and orient them on the research instrument. Letters of request for validation were distributed to the validators. When they agreed, the

researcher oriented each validator by meeting them at their convenient time. The instrument was explained to them.

3. Give time for validation. The validators were given adequate time to complete the research instruments. The researcher informed them that the process of validation may be done at their most convenient time after work. Thus, the instruments were returned to the researcher after 1-2 weeks.
4. Retrieve the validation instruments. The instruments were retrieved by the researcher after 1-2 weeks. The validators were given simple tokens like book planners and delicacies as appreciation.
5. Analyze results of validation. The results of the validation were computed using mean average and interpreted using a likert type scale to determine whether each of the twelve mini-lessons needed improvement prior the actual implementation.
6. Revise based on comments. The comments and suggestions of the validators were considered in improving the mini-lessons.
7. Prepare the final draft of mini-lessons. The researcher prepared the final draft of the mini-lessons and requested permission from the school head to tryout the mini-lessons among grade 8 students.
8. Conduct tryout with target learners. With the permission of the school head, the researcher conducted an orientation about the mini-lessons. Grade 8 English teachers were informed of the purpose of the study and its materials. They were also given copies of the mini-lessons and a proposed schedule of tryout of mini-lessons. When they agreed with the proposed schedule, they tried out the mini-

lessons in their English classes during 3rd and 4th quarter of DepEd academic year. The researcher served as an observer during the process. The teachers also evaluated the mini-lesson using the 5th criterion of the Checklist for mini-lesson validation while grade 8 students wrote their comments regarding their experiences during the try-out.

9. Finalize the mini-lessons. Based on the comments and suggestions of the teachers and students, the mini-lessons were revised and finalized.

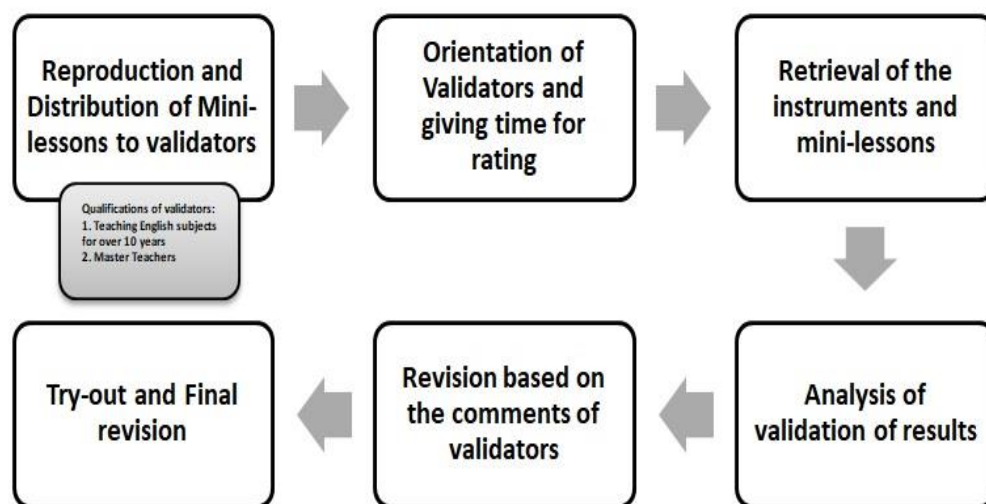


Figure 3. Validation Flowchart

Figure 3 illustrates the validation process of the mini-lessons for reading vocabulary.

Sampling and Participants

All in all, a total of 163 Grade 8 students from a public high school in Pampanga consented and voluntarily participated in the study. Eighty-seven (87) students participated in the Preparatory Phase to highlight the unfamiliar words from the twelve (12) selections, while seventy-six (76) students participated in the Needs Assessment phase to answer Tier 2 Wordlist Rating Scale on Degree of Word Knowledge in order to get the final wordlist for inclusion in the mini-lessons.

For ethical considerations, a permission letter to conduct the research study was requested to the Schools Division Superintendent and to the School head of the target school. When the permission was approved, the researcher oriented target participants/students regarding the study, its purpose, and process of data gathering. Students who assented to join the study signed the informed consent forms. Their parents/guardians also did the same since the target participants were aged 12-16 years old and considered as minors. The form included an introduction, the purpose of the study, and description of the procedure of data gathering. It also discussed that participation in the study has no incentive or direct rewards nor financial benefits to the respondents. (Please see Appendix B).

In ensuring the safety and protection of the participants, administration of the research instruments was done in the learners' classroom and in the school library before the regular class schedule. The process of administration took 165 minutes for three sessions, spending 55 minutes per session. The researcher/teacher administered

the instrument to the participants, and explained the purpose of the administration to the parents through the informed consent forms.

The written and audio records of the study were strictly confidential. Research records were kept in a locked file and all electronic information was coded and secured using a password. In cases when any information or report would be published, the researcher also asked for their permission, ensuring that the child's identity would be protected and not revealed. On the other hand, the result of this study was shared to participants through teacher-student conference and reproduction of copies of thesis that are distributed to selected libraries. Moreover, the Office of Division was provided with a soft copy (saved in a CD) of the raw data encoded in Microsoft Excel, and of the full manuscript including the research instruments used upon completion of the study.

The Evaluators/Validators were three master teachers from schools in Pampanga. A letter of permission was asked from the direct superior/ school principals of the validators. When permission was approved, letters of request for validation were distributed to the validators. The first validator is a Master Teacher I, a graduate of Master of Arts in Language, and has 12 years of experience in teaching. The second validator is also a Master teacher I, a graduate Master of Arts in Educational Management and has been teaching English for 30 years. Lastly, the third validator is a Master teacher I in English for 25 years and a graduate of Masters of Professional Studies major in Educational Management.

Each evaluator answered the Checklist for Mini-lesson Validation used by De Guia in 2012, comprised of five (5) criteria, including the one added on mini-lesson element: Format and Design, Content, Organization and Presentation, Language and Style, and Elements of a Mini-lesson.

Instruments

Several instruments were used to gather data that helped attain the objectives of the study.

1. Tier 2 Wordlist Rating Scale on Degree of Word Knowledge (See Appendix C)

This is a researcher-made instrument using a rating scale of 1 to 5 to determine the student's degree of word described by Blachowicz, Fisher, Ogle, and Watts-Taffle (2006); and Pearson, Hiebert, and Kamil (2007) as follows:

Degree of Word Knowledge		
1	Never encountered the word.	A student has no recognition of a word. Indeed, she or he may never have seen it before.
2	Heard the word, but cannot define it.	A student has heard of the word (that is, recognizes that it is a word) but has no knowledge of its meaning.
3	Recognize the word due to context, spelling or pronunciation.	A student recognizes the word in context and has a vague understanding of its meaning.
4	Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it.	A student knows well the meaning of the word in the context in which it appears.
5	Fluent with the word – its use and definition.	A student knows the multiple meanings of the word (if they exist) and can actually use the word in thinking, speaking, or writing.

This instrument was accompanied by the 12 sets of 656 total tier 2 words which were taken based on the result of the preparatory phase of this study. This was the primary instrument in order to get the priority Tier 2 words to be included in the mini-lessons since these could not all be included for instruction in the name of quality and time management. The researcher asked a Master Teacher I, a graduate of Masters of Arts in Language and a regional evaluator for K to 12 learning resources, to validate the instrument.

2. Checklist on Mini-lessons Validation (See Appendix D)

The checklist on Mini-lessons Validation was based on De Guia's (2012) tool, but with an addition of mini-lesson element. It consists of five (5) criteria: (1) *Format and Design*, (2) *Content*, (3) *Organization and Presentation*, (4) *Language and Style*, and (5) *Elements of a Mini-lesson*. The checklist was used to validate the mini-lessons. It made use of a five-point likert scale with the computed mean interpreted using the guide shown. This range and score interpretation were based on Logdat (2018) validation tool for instructional materials.

Interpretation of Scores

Scale/Rating	Verbal Interpretation	Abbreviation	Range	Decision
5	Outstanding	O	4.50-5.0	No revision
4	Highly Satisfactory	HS	3.50-4.49	No revision
3	Satisfactory	S	2.50-3.49	Minor revision
2	Below Satisfactory	BS	1.50-2.49	Major revision
1	Need Improvement	NI	1.0-1.49	Delete/Replace

Sources of Data

The 16 reading selections were taken from the list of Grade 8 Tagged Materials on K to 12 English Curriculum Guide (May 2016, <http://lrmds.deped.gov.ph>) and other internet sources approved by Grade 8 English master teacher. Accordingly, English Grade 8 literature is focused on Afro-Asian Literature, divided into 4 different regions, with one region assigned for reading per quarter: Africa for first quarter, East Asia for Second quarter, Southeast Asia for Third quarter, and West Asia for Fourth quarter. There were approximately 4 reading selections taken each quarter. Since there was no official English Grade 8 Learner's module, and that the existing teacher's guide was no longer aligned with the Curriculum Guide revised in 2016, teachers were responsible to choose any materials aligned to the Competencies and Standards of the Curriculum guide. As can be recalled, the selections were the sole sources of words for identifying priority Tier 2 words as determined by the students themselves. Nevertheless, only twelve selections were used for mini-lessons because the first four were already tackled during the first quarter of the school year.

Data Analysis

There were two instruments used in the study: a rating scale for needs assessment and a checklist for mini-lesson validation. For the first instrument called Tier Two Wordlist Rating Scale on Degree of Word Knowledge, the researcher used frequency of responses which then served as basis for the ranking of priority words, choosing only the top 7 words rated as 1 or “Never Encountered” from each set. This was limited only to 7 words per selection to maintain quality of vocabulary instruction and to efficiently use the limited time allotted for mini-lesson. .

The second instrument was called Checklist on Mini-lesson Validation. The results were computed using mean average and interpreted using a likert type scale to determine whether each of the twelve mini-lessons needed improvement prior the actual implementation.

Ethical Considerations

This study observed the Philippine Normal University’s Code of Research Ethics. Prior the conduct of the study, a letter of request was approved by the principal of the target school. Although the ethical practices were already mentioned, the following were emphasized for ethical conduct of research.

Informed consent and confidentiality

The researcher ensured full disclosure about the participant’s roles in the conduct of research including information about the nature, the methods, as well as the

risks involved in the research project, when there was any. Since the target participants were aged 12-16 years old and considered as minors, the parents/guardians were sent consent forms (See Appendix B) stating the purpose of the study and the reason why permission was being asked. The parents/guardians were given assurance that all information provided would be kept in utmost confidentiality and would be used only for academic purposes. The name of each participant did not appear in any research or publications resulting from this study. The student's participation in this study was completely voluntary. Furthermore, the parent or guardian had the right to refuse the approval of child's participation or to withdraw at any time, without penalty. They were assured that if they have withdrawn not affect them or the child in any way and they were also informed that they may request that any of their data that had been collected be destroyed unless it was in a de-identifiable state. The information of the primary research was also included in the informed consent form in case the parent/guardian or target participant had any further questions or concerns.

Beneficence

Moreover, the direct and indirect benefits resulting from the research were shared to the parents/guardians and participants. It was also stated in the consent form that there were no direct benefits to participants in the study. However, participation in the study helped in the needs assessment in developing Mini-lessons Reading Vocabulary materials for English Grade 8.

The study safeguarded the physical and psychological safety and protection of the research participants. The research tools were completed in a place familiar to the participants-- classroom and library. They were accompanied by the researcher who was also their English teacher. The researcher ensured that any question or concern was answered or addressed. Moreover, no costs have been incurred by either the school or the individual participants.

Chapter 3

RESULTS AND DISCUSSION

In this chapter, the results of the study are presented and discussed with reference to its objectives: (1) prepare Tier 2 wordlist, (2) design and develop mini-lessons, (3) validate mini-lessons by experts, and (4) tryout mini-lessons with target learners.

The study followed the Johnson's Model; however, prior the needs assessment phase, the researcher did the following as part of the preparatory phase in order to develop the research instrument on *Tier 2 Wordlist Rating Scale on Degree of Word Knowledge*. In this phase, eighty-seven (87) Grade 8 students scanned the twelve (12) reading selections and highlighted the words which fall on the criteria from (1) "Never encountered the word", (2) "Heard the word, but cannot define it", to (3) "Recognize the word due to context, spelling or pronunciation" based on degree of knowledge.

Table 1

Summary of number of highlighted words from twelve (12) reading selections

TITLE		Total Number of Individual Words	Percent age From total number of words	Number of Tier 1 Words	Percenta ge of Tier1 Words	Number of Tier 2 Words	Perce ntage of Tier 2 Words	Numb er of Tier 3 Words	Perce ntage of Tier3 Words
A.	The Soul of the Great Bell	326	23.44	100	7.19	158	11.36	68	4.89
B.	The Story of the Aged Mother	190	13.66	67	4.82	107	7.69	16	1.15
C.	Tale of Chungyang	62	4.46	22	1.58	29	2.08	11	0.79
D.	Vanity of the Rat	57	4.1	30	2.16	22	1.58	5	0.36
E.	Makato and the	108	7.76	54	3.88	47	3.38	7	0.5

	Cowrie Shell								
F.	Outwitting a Crocodile	55	3.95	29	2.08	23	1.65	3	0.22
G.	Taxi man's Story	115	8.27	59	4.24	49	3.52	7	0.5
H.	The Country's Good Son	68	4.89	36	2.59	25	1.8	7	0.5
I.	Ali Baba and the forty thieves	97	6.97	33	2.37	56	4.03	8	0.58
J.	The Story of Ruth	57	4.1	31	2.23	18	1.29	8	0.58
K.	The Wonder Tree	109	7.84	51	3.67	46	3.31	12	0.86
L.	The Three Princes	147	10.57	66	4.74	76	5.46	5	0.36
	TOTAL	1391	100%	578	41.55%	656	47.16%	157	11.29%

Table 1 shows the list of twelve 12 selections scanned by 87 Grade 8 students, the total number of words highlighted from each of the selections, and the number of Tier1, Tier2, and Tier 3 words. The result reveals that a total of 1391 individual words were highlighted by Grade 8 students from the 12 reading selections. The researcher classified the highlighted words into Tier 1, Tier 2 and Tier 3 words. The classification was checked and approved by an expert.

The result shows that 578 words or 41.55% of the highlighted words are Tier 1 words; while 656 words or 47.16% are Tier 2 words; and 167 words or 11.29% are Tier 3 words. This means that most of the unfamiliar words to the Grade 8 ESL learners are Tier 2 or Academic words. According to Beck, McKeown, and Kucan (2002), tier two words are words that are useful and important for general academic learning, because most of these words are likely to appear frequently in a wide variety of texts and in the written and oral language of mature language users.

Furthermore, 41.55% of the Grade ESL learners' unfamiliar words are basic words. Tier 1 words rarely require instruction in school. Though some of the Tier 1 words are key to the comprehension of a passage, they are words that learners may

learn on day to day basis (Beck, McKeown, & Kucan, 2002). Some of the Tier 1 words listed by Grade 8 ESL learners are words such as - *above, before, beautiful, five, sky* (See Appendix G List of Tier 1 Words). Lastly, 11.92% of the words are Tier 3 or the content-specific words. This includes words whose frequency of use is quite low, often being limited to specific domains (Beck, McKeown, & Kucan, 2002) such as *apothecary, caravan, goblins, peninsula, and salaam* (See Appendix H List of Tier 3 Words). These words may also be taught in pre-teaching vocabulary but they may not be useful in generally developing vocabulary.

1. Preparation of wordlist

Since Tier 2 words are the most useful and important for general academic and vocabulary learning, the researcher designed the Tier 2 Wordlist Rating Scale on Degrees of Word Knowledge (See Appendix C) consisting of all 656 words tier 2 words from the preparatory phase.

Table 2

List of tier 2 words highlighted by grade 8 students

1-100	101-200	201-300	301-400	401-500	501-600	601-656
abandoning	cluster	faith	investigates	permission	shaky	trouble
abolished	clutch	faithful	joking	perplexed	sharply	trust
absence	clutching	faithfulness	journey	piles	sheds	trust
absolutely	coaching	fall over	journey	pitched	shiver	tuft
absorbed	comfort	fare	knowledge	planning	shocked	twigs
access	comfort	fares	labour	plenty	shouldered	twisted
accompanied	comforted	farewell	laboured	plunges	shrinking	unbeknownst
aching	command	feast	lazy	ponderous	shriveled	unclean
across	commanded	fertile	leaped	possession	shuddering	uncommon
admire	commonly	filled	leapt	postpone	sibilant	undercover
advice	company	filled	led	powerful	sighs	uniformity
afraid	compels	flame	led	powerless	sire	unreasonable
against	complains	flattered	lifted	praised	skilfully	unselfish
aged	conceal	flourished	lifted	precious	slagged	unselfish
agreement	condition	flourished	lifted	precious	slap	unsuccessful

aim	confused	foils	limping	predicaments	slipped	uplifted
aims	considered	fond	located	prefer	smite	useless
alley	consulted	forced	longed	prepared	snapping	useless
alliance	containing	forgets	lose	presented	sobbing	uttering
allow	continually	fortune	loveliness	pretend	soiled	vain
aloud	cooperative	frequent	loyal	proclamation	sold	vast
amazement	course	fulfilling	loyal	promised	sorrow	veiled
amongst	cowardly	furios	magnificent	promoted	sorrowful	venture
amused	crossed	furnish	majesty	prosecutes	sort	verge
angrily	crowded	gasps	majesty	prosperous	sought	vibrating
anxious	crowded	gathering	manages	proudly	sowed	virgin
appeared	cruel	gently	mandate	punish	spake	void
appeared	curious	glowing	marks	punishes	sparked	wages
approaching	custom	good-	marriageable	purchases	sparkling	walked away
argument	custom	tempered	marvellous	purser	spattered	wastes
ashamed	dab	governed	mastered	puzzled	spend	wasting
aspect	dainty	grace	mattered	quakingly	spending	wealth
assembled	dazzling	graciously	meant	quantity	spent	wealthy
asserted	dear	grasp	measured	quartered	splendid	weary
attitude	decided	grateful	meditated	quite	split	weeping
awful	decides	grateful	mellow	quite	spread	well-known
awkward	deep	gratitude	mightier	quiver	sprung	well-nigh
barbarous	deepened	gratitude	mighty	radiant	stake	wept
bare	deeper	gravely	mingle	rage	stare	whirling
bare	deeply	gravely	mingled	raised	starve	whispered
bargain	deeply	graven	miraculously	rapped	stay	wicked
beaming	Delight	great	misbehaviour	raving	steep	wisdom
bearing	demand	great	missing	reached	stepped	wit
beat	demanded	greed	mistake	rebelled	still	wonder
beg	desire	greedy	misty	reckless	stooping	wonderful
behaviour	desire	greedy	moan	recognize	straightene	wonderful
betrayed	desolate	grief	moaning	recognized	d	wondrous
beyond	despite	habits	molten	re-crossed	stranger	wondrous
blaze	despite	hails	monstrous	refused	strength	worked hard
blazing	despotic	harvest	mould	refuses	strengthene	worry
blend	determined	hastened	moulds	refusing	d	worry
blinded	determined	hastened	mules	reign	stretched	worse
blindfolds	dignified	hastening	murmur	rekindled	stretched	worthy
blindingly	dim	hath	murmured	related	strict	worthy
blindly	dipped	haze	murmuring	related	striving	wriggle
blob	disabled	heed	must	remelted	stupendous	wrought
blustered	discloses	highly	muttering	renowned	stupid	
boast	discovered	highness	mystical	renowned	sublime	
boasting	disguise	hobbled	narrow	repeated	subsided	
bold	dismay	honor	naturally	replace	suddenly	
bossy	distraught	honorable	nearby	replied	suggestive	
boundary	distress	honoured	nearby	report	suitable	
bowed	doubt	hopeless	nearby	report	suitor	
bowing	drag	hopeless	neglecting	repute	suitors	
bows	dread	horizon	nodded	responding	suitors	
branched	drifted	hospitable	nodded	restore	summit	
branching	duty	hospitality	nodding	retrace	summon	
bundle	eagerly	hospitality	non-chalantly	reveal	summoned	
burden	earn	hovered	notice	revenge	supplying	
burial	earnest	humble	notice	reverence	surprised	
burst	effort	hung	nuisance	revisit	surrounded	
bury	embrace	hurried	obedience	right	suspended	
busily	embraced	hurried	obedient	ripple	suspicious	
bustled	enough	identity	obey	risk	swung	
cane	entire	idle	obey	roared	tasty-	
caning	entrusts	idled	obeyed	rouse	looking	
capital	escape	illustrious	obeyed	routes	tearful	
capital	escapes	immeasurable	obeying	rush	tediously	
cast	establishes	immediately	obstinately	sacred	tenderly	

casting	establishment	immense	obtained	sage	thief
caught	eventually	impending	obtained	sake	thieves
ceased	examined	imperial	obviously	salute	throughout
ceaseless	exceedingly	impoverished	offend	satirical	tied
change	excellent	impressed	offer	satisfaction	tips
charge	excellent	impressed	offered	satisfied	toiling
cheap	except	imprisons	offered	scanned	toilsomely
cheerful	exclaimed	including	opportunity	scare	trace
cheerfully	excuse	incredibly	ordained	scorned	trackless
chief	expected	indeed	otherwise	scraped	tracts
chipped	expecting	industry	outwits	scratched	trade
chiselled	expecting	informative	outwitted	scream	transmuted
chopping	extension	inquisitive	overhear	seal	transported
chunk	exterior	insane	overlooking	sealed	treasure
clasped	extremely	inscribed	padded	seals	treat
clearing	faded	insights	pale	seemingly	treated
clerks	failing	insisted	pealing	sensible	treats
clever	failure	instantly	perches	separated	tremble
clever	fainted	intelligent	perfectly	settles	trembled
cleverly	fainted	intention	performed	severed	trembling
cloak	faints	interested	perhaps	shade	trick
		intermingling			tricked
					tricks
					tricky

Table 2 shows the list of 656 Tier 2 words highlighted by grade 8 students from the 12 reading selections of Afro-Asian Literature. Although Tier 2 words are important to students' vocabulary knowledge, not all these words can be taught in English classes. According to an article *Building Vocabulary Lesson Plans for ESL Students*, most people can only retain a handful of new words at a time. If a teacher wants students to learn - really learn - new vocabulary, teachers should limit word list to 5-7 words per lesson. Hence there was a need to trim down and prioritize Tier 2 words further.

In the needs assessment phase of the study, seventy-six (76) grade 8 students were tasked to answer the *Tier 2 Wordlist Rating Scale on Degree of Word Knowledge*. The results from the rating scale were tallied to get the top 7 words rated as 1 or "Never Encountered" per set, and these subsequently became the priority words used in developing the mini-lessons for reading vocabulary. The importance of keeping the

number of words to a minimum is that vocabulary strategies are also integrated in the lessons to ensure that teaching of individual words is of quality.

Table 3

Priority tier 2 words per set/reading selection

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
1. betrayed	1. despotic	1. compel	1. flattered	1. amused	1. clever
2. cease	2. dim	2. conceal	2. indeed	2. eagerly	2. cleverly
3. inscribed	3. abolished	3. greedy	3. magnificent	3. idled	3. outwit/s
4. shuddering	4. meditated	4. insane	4. nodded	4. sowed	4. outwitted
5. stupendous	5. shrivelled	5. satirical	5. nodding	5. splendid	5. perhaps
6. sublime	6. mingled	6. prosecute	6. suitable	6. starve	6. predicaments
7. rekindle	7. barbarous	7. disguise	7. suitor	7. wage/s	7. tasty-looking
Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
1. alley	1. admire	1. blob	1. complain/s	1. gratitude	1. chiselled
2. ashamed	2. aim	2. entrust/s	2. eventually	2. marvellous	2. nuisance
3. caning	3. aim/s	3. gratitude	3. harvest	3. miraculously	3. dab
4. clerk/s	4. desire	4. impoverished	4. insisted	4. trackless	4. murmured
5. slap	5. inquisitive	5. seal/s	5. mistake	5. tuft	5. hovered
6. sort	6. limping	6. suspicious	6. related	6. veiled	6. nonchalantly
7. wicked	7. nodded	7. unbeknownst	7. treat	7. wept	7. perplexed

Considering the importance of quality vocabulary teaching and limit of 5-7 words per lesson, the researcher focused on the top 7 rated as Scale 1 or “Never Encountered” from each set. Table 3 shows the priority Tier 2 words from the result of the Tier 2 wordlist rating scale on degree of word knowledge answered by seventy-six (76) grade 8 students. A total of 84 priority tier 2 words were used in the mini-lessons. The words were grouped according to sets which refer to specific reading selections. According to Contis (2017), in deciding how many words to teach per lesson, one has to take into account a number of contextual factors which play a decisive role in vocabulary acquisition, and, more importantly, the depth and range of one’s learning intentions. Although a lot of factors need to be considered in teaching vocabulary, the

researcher limited the words included in the mini-lessons into 7 words to keep vocabulary instruction of quality.

2. Design and Development of Mini-lessons

Instructional Design is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes development of instructional materials and activities; and tryout and evaluation of all instruction and learner activities (McNeil, 2007). In the design and development phase, the researcher considered only the learning competencies in K to 12 English 8 curriculum guide, but also research-based methods and strategies that are aligned with the intents of the study.

As can be recalled, key concepts of the study were the mini-lessons considered as part of larger lessons, and the nature of vocabulary appropriate for teaching ESL learners with words they necessarily encounter in English class, although it could be their first time to be acquainted or familiarized with said words. Tier 2 words were identified, and later on were prioritized because apparently there were still a lot they have never encountered before. Again, because all these could not be accommodated in mini-lessons, only 5-7 words were chosen.

How to design the mini-lesson was crucial in the study as it should serve as guide in the sequence of tasks, flow of activities, and interaction in class. Based on the discussion in the literature review and the study's conceptual framework, the

inclination of study for explicit instruction and experiential, learner-centered activities indicated the over-all template and elements of the mini-lessons.

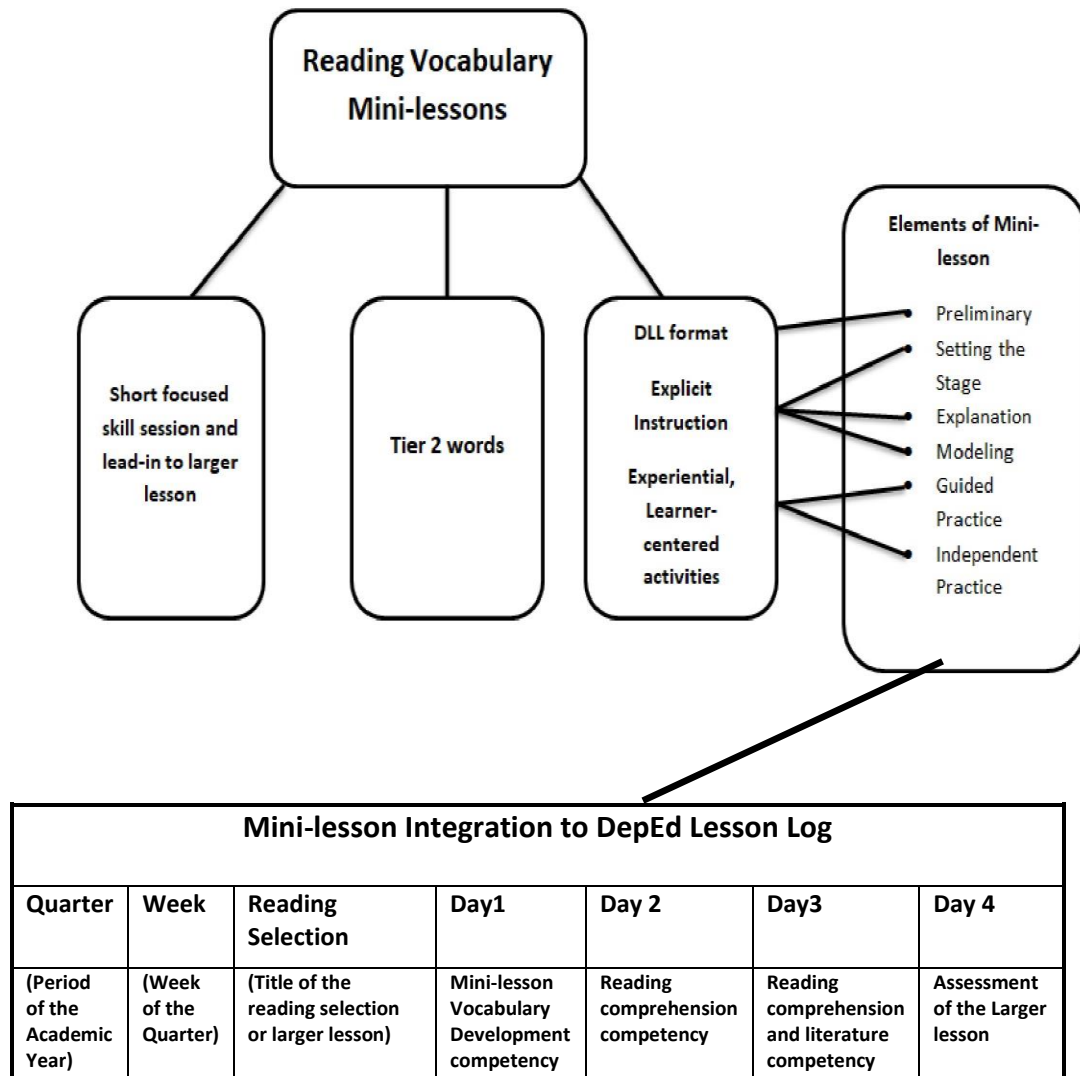


Figure 4. Design Framework of Mini-Lesson

The figure illustrates the design framework of the mini-lesson. The first concept under Reading Vocabulary Mini-lessons states the purpose of the mini-lesson: (1) it serves as a lead-into a larger lesson; and (2) it is a focused skill session. The mini-lesson is designed as an introduction to a reading lesson or selection which is taken 1-3 meetings in an English class. It is also a focused-skill session that aims to develop a specific vocabulary skill. Although the mini-lesson is focused in enhancing vocabulary skill, it also aims to teach Tier 2 or academic words. Tier 2 or academic words are met in an academic context, and provide access to more complex topics and discussions outside of the everyday life. Therefore, Tier 2 words are useful across multiple topic and subject areas.

The format of the mini-lesson, on the other hand, is structured from the format of the DepEd Daily lesson log. The mini-lesson plan serves as a teacher's "road map" for teaching a vocabulary skill. It is a guide for instruction and contains details of what a teacher and learners will do in order to tackle a mini-lesson.

The researcher used explicit instruction as the instructional model of the mini-lesson. Explicit instruction is a structured, systematic, and effective methodology in teaching skills (The Guildford Press, 2011). Explicit instruction is characterized by a series of support or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and objective for learning a new skill, clear explanation and demonstrations of the instructional target, and guided practice with feedback up to independent mastery/practice. The researcher also integrated Experiential, learner-centered activities in both the Guided Practice and Independent

Practice parts of the mini-lesson. Experiential instruction is teaching students by directly involving them in a learning experience. This strategy emphasizes the process and not the product of learning. Experiential learning methods include games, experiments, model building, field observations, role play, simulations, etc.

Explicit instruction was the overall instructional strategy of the mini-lesson. It is clearly reflected in setting the stage, explanation, and modelling parts of the mini-lesson. On the other hand, experiential, learner-centered activities were reflected in Guided Practice and Independent Practice of the mini-lessons.

Although the design of the mini-lesson could be a stand-alone vocabulary lesson, it still serves as a lead-in to a larger lesson. The last concept in the figure shows the integration of the mini-lesson in the larger lesson. It shows that a typical reading selection is taken in 1-3 meetings while 4th meeting serves as the assessment part of the larger lesson. It shows that the mini-lesson is integrated in Day 1 of the 4-day lesson. Therefore, it serves as an introduction of the bigger lesson. The larger lessons are taken one to three meetings in regular classes (based on DepEd order No. 42 Series 2016: Policy and Guidelines on Daily Lesson Preparation for K12 Basic Education Program.). The reading selections or larger lessons target competencies based on the K to 12 curriculum guide revised 2016. Table 4 shows how the mini-lesson is only a part of the whole, large lesson, serving as an introduction of the 4-day lesson.

Table 4**Matrix of Mini-lessons Integrated to Larger Lessons**

Quarter	Week	Reading Selection	Day 1 (Mini-lesson Vocabulary Skill)	Day 2 (Reading Comprehension Competency based on K to 12 Curriculum Guide)	Day 3 (Literature Competency based on K to 12 Curriculum Guide)	Day 4 (Assessment)
2 nd	2	Soul of the Great Bell	Shades of Meaning / Context Clues	EN8RC-IIb-2.22: Evaluate the personal significance of a literary text EN8RC-IIb-2.18: Relate content or theme to previous experiences and background knowledge	EN8LT-IIb-9.1: Describe the notable literary genres contributed by East Asian writers EN8LT-IIb-9.2: Identify the distinguishing features of notable East Asian poems, folktales, and short stories	Day 4 describes the Assessment for the larger lesson (See Mini-lesson appendices with assessment)
2 nd	4	Story of the Aged Mother	Concept of Synonymy/ Word Expansion	EN8RC-IIId-2.22: Evaluate the personal significance of a literary text	EN8LT-IIId-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection	
2 nd	6	Tale of Chungyang	Word Structure (Affixes)	EN8RC-IIIf-11: Transcode information from linear to nonlinear texts and vice versa	EN8LT-IIIf-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIIf2.2.3: Determine tone, mood, technique, and purpose of the author	
2 nd	7	Vanity of the Rat	Word Expansion/ Shades of Meaning	EN8SS-IIg-1.2: Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts EN8RC-IIg-11: Transcode information from linear to nonlinear texts and vice versa	EN8LT-IIg-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIg2.2.3: Determine tone, mood, technique, and purpose of the author	
3 rd	3	Makato	Context	EN8RC-IIIf-2.13:	EN8LT-IIIf2.2:	

		and the Cowrie Shell	Clues/ Translati on	Differentiate facts from opinions	Explain how the elements specific to a genre contribute to the theme of a particular literary selection	
3 rd	4	Outwitting a Crocodile	Shades of Meaning / Context Clues	EN8RC-IIIe-2.1.7: React to what is asserted or expressed in a text	EN8LT-IIIIf2.2.5: Determine key ideas, tone, and purposes of the author	
3 rd	6	Taximan's Story	Shades of Meaning / Translati on	EN8RC-IIIIf-2.1.7.1: Evaluate the details that support assertions in a text	EN8LT-IIIIf2.2.5: Determine key ideas, tone, and purposes of the author	
3 rd	7	Country's Good Son	Shades of Meaning / Vocabul ary Mapping	EN8RC-IIIg-3.1.12: Examine biases (for or against) made by the author	EN8LT-IIIh2.3: Identify similarities and differences of the featured selections	
4 th	2	Ali Baba and the forty thieves	Context Clues	EN8RC-IVb-2.21.2: Identify details that support the topic sentence	EN8LT-IVb-13: Identify notable literary genres contributed by South and West Asian writer	
4 th	3	Story of Ruth	Word Structure	EN8RC-IVc-13.1: Note explicit and implicit signals (like cohesive devices) used by the writer	EN8LT-IVc13.1: Identify the distinguishing features found in religious texts, epics, myths, drama, and short stories contributed by South and West Asian writers	
4 th	4	Wonder Tree	Shades of Meaning / Word Expansio n	EN8RC-IVf-10.2: Distinguish between general and specific statements	EN8LT-IVf-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection	
4 th	8	Three Princes	Word Connecti on	EN8RC-IVh-2.12: Draw conclusions from a set of details	EN8LT-IVh-3: Explain how a selection is influenced by culture, history, environment	

Table 4 reflects how a mini-lesson is integrated to a larger lesson; it includes the quarter, week and specific day when the 12 mini-lessons are unified with the larger lessons. The mini-lessons are focused sessions concentrated on sets of priority word list and strategies that aim to develop the reading vocabulary of students and prepare them in the larger reading lesson that follows. The Mini-lessons also provide support to teachers to effectively incorporate vocabulary items and strategies in the instructional planning and teaching.

Table 4 also shows that a mini-lesson is tackled on Day 1 of the larger lesson which serves as an introduction or lead-in to the larger reading and literature lesson. It displays the specific vocabulary skill being developed per mini-lesson. Days 2 and 4 of the matrix reflect the competencies of the larger lesson in which a particular mini-lesson is anchored. The competencies were based on the K to 12 English curriculum guide. Lastly, Day 4 describes the type of assessment of the week's lesson. The specific assessments per larger lesson are attached on the appendices together with all the mini-lessons.

Table 5**Mini-lesson format and elements**

Elements/Format	Reason/Use	Theoretical Support
Preliminary	adhere to the structure of DepEd Daily Lesson Log.	DepEd DLL guide
Setting the Stage	provide an overview of the vocabulary skill/s that is to be developed and to be linked with the students' background knowledge.	Explicit Instruction
Explanation	serve as the teacher's input where the teacher clearly explains the vocabulary key points and concepts. It is in this part where the researcher has put together the knowledge and understanding gained about methods and strategies to deliver lessons.	
Modelling	model the concept/skill by providing examples and non-examples through think-aloud	
Guided Practice	include the activities where students have a chance to practice the vocabulary skill with the guidance of the teacher. Also, it is in this particular part where the researcher applied the knowledge gained from the related studies and researches reviewed. In the process of designing the mini-lessons, the researcher deliberately matched the teaching methods and strategies appropriate for the target reading vocabulary mini-lessons.	Experiential, learner-centered activities and tasks
Independent Practice	include the activity where the students are given chance to work individually or by groups for internalization of ideas and concept and for the application of the vocabulary skill. This is also the chance for the teacher to evaluate if the lesson has been learned.	

Table 5 shows the instructional elements/outline of the mini-lessons developed in the study. The development of the mini-lesson is anchored on explicit instruction on how to better help people learn and develop. It provides insights about what is likely to

happen and why with respect to different kinds of teaching and learning activities while helping indicate approaches for their evaluation (Reigeluth, 2013). Instructional designers focus on how to best structure material and instructional behavior to facilitate learning. Instructional theory is influenced by three basic theories in educational thought: behaviorism, the theory that helps us understand how people conform to predetermined standards; cognitivism, the theory that learning occurs through mental associations; and constructivism, the theory explores the value of human activity as a critical function of gaining knowledge (Randel, 2008). Obviously, the Practice Part reflects constructivist standpoint, although part of Explicit Instruction is a scheme taken from behaviorism.

Furthermore, study recognizes that instructional planning is essential to successful teaching and learning (Dick & Reiser, 1996). Instructional planning is the process of determining what learning opportunities students in school will have by planning “the content of instruction, selecting teaching materials, designing the learning activities and grouping methods, and deciding on the pacing and allocation of instructional time” (Virginia Department of Education). According to DepEd (2016), planning is a vital step in the instructional process. It involves identifying expectations for learners and choosing the materials and organizing the sequential activities that will help learners reach those expectations.

Though Instructional theories encompass different instructional methods, models and strategies, the mini-lesson utilized explicit instruction with integration of experiential, learner-centered task. These principles of instruction can be viewed as the

foundations of effective, explicit instruction, while the elements of explicit instruction can be seen as methods to ensure that these principles are addressed in designing and delivering instruction. According to Bucjan (2011) one of the best tools available to educators is explicit instruction, a structured, systematic, and effective methodology for teaching academic skills. It is called explicit because it is unambiguous and direct approach to teaching that includes both instructional design and delivery procedures. Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice until independent mastery has been achieved.

Moreover, mini-lesson also utilized experiential, learner-centered activities on its guided practice and independent practice. Opposed to the idea of labeling explicit methods as "teacher-centered", The Guilford Press contends that explicit instruction is equally focused on students. However, many students struggle with learning when necessary guidance and support are not provided. This study supports the idea that appropriate use of explicit elements of instruction is indeed "student-centered," in that it incorporates how students learn new material and about the skills students need in order to be successful.

Anchored with the structure of explicit instruction, the mini-lesson elements/outline consists of: (1) **Preliminary**, which includes the basic information of the material such as mini-lesson number, vocabulary skill to be developed, wordlist

source, learning area, grade level, quarter, and teaching date and time. This element of a mini-lesson adheres to the structure of Daily Lesson Log; (2) **Setting the stage** provides an overview of the vocabulary skill/s that is to be developed and be linked with the students' background knowledge; (3) **Explanation** serves as the teacher's input where the teacher clearly explains the vocabulary key points and concepts. It is in this part where the researcher has put together the knowledge and understanding gained about methods and strategies to deliver lessons; (4) **Modelling** to demonstrate the concept/skill by providing examples and non-examples through think-aloud; (5) **Guided Practice** includes the activities where students have a chance to practice the vocabulary skill with the guidance of the teacher. Also, it is in this particular part where the researcher applied the knowledge gained from the related studies and researches reviewed. In the process of designing the mini-lessons, the researcher deliberately matched the teaching methods and strategies appropriate for the target reading vocabulary mini-lessons; and (6) **Independent Practice** includes the activity where the students are given chance to work individually or by groups for internalization of ideas and concept and for the application of the vocabulary skill. This is also the chance for the teacher to evaluate if the lesson has been learned.

The template of the mini-lesson is shown in Figure 5, with Mini-lesson 1 as example.

MINI-LESSON FOR VOCABULARY DEVELOPMENT	MINI-LESSON NO.	1	GRADE LEVEL	Eight
	VOCABULARY SKILL	Shades of Meanings/ Context Clues	QUARTER	Second
	WORD LIST SOURCE	"The Soul of the Great Bell"	TEACHER	
	LEARNING AREA	English 8	Teaching Dates and Time	

OBJECTIVE/S:	• Use context clues with emphasis on synonyms in decoding the meaning of the priority words.
VOCABULARY KEY POINTS:	CONTEXT CLUES are hints that an author gives to help define a difficult or unusual word. There are at least four kinds of context clues that are common: 1. SYNONYM (or comparison context clue) which appears in that sentence. 2. ANTONYM (or contrast context clue) that has the opposite meaning. 3. DEFINITION an explanation for an unknown word is given within the sentence or in the sentence immediately preceding. 4. EXAMPLE where a specific example is used to define the term.
I. SETTING THE STAGE	(5 minutes) <i>(Present the <u>vocabulary objective/s</u> to the students and briefly discuss the <u>vocabulary key points</u>.)</i> • Tell students about context clue and its four kinds. • Inform the students that the mini-lesson is focused with the usage of <u>synonyms</u>.
II. EXPLANATION III. MODELING	Teacher Script: (10 minutes) Today, we are going to decipher the meaning of some unfamiliar words through Context Clues. CONTEXT CLUES are hints that an author gives to help define a difficult or unusual word. There are at least four kinds of context clues that are common. First one is through synonyms or words with similar/related meaning. Second is through antonyms or those words with opposite meaning. Another is Definition or an explanation for an unknown word is given within the sentence or in the sentence immediately preceding. Lastly, example, where a specific example is used to define the term. Today, we are going to focus with use of synonyms and definition context clues. Modeling: (5 minutes) Here are some examples how you can identify the meaning of an unfamiliar word through synonyms and definition context clues. Let's say the unfamiliar word is "<u>dazzling</u>" and the sentence is: Miss Universe 2018, Catriona Gray, looks <u>dazzling</u> in an amazing gown made by Filipino designer, Michael Cinco. Answer: amazing <i>The word which is synonym with dazzling is amazing-- The <u>amazing</u> gown made Catriona Gray look <u>amazing</u> too.</i>

IV. GUIDED PRACTICE

Guided Practice (10 minutes)

Activity: Find the Synonym

Direction: Identify the meaning of the underlined words through synonym context clues. Write down the synonyms.

Trust is an essential element in a relationship but it is something that many people struggle with for a lot of different reasons.

You need to have a ¹stupendous amount of trust to your partner and vice versa. Having a great trust is something that you build together. When someone ²betrayed or cheated his/her partner, trust may be ³shuddered; faith may also be shaken. The worst thing could happen is that the relationship may ⁴cease and love will end. It will be very hard to ⁵rekindle a relationship when trust is broken. The couple must work together to revive it.

No formula was ever ⁶inscribed nor rules written for a ⁷sublime relationship, but everyone deserves to be in a beautiful relationship with someone who can resolve conflicts in a healthy, respectful way.

(Answers: great, cheated, shaken, end, revive, written, beautiful)

Correction & Feedback: (If needed)

You may use the following dictionary synonym and antonym discuss the priority words. You may also cite some examples or situations.

1. Betrayed means cheated or failed; usually by people whom you loved and cared for.
2. Cease – cease is to put something to an end or finish it, antonyms are words: start, begin, continue.
3. Inscribed –written, engraved or printed; marked
4. Shuddering – shaking violently
5. Stupendous – causing astonishment or wonder, someone awesome or marvellous
6. Sublime – something outstanding, amazing, awesome
7. Rekindle - to begin to burn again or to refresh

V. INDEPENDENT PRACTICE

Independent Practice (10 minutes)

1				5					

ACROSS - 1, 2, 4, 6
DOWN - 3, 5, 7

7

	Activity 2:	6									
	Crossword										
	Puzzle										
	1. The new										
	book of JK										
	Rowling										
	was										

	_ with her										
	signature.										
2. The province											
of Rizal has											

-	2										
mountains that amaze a lot of tourist and hikers..											
3. Moira's _____ voice and superb song-writing talent amazed a lot of fans.											
4. She was _____ in fear while she was giving her statement to the officer, her hands were shaking.											
5. They board voted to _____ the No-payment, No-Exam policy in the university to end issue.											
6. They travelled together to _____ their relationship after being away from each other for months.											
7. He _____ her trust when he didn't tell the truth about his first marriage.											
(Answers: inscribed, stupendous, sublime, shuddering, cease, rekindle, betrayed)											

Figure 5. Developed mini-lesson for reading vocabulary

3. Validate Mini-lessons by experts

This phase consists of validation by experts using the research instrument discussed earlier based on interpretation of scores by Logdat (2018) on validation of instructional materials.

Scale/Rating	Verbal Interpretation	Abbreviation	Range	Decision
5	Outstanding	O	4.50-5.0	No revision
4	Highly Satisfactory	HS	3.50-4.49	No revision
3	Satisfactory	S	2.50-3.49	Minor revision
2	Below Satisfactory	BS	1.50-2.49	Major revision
1	Need Improvement	NI	1.0-1.50	Delete

Table 6 reveals the results of validation done by experts in consideration of criteria such as format and design, content, organization and presentation, language and style, and elements of mini-lesson.

Table 6

Overall validation summary results by experts

CRITERIA MINI-LESSON CODE														
	1	2	3	4	5	6	7	8	9	10	11	12	Ave.	Rank
1. FORMAT AND DESIGN	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	1.5
2. CONTENT	4.87	4.87	4.93	4.8	4.93	4.93	4.87	4.87	4.73	4.8	4.73	5.0	4.86	4
3. ORGANIZATION AND PRESENTATION	4.89	5.0	5.0	4.78	4.89	5.0	4.89	4.78	4.89	4.89	4.89	5.0	4.91	3
4. LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	1.5
5. ELEMENTS OF A MINI-LESSON	4.93	4.87	4.87	4.8	4.73	4.8	4.8	4.8	4.73	4.73	4.8	4.93	4.82	5
TOTAL	4.94	4.95	4.96	4.88	4.91	4.95	4.91	4.89	4.87	4.91	4.88	4.99		
													Composite Weighted Mean: 4.92	
													Verbal Interpretation: Outstanding	

Table 6 shows the summary of mini-lesson validation results with an overall rating of 4.92 with Verbal Interpretation as Outstanding. The criteria Format and Design and Language and Style gained the highest rating of 5.0 both ranked as 1.5. It reveals that validators strongly agreed that the mini-lesson format is easy to follow, and

that the language used is within the students' level of understanding, even as the icons are grade-level appropriate.

On the other hand, Organization and Presentation ranked as 3 with a mean of 4.91, Outstanding. This means that validators also strongly agreed that the activities in the mini-lessons are sequenced in a logical order from relating to prior knowledge to independent mastery to awareness of the strategy. Furthermore, Content gained a mean of 4.86. Although some activities were recommended to be improved and modified, no major revisions were given/suggested by validators. This means that validators agreed that activities are appropriate to the learners, target strategies are clearly demonstrated and explained, and the mini-lessons provide sufficient exercises to accomplish the goals set.

Lastly, the criterion Elements of Mini-lesson gained the lowest rating of 4.82 specifically on item C '*The mini-lesson is short enough to be taught in 30-35 minutes*', though the rating was still considered as Outstanding in verbal interpretation. Based on the ratings and comments of the validators, there was a need to improve the time-allotment of the activities in other mini-lessons.

The high ratings given for the criteria set in evaluating the mini-lessons show compliance with what experts say. For instance, Tolimson (1998) believed that most language learners benefit from feeling at ease when using learning materials and that language learning is difficult when they feel anxious, uncomfortable or tense. Apparently, the mini-lesson achieved it through learner-centered activities that encourage learners to be at ease and comfortably working with peers. As regards being

short and direct, students read books easier, their word recognition and accuracy increase and begin discussing text meaning more readily(Walker, 2004).

Likewise, the three crucial factors in selecting texts are content, aids for learning, and readability of text (Hermosa, 2002). Forgan and Mangrum (1989) claimed that reading level appropriateness, vocabulary appropriateness, size of print, use of organizational structure of the author, writing style, sentence structure, and font type offered learners great assistance in processing and learning a language, which the mini-lessons aimed to achieve. Regarding vocabulary learning, students need to know how words work and how elements from known words can inform them about unknown ones. Word work and play is accomplished by discussing words with others, thinking about words, playing with and acting on words and using words in the context of real reading and writing, not by mindless drill and memorization (Rasinski et al, 2004).When learners touch, feel, measure, manipulate, draw, make charts, record data and find answers for themselves rather than being given the answer in a textbook or lecture, their learning becomes more effective and retention is enforced (Ates&Eryilmaz, 2011). Through the guided and independent practice components of mini-lessons, learners were afforded such experiences. Roller (1998) found that as students read easier books, their word recognition and accuracy increase and they begin to discuss the meaning of the text more readily.

Aside from the summary of validation results, the individual result per selection is presented to highlight recommendation specific to the text and mini-lesson.

Table 6.1**Validation of mini-lesson 1**

		Mini-lesson Title: Soul of the Great Bell				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	1.5
2.	CONTENT	4.8	4.8	5.0	4.87	5
3.	ORGANIZATION AND PRESENTATION	4.67	5.0	5.0	4.89	4
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	1.5
5.	ELEMENTS OF MINI-LESSONS	5.0	4.8	5.0	4.93	3
		4.89	4.92	5.0		
		Weighted Mean:			4.94	
		Verbal Interpretation:			Outstanding	

Table 6.1 shows that Mini-lesson 1 was rated as 4.94 with the verbal interpretation of Outstanding. Based on the result of validation, the validators strongly agree that the format of the mini-lesson is easy to follow (Mean, 5.0), the language used in the mini-lesson is grade-level appropriate (Mean, 5.0) and it reflects the elements of a mini-lesson (4.93). They also agree that the mini-lesson is organized, well-presented and it can be easily carried out (Mean, 4.89).

However, though the validators also agree that the activities, strategies, and directions of the mini-lesson are appropriate to the students, Content (Mean, 4.87) was given the lowest rating. Validators suggested to check or to revise if needed the activity on the independent practice. They also commented that the time allotment for the activities in the mini-lesson might not be enough to be achieved in 30-35 minutes frame. The overall rating for the Elements of Mini-lesson is as 4.93 with verbally interpretation of Outstanding.

Table 6.2**Validation of Mini-lesson 2**

		Mini-lesson Title: Story of the Aged Mother				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	2
2.	CONTENT	4.8	4.8	5.0	4.87	4.5
3.	ORGANIZATION AND PRESENTATION	5.0	5.0	5.0	5.0	2
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	2
5.	ELEMENTS OF MINI-LESSONS	5.0	4.8	4.8	4.87	4.5
		4.96	4.92	4.96		
		Weighted Mean:			4.95	
		Verbal Interpretation:			Outstanding	

Table 8 shows the result of validation for Mini-lesson 2, the format and design, organization and presentation, and language style gained the highest rating (Mean, 5.0) with verbal interpretation as Outstanding. However, just like Mini-lesson 1, Mini-lesson 2 gained the lowest rating on the criteria on Content with a Mean of 4.87; the validators commented that the directions and explanations should be clear and straightforward. Minor corrections/typographical errors were also pointed out and highlighted on the mini-lesson.

The criterion Elements of a Mini-lesson also gained a rating of 4.87 specifically lowest on the criterion C or “The mini-lesson is short enough to be taught in 30-35 minutes” (Mean, 4.33). The validators suggested revising the time allotment for the Guess the Synonym activity and provide jumbled letters for the words being guessed of the activity if target time is to be achieved. Nonetheless, the overall rating for Mini-lesson 12 is 4.95 (Outstanding).

Table 6.3**Validation of Mini-lesson 3**

		Mini-lesson Title: Tale of Chungyang				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	2
2.	CONTENT	4.8	5.0	5.0	4.93	5
3.	ORGANIZATION AND PRESENTATION	5.0	5.0	5.0	5.0	2
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	2
5.	ELEMENTS OF MINI-LESSONS	5.0	4.8	4.8	4.87	4
		4.96	4.9	4.6		
		6			4.96	
		Weighted Mean:				
		Verbal Interpretation:			Outstanding	

Table 6 shows that Mini-lesson 3 was also rated highest on the criteria Format and Design, Organization, and Language and Style (Mean, 5.0). This means that validators strongly agreed that the format of the mini-lesson is easy to follow and the language used is grade-level appropriate. They also agree that the mini-lesson is well-organized and it can be easily carried out. The criterion Content was rated as 4.93, Outstanding. The validators recommended to restructure the table containing the list of affixes, and to provide examples of sentences in the Independent Practice.

On the other hand, the last criterion Elements of Mini-lesson gained the average of 4.87. The validators suggested improving the time-allotment for the activities and revising some parts of the guided practice of the mini-lesson for teacher's ease, and to achieve the target time. The overall rating for Mini-lesson C is 4.96 with verbal interpretation of Outstanding.

Table 6.4**Validation of Mini-lesson 4**

Mini-lesson No. 4		Mini-lesson Title: Vanity of the Rat				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	1.5
2.	CONTENT	4.6	4.8	5.0	4.8	3.5
3.	ORGANIZATION AND PRESENTATION	5.0	4.33	5.0	4.78	5
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	1.5
5.	ELEMENTS OF MINI-LESSONS	5.0	4.6	4.8	4.8	3.5
		4.92	4.75	4.96		
		Weighted Mean:				4.88
		Verbal Interpretation:				Outstanding

Table 6.4 shows the result of validation for Mini-lesson 4 with overall rating of 4.88, verbal interpretation of Outstanding. The result reveals that the format of the mini-lesson is easy to follow (Mean, 5.0); language used is grade-level appropriate (Mean, 5.0); and the mini-lesson is aligned with its elements (Mean, 4.8). The validators strongly agreed that the mini-lesson is well-organized and it can be easily carried out (Mean, 4.78).

Furthermore, the validators agreed that the target strategies/skills are properly addressed by the activities (Mean 4.8). They recommended on improving the Independent Practice of the mini-lesson by adding a rubric for score system and a challenge option in the activity on Guided Practice. Validators suggested minor revision on the time allotment for the activities in the mini-lesson.

Table 6.5**Validation of Mini-lesson 5**

Mini-lesson No. 5		Mini-lesson Title: Makato and the Cowrie Shell				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	2
2.	CONTENT	5.0	4.8	5.0	4.93	3
3.	ORGANIZATION AND PRESENTATION	5.0	4.67	5.0	4.89	4
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	2
5.	ELEMENTS OF MINI-LESSONS	4.6	4.6	5.0	4.73	5
		4.92	4.81	5.0		
		Weighted Mean:				4.91
		Verbal Interpretation:				Outstanding

Table 6.5 shows the result of validation of Mini-lesson 5 with an overall rating of 4.91, Verbal Interpretation as Outstanding. This means that the format of the mini-lesson is easy to follow (Mean, 5.0), the language used in the mini-lesson is grade-level appropriate (Mean, 5.0). The validators strongly agree that the mini-lesson is organized, well-presented and it can be easily carried out (Mean, 4.89) and it reflects the elements of a mini-lesson (4.73).

Though the rating on the criterion Content is 4.93, the validators suggested modifying the mini-lesson by making the setting the stage activity as Guided Practice and that setting the stage can be focused with identifying synonym, antonym, and definition. Validators also advised to underline the words/phrases in the presentation part and indicate the author of the selection.

Table 6.6**Validation of Mini-lesson 6**

Mini-lesson No. 6		Mini-lesson Title: Outwitting a Crocodile				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	2
2.	CONTENT	4.8	5.0	5.0	4.93	4
3.	ORGANIZATION AND PRESENTATION	5.0	5.0	5.0	5.0	2
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	2
5.	ELEMENTS OF MINI-LESSONS	4.6	4.8	5.0	4.8	5
		4.88	4.96	5.0		
		Weighted Mean:				4.95
		Verbal Interpretation:				Outstanding

Table 6.6 shows the result of validation of Mini-lesson 6 which gained an overall weighted mean of 4.95 with verbal interpretation of Outstanding. This means that the validators strongly agreed that the format of the mini-lesson is easy to follow (Mean, 5.0), it is well-organized and can easily be carried out (Mean, 5.0) and its language and style is appropriate to the target users and learners. Moreover, the content gained a mean of 4.93 which means that the validators agreed that Mini-lesson 6 consists of activities that are appropriate to the students, strategies that are clearly demonstrated, and exercises that are sufficient. The criterion Elements of Mini-lessons gained the lowest mean as 4.8. Though the verbal interpretation is also outstanding, validators suggested minor improvement on the content such as providing L1 translation for teacher's ease, checking the correct synonym of some words, and rearranging the words in the word pool. Nevertheless, validators commended the well-sequenced and developed mini-lesson.

Table 6.7**Validation of Mini-lesson 7**

Mini-lesson No. 7		Mini-lesson Title: Taximan's Story				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	1.5
2.	CONTENT	4.8	4.8	5.0	4.87	4
3.	ORGANIZATION AND PRESENTATION	5.0	4.67	5.0	4.89	3
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	1.5
5.	ELEMENTS OF MINI-LESSONS	4.8	4.6	5.0	4.8	5
		4.92	4.81	5.0		
		Weighted Mean:				4.91
		Verbal Interpretation:				Outstanding

Table 6.7 shows the result of validation for Mini-lesson 7 which gained a weighted mean of 4.91 with verbal interpretation as Outstanding. The validators strongly agreed that the format of the mini-lesson is easy to follow, the language used in the mini-lesson is grade-level appropriate, and the elements of a mini-lesson are clearly reflected. They also agreed that the mini-lesson is organized, well-presented and it can be easily carried out.

The criteria Format and Design and Language and Style were rated highest as 5.0, while criterion Elements of Mini-lesson gained the lowest mean of 4.8. The validators suggested to modify time allotment for Odd One Activity and to make Matching Type activity as discussion proper. They commended Independent Practice task, Tagalog time and recommended providing directions such as groupings on the said activity.

Table 6.8**Validation of Mini-lesson 8**

Mini-lesson No. 8		Mini-lesson Title: Country's Good Son				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	1.5
2.	CONTENT	5.0	4.6	5.0	4.87	3
3.	ORGANIZATION AND PRESENTATION	4.67	4.67	5.0	4.78	5
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	1.5
5.	ELEMENTS OF MINI-LESSONS	5.0	4.8	4.6	4.8	4
		4.93	4.81	4.92		
		Weighted Mean:				4.89
		Verbal Interpretation:				Outstanding

Table 6.8 shows the result of validation of Mini-lesson 8 which gained an overall rating of 4.89 with verbal interpretation as Outstanding. Like the previous mini-lessons, it gained the highest rating of 5.0 on the criteria Format and Design and Language and Style. This means that the validators strongly agreed the format of the mini-lesson is easy to follow and the language used in the mini-lesson is grade-level appropriate. They also agreed that the mini-lesson consists of the clear Elements of a mini-lesson, and activities and strategies are appropriate to the target learners (Mean, 4.8). On the other hand, it was rated lowest in the criterion Organization and Presentation as 4.78. Validators suggested changing some directional words and providing sample scoring system on the Independent Practice for teacher's reference.

Table 6.9**Validation of Mini-lesson 9**

Mini-lesson No. 9		Mini-lesson Title: Ali Baba and the Forty Thieves				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	1.5
2.	CONTENT	4.8	4.4	5.0	4.73	4.5
3.	ORGANIZATION AND PRESENTATION	5.0	5.0	4.67	4.89	3
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	1.5
5.	ELEMENTS OF MINI-LESSONS	4.6	4.8	4.8	4.73	4.5
		4.88	4.84	4.89		
		Weighted Mean:			4.87	
		Verbal Interpretation:			Outstanding	

The result on Table 6.9 shows that Mini-lesson 9 gained an overall rating of 4.87. Though the verbal interpretation is still outstanding, this mini-lesson gained the lowest rating among the 12 mini-lessons. It was rated as 5.0 on the criteria Format and Design and Language and Style which means that validators strongly agreed the format of the mini-lesson is easy to follow and the language used is within the students' level of understanding.

The validators also agreed that activities are sequenced in a logical order from relating to prior knowledge to independent mastery gaining a Mean of 4.89 on Organization and Presentation. However, Mini-lesson 9 was rated lowest on criterion, Content which is 4.73, specifically on sub-criterion B or "*The directions and explanations are clear and straightforward.*" The validators suggested clarifying the some directions presented in the mini-lesson. For instance, one validator suggested to reformat the items in the Independent Practice's Crossword puzzle (Across, Down) and provide an answer key for the Independent Practice for teacher's ease.

Table 6.10**Validation of Mini-lesson10**

Mini-lesson No. 10		Mini-lesson Title: Story of Ruth				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	2
2.	CONTENT	4.8	4.6	5.0	4.8	4
3.	ORGANIZATION AND PRESENTATION	5.0	5.0	5.0	5.0	2
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	2
5.	ELEMENTS OF MINI-LESSONS	4.6	4.6	5.0	4.73	5
		4.88	4.84	5.0		
Weighted Mean:					4.91	
Verbal Interpretation:					Outstanding	

Table 6.10 shows the result of validation for Mini-lesson 10 gained an overall rating of 4.91 with verbal interpretation of Outstanding. It gained the highest rating of 5.0 in the criteria; Format and Design, Organization and Presentation, and Language and Style. The validators strongly agreed the format of the mini-lesson is easy to follow, the activities are sequenced in a logical order from relating to prior knowledge to independent mastery to awareness of the strategy, and the language used is within the students' level of understanding.

On the other hand, Mini-lesson 10 gained a rating of 4.8 on criterion Content. The validators suggested formatting the Affix table on the Independent Task by adding and balancing the number of prefixes and suffixes. They further suggested adding an activity in the presentation part of the mini-lesson. Lastly, it gained a rating of 4.73 on criterion Elements of a mini-lessons, the lowest on sub-criterion “*The mini-lesson is short enough to be taught in 30-35 minutes*”. Although the validators did not suggest any revision on the time-allotment of the activities, the research considered improving the time-allotment of the mini-lesson. Other suggestions were also given such as

modifying words on the word pool and providing translations in the Quick Bingo activity.

Table 6.11

Validation of Mini-lesson 11

Mini-lesson No. 11		Mini-lesson Title: Wonder Tree				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	1.5
2.	CONTENT	4.8	4.4	5.0	4.73	5
3.	ORGANIZATION AND PRESENTATION	5.0	4.67	5.0	4.89	3
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	1.5
5.	ELEMENTS OF MINI-LESSONS	5.0	4.6	4.8	4.8	4
		4.96	4.73	4.96		
		Weighted Mean:			4.88	
		Verbal Interpretation:			Outstanding	

Table 6.11 reveals the validation results for Mini-lesson 11 with an overall rating as 4.88. It gained the highest rating of 5.0 in the criteria; Format and Design, Organization and Presentation, and Language and Style. The validators strongly agreed the format of the mini-lesson is easy to follow, the activities are sequenced in a logical order from relating to prior knowledge to independent mastery to awareness of the strategy, and the language used is within the students' level of understanding. It was rated the lowest in Content as 4.73 specifically on the sub-criterion B which focuses on the clarity and straightforwardness of directions and explanations.

Though the validators did not specify any suggestion in improving clarity and straightforwardness of directions and explanation, they suggested refining Q & A activity by giving sample questions or review. Validator also commended the Independent Practice: Taboo Card game, which, according to one validator, *"It will help (students) in relating or associating new words with their existing word*

knowledge. It may also encourage student to think critically”. The research considered improving the directions on Mini-lesson 11.

Table 6.12

Validation of Mini-lesson 12

Mini-lesson No. 12		Mini-lesson Title: Three Princes				
CRITERIA		V1	V2	V3	General Ave.	Rank
1.	FORMAT AND DESIGN	5.0	5.0	5.0	5.0	2.5
2.	CONTENT	5.0	5.0	5.0	5.0	2.5
3.	ORGANIZATION AND PRESENTATION	5.0	5.0	5.0	5.0	2.5
4.	LANGUAGE AND STYLE	5.0	5.0	5.0	5.0	2.5
5.	ELEMENTS OF MINI-LESSONS	5.0	4.8	5.0	4.93	5
		5.0	4.96	5.0		
		Weighted Mean:		4.99		
		Verbal Interpretation:		Outstanding		

Table 6.12 shows that Mini-lesson 12 gained an overall rating of 4.99 which is the highest among the 12 mini-lessons. It gained the highest rating of 5.0 in the criteria; Format and Design, Content, Organization and Presentation, and Language and Style. The validators strongly agreed the format of the mini-lesson is easy to follow, the activities are sequenced in a logical order from relating to prior knowledge to independent mastery to awareness of the strategy, and the language used is within the students’ level of understanding

All criteria were rated as 5.0 except Elements of Mini-lessons which is specific on sub-criterion C ‘*The mini-lesson is short enough to be taught in 30-35 minutes*’ that gained a mean of 4.67. The validators did not specify any suggestion improving the time-allotment on the activities but this was seen as an area to improve in the

implementation. The validators commended the use of engaging activities such as 4 pics 1 word and TWEET; they further applauded the social media terms used in the activities are “very much relatable” and described as “very millennial”.

Revision of Mini-lesson

Among the criteria of the checklist on mini-lesson validation, it appeared that the mini-lessons needed improvement on their time element or time-allotment on the activities. The validators also encircled minor typographical errors like spacing between words and appropriate L1 translations on some of the mini-lessons. All the comments/feedback/suggestions of the validators were considered and applied in revising the Mini-lessons. There were no major revisions on the mini-lessons though.

4. Try-out mini-lessons

Aside from validation by experts, the mini-lessons were also tried out to the target learners by grade 8 English teachers. The tryout was conducted during 3rd and 4th quarter of DepEd academic year. This portion discusses the result of the tryout in terms of (1) teacher evaluation and comments, and (2) students comments and assessment of learning.

4.1 Teachers

In this phase, eight (8) mini-lessons were used by two (2) Grade 8 English teachers in a high school in Pampanga. Only eight (8) out of the twelve

(12) Mini-lessons were implemented as it was already third quarter of the Academic Year when then the mini-lessons were validated and revised. The researcher orientated the two (2) Grade 8 English teachers together with their student-teachers regarding the study and the mini-lessons. The mini-lessons 5 to 12 were distributed to the Grade 8 English teachers and were implemented from 1st week of January to 1st week of February. Since the mini-lessons can be stand-alone vocabulary teaching guides, the mini-lessons intended for fourth quarter were already implemented and taught in advance. The researcher provided the teachers Checklist for Mini-lesson Evaluation (See Appendix G). The checklist focused only on the mini-lesson elements themselves, which the teachers rated in range from (1) Needs Improvement to (5) Outstanding.

The results of the evaluation of teachers are as follows:

Table 7

Evaluation Summary of Mini-lesson Elements by Teachers

Summary of Teachers' Evaluation on Mini-lesson Implementation											
ELEMENTS OF MINI-LESSONS	5	6	7	8	9	10	11	12	Ave.	R a n k	V.I.
A. The mini-lesson is an introduction or is a lead-in to a larger lesson.	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	1	O
B. The mini-lesson focuses in developing a specific vocabulary skill.	4.5	5.0	5.0	5.0	4.5	5.0	5.0	4.5	4.81	2	O
C. The mini-lesson is short enough to be taught in 30-35 minutes.	4.0	3.5	4.5	4.5	4.5	3.5	4.5	4.0	4.13	5	HS
D. The mini-lesson allows for guided practice on a specific vocabulary skill.	4.5	4.0	4.5	5.0	4.5	5.0	5.0	5.0	4.69	3.5	O
E. The mini-lesson provides independent practice of focus skill.	5.0	4.5	4.5	5.0	4.0	4.5	5.0	5.0	4.69	3.5	O
TOTAL	4.6	4.4	4.7	4.9	4.5	4.6	4.9	4.7			
Weighted Mean Verbal Interpretation Outstanding									4.66		

Table 7 shows that the Mini-lessons gained an overall rating of 4.66 with Verbal Interpretation as Outstanding. It reveals that criterion A gained the highest average as 5.0. This means that the teachers strongly agreed that the mini-lessons are lead-in to larger lessons; and the materials are seen as new way of pre-teaching vocabulary or unlocking of difficulties in their English classes. Moreover, the teachers strongly agreed that the mini-lessons are focused in developing specific vocabulary skills (Mean, 4.81). The materials also contain guided practice on a specific vocabulary skill (Mean, 4.69), and provide independent practice of focus skills (Mean, 4.69). However, though criterion C with a mean of 4.13 is interpreted as Highly Satisfactory, the teachers commented on the limited time allotted on activities in the mini-lessons. For instance, a teacher suggested improving the time-allotment on activities as directions/instructions; groupings and feedback should also be considered in teaching the mini-lessons. The teachers also recommended adding suggested materials part in the preliminaries of the mini-lessons, based on the comments/suggestion of the teachers, instructional materials for the mini-lessons must be well-prepared in order to achieve the target time-frame of 30-35 minutes. Nevertheless, the teachers who implemented/used the mini-lessons strongly agreed that mini-lessons helped in developing vocabulary knowledge and skills of the Grade 8 ESL learners.

Aside from the summary of results, individual evaluation of the mini-lesson is shown to reflect rating specific to the selection.

Table 7.1**Evaluation of Mini-Lesson 5**

MINI-LESSON TITLE: MAKATO AND THE COWRIE SHELL				
ELEMENTS OF MINI-LESSONS	T1	T2	Ave.	Rank
A. The mini-lesson is an introduction or is a lead-in to a larger lesson.	5	5	5.0	2
B. The mini-lesson focuses in developing a specific vocabulary skill.	5	4	4.5	3.5
C. The mini-lesson is short enough to be taught in 30-35 minutes.	4	4	4.0	5
D. The mini-lesson allows for guided practice on a specific vocabulary skill.	5	4	4.5	3.5
E. The mini-lesson provides independent practice of focus skill.	5	5	5.0	2
TOTAL	4.8	4.4		
	Weighted Mean		4.6	
	Verbal Interpretation:		Outstanding	

Table 7.1 shows the result of the evaluation of Mini-lesson 5 in terms of the Elements of Mini-lessons. The result reveals that the teachers strongly agreed that the mini-lesson is an introduction or a lead-in to a larger lesson (Mean, 5.0) and that it focuses in developing a specific vocabulary skill (Mean, 4.5). The teacher also agreed that the mini-lesson allows for guided practice on a specific vocabulary skill (Mean, 4.5) and that it provides independent practice of focus skill (5.0). The mini-lesson gained the lowest mean on the criterion C (Mean, 4.0). Though it is interpreted as Highly Satisfactory, the teachers recommended considering additional time for the discussion part of the mini-lesson. The overall rating of Mini-lesson 5 is 4.6 with verbal interpretation as Outstanding. The teachers commended the activities in both Guided and Independent practices in the mini-lesson, it was further suggested that the output on the independent practice should be presented in class so student may be given points or scores for their output.

Table 7.2**Evaluation of Mini-Lesson 6**

MINI-LESSON TITLE: OUTWITTING A CROCODILE				
ELEMENTS OF MINI-LESSONS	T1	T2	Ave.	Rank
A. The mini-lesson is an introduction or is a lead-in to a larger lesson.	5	5	5.0	2
B. The mini-lesson focuses in developing a specific vocabulary skill.	5	5	5.0	2
C. The mini-lesson is short enough to be taught in 30-35 minutes.	4	3	3.5	5
D. The mini-lesson allows for guided practice on a specific vocabulary skill.	4	4	4.0	4
E. The mini-lesson provides independent practice of focus skill.	5	4	4.5	3
TOTAL	4.6	4.2		
			Weighted Mean	4.4
			Verbal Interpretation:	Highly Satisfactory

Table 7.2 shows the result of the evaluation of Mini-lesson 6 based on the Elements of Mini-lessons. The result reveals that the teachers strongly agreed that the mini-lesson is an introduction or a lead-in to a larger lesson (Mean, 5.0) and that it focuses in developing a specific vocabulary skill (Mean, 5.0). The teachers also strongly agree that the mini-lesson F provides independent practice of focus skill (Mean, 4.5). They agree that the mini-lesson allow for guided practice on a specific skill (Mean, 4.0), they further suggested minor modification on the Guided practice activity. However, just like mini-lesson 5, mini-lesson 6 also gained the lowest mean on the criterion C (Mean, 3.5) which is verbally interpreted between Satisfactory to Highly Satisfactory. The teachers recommended revising the time-allotment for the activities in the mini-lesson. The overall rating of Mini-lesson 6 is 4.4 with verbal interpretation as Highly Satisfactory; even so teachers commended the good activities in the mini-lessons.

Table 7.3**Evaluation of Mini-Lesson 7**

MINI-LESSON TITLE: TAXIMAN'S STORY				
ELEMENTS OF MINI-LESSONS	T1	T2	Ave.	Rank
A. The mini-lesson is an introduction or is a lead-in to a larger lesson.	5	5	5.0	2
B. The mini-lesson focuses in developing a specific vocabulary skill.	5	5	5.0	2
C. The mini-lesson is short enough to be taught in 30-35 minutes.	5	4	4.5	4
D. The mini-lesson allows for guided practice on a specific vocabulary skill.	4	5	4.5	4
E. The mini-lesson provides independent practice of focus skill.	5	4	4.5	4
TOTAL	4.8	4.6		
			Weighted Mean	4.7 Outstanding
Verbal Interpretation:				

Table 7.3 displays the result of the evaluation of Mini-lesson 7 based on the Elements of Mini-lessons. The result reveals that the teachers strongly agreed that the mini-lesson is an introduction or a lead-in to a larger lesson (Mean, 5.0) and that it focuses in developing a specific vocabulary skill (Mean, 5.0). The teachers also strongly agree that the mini-lesson 7 allows for guided practice on a specific skill (Mean, 4.5) and it provides independent practice of focus skill (Mean, 4.5). They also agree that the mini-lesson is short enough to be taught in 30-35 minutes (Mean, 4.5), the teachers recommended that materials should well-prepared beforehand in order to achieve the target time-frame of the mini-lesson. Furthermore, they commended the activities such as Odd One Out and Tagalog time as very engaging activities. Minor modifications in improving parts of the lesson were also recommended.

Table 7.4**Evaluation of Mini-Lesson 8**

MINI-LESSON TITLE: COUNTRY'S GOOD SON				
ELEMENTS OF MINI-LESSONS	T1	T2	Ave.	Rank
A. The mini-lesson is an introduction or is a lead-in to a larger lesson.	5	5	5.0	2.5
B. The mini-lesson focuses in developing a specific vocabulary skill.	5	5	5.0	2.5
C. The mini-lesson is short enough to be taught in 30-35 minutes.	4	5	4.5	5
D. The mini-lesson allows for guided practice on a specific vocabulary skill.	5	5	5.0	2.5
E. The mini-lesson provides independent practice of focus skill.	5	5	5.0	2.5
TOTAL	4.8	5.0		
	Weighted Mean		4.9	
	Verbal Interpretation:		Outstanding	

Table 7.4 illustrates the result of the evaluation of Mini-lesson 8 based on the Elements of Mini-lessons. The result reveals that the teachers strongly agreed that the mini-lesson is an introduction or a lead-in to a larger lesson (Mean, 5.0) and that it focuses in developing a specific vocabulary skill (Mean, 5.0). The teachers also strongly agree that the mini-lesson H provides independent practice of focus skill and it allows for guided practice on a specific skill (Mean, 5.0). However, just like the previous mini-lessons, mini-lesson 8 also gained the lowest mean on the criterion C (Mean, 4.5) though it is still interpreted as Outstanding. The teachers recommended revising the time-allotment for the activities in the mini-lesson. The overall rating of Mini-lesson 6 is 4.9 with verbal interpretation as Outstanding. The mini-lesson 8 gained one of the highest rating among the mini-lessons implemented. The teachers commended on how vocabulary mapping activity expanded students' understanding the priority words and developed their vocabulary skills.

Table 7.5**Evaluation of Mini-Lesson 9**

MINI-LESSON TITLE: ALI BABA AND THE FORTY THIEVES				
ELEMENTS OF MINI-LESSONS	T1	T2	Ave.	Rank
A. The mini-lesson is an introduction or is a lead-in to a larger lesson.	5	5	5.0	1
B. The mini-lesson focuses in developing a specific vocabulary skill.	4	5	4.5	3
C. The mini-lesson is short enough to be taught in 30-35 minutes.	5	4	4.5	3
D. The mini-lesson allows for guided practice on a specific vocabulary skill.	5	4	4.5	3
E. The mini-lesson provides independent practice of focus skill.	4	4	4.0	5
TOTAL	4.6	4.4		
	Weighted Mean		4.5	
	Verbal Interpretation:		Outstanding	

Table 7.5 reveals the result of the evaluation of Mini-lesson 9 based on the Elements of Mini-lessons. The result reveals that the teachers strongly agreed that the mini-lesson is an introduction or a lead-in to a larger lesson (Mean, 5.0). They also agreed that the mini-lesson focuses in developing a specific vocabulary skill (Mean, 4.5), allows for guided practice on a specific skill (Mean, 4.5) that it is short enough to be taught in 30-35 minutes (Mean, 4.5). However, unlike the other mini-lessons, result shows that Mini-lesson I gained the lowest rating on criterion E (Mean, 4.0). Though the verbal interpretation is Highly Satisfactory, the teachers recommended minor revision on the independent practice. For instance one of the teachers commented that some students easily guessed words by counting the letters in the crossword puzzle that correspond with the priority words esp. the 4-letter words such as seal and blob, though this can really happen on any crossword puzzle activity, the teacher suggested that the priority words could be as given on independent task and have students guess (using context clues) the synonymous words instead.

a specific skill (Mean, 5.0). The teachers also agree that the mini-lesson provides independent practice of the focus skill.

However, like most of the implemented mini-lessons, Mini-lesson 10 gained the lowest rating on criterion C (Mean, 3.5) with verbal interpretation between satisfactory and highly satisfactory. The teachers suggested the time-allotment for the independent practice should be revised and improved for give opportunity for students to present their output on the task. Furthermore, they recommended that in the Quick Bingo activity to use the words in so students may easily understand the meaning of the words. The Mini-lesson J gained an overall rating of 4.6.

Table 7.7

Evaluation of Mini-Lesson 11

MINI-LESSON TITLE: WONDER TREE				
ELEMENTS OF MINI-LESSONS	T1	T2	Ave.	Rank
A. The mini-lesson is an introduction or is a lead-in to a larger lesson.	5	5	5.0	2.5
B. The mini-lesson focuses in developing a specific vocabulary skill.	5	5	5.0	2.5
C. The mini-lesson is short enough to be taught in 30-35 minutes.	5	4	4.5	5
D. The mini-lesson allows for guided practice on a specific vocabulary skill.	5	5	5.0	2.5
E. The mini-lesson provides independent practice of focus skill.	5	5	5.0	2.5
TOTAL	5.0	4.8		
			Weighted Mean	4.9
			Verbal Interpretation:	Outstanding

Table 7.7 shows the evaluation result for Mini-lesson 11, it reveals that the teachers strongly agreed that the mini-lesson is an introduction or a lead-in to a larger lesson (Mean, 5.0), it focuses in developing a specific vocabulary skill (Mean, 5.0), it allows for guided practice on a specific skill (Mean, 5.0) and it provides independent practice of the focus skill. Furthermore, the teachers also agree that the mini-lesson is

short enough to be taught in 30-35 minutes by rating criterion C as 4.5. They commended the setting the stage activity as an effective vocabulary review and the independent practice, Taboo card game as an engaging and enjoyable way of developing vocabulary knowledge and skill. One of the teachers suggested adding more words on the Taboo card game to deepen understanding of the priority words. The overall rating of Mini-lesson K is 4.9 or verbally interpreted as Outstanding.

Table 7.8
Evaluation of Mini-Lesson 12

MINI-LESSON TITLE: THREE PRINCES				
ELEMENTS OF MINI-LESSONS	T1	T2	Ave.	Rank
A. The mini-lesson is an introduction or is a lead-in to a larger lesson.	5	5	5.0	2
B. The mini-lesson focuses in developing a specific vocabulary skill.	4	5	4.5	4
C. The mini-lesson is short enough to be taught in 30-35 minutes.	4	4	4.0	5
D. The mini-lesson allows for guided practice on a specific vocabulary skill.	5	5	5.0	2
E. The mini-lesson provides independent practice of focus skill.	5	5	5.0	2
TOTAL	4.6	4.8		
	Weighted Mean		4.7 Outstanding	
Verbal Interpretation:				

Table 7.8 displays the result of the evaluation for Mini-lesson 12 gaining an overall rating of 4.7 or Outstanding. This means that the teachers strongly agreed that Mini-lesson L is an introduction or is a lead-in to a larger lesson (Mean, 5.0), it allows for guided practice on a specific vocabulary skill (Mean, 5.0), it provides independent practice of focus skill (Mean, 5.0), and it develops a specific vocabulary skill. The teachers commended the activities such as 4 pics 1 word or LIKE, COMMENT, SHARE and TWEET as very effective in developing the word knowledge and vocabulary skills of the students.

Furthermore, the criterion C was rated 4.0. Though the verbal interpretation is Highly Satisfactory, the teachers suggested that there should be more time given on the independent practice part of the mini-lesson as giving instruction, brainstorming, writing and preparing output and presentation should be considered.

Comments by teachers

Teachers also provided feedback written on the evaluation form. The researcher put together data from the teachers, looking for common ideas mentioned in their evaluation, results of which focused on the two observations:

Insufficiency of Time

Time plays an important role in the mini-lesson. Mini-lesson as an introduction to larger lesson targets to be short enough to be taught in 30-35 minutes. However, based on the observation and remarks of the teachers during the implementation, there was an insufficiency in time allotment for the activities in the mini-lessons.

One teacher stated,

"The mini-lesson is very good but the time allotment was not enough. It is also suggested to prepare bigger print outs of the pictures in 4 pics 1 word..."
, "The mini-lesson was taught in 40-45 minutes, the time exceeded because of discussions of the priority wordlist."

This was evident in the comments of another teacher who implemented and piloted the mini-lessons. As she mentioned,

“The mini-lesson is very good but the time allotment was not enough,” “It was a great activity where students enjoyed while learning. The Independent practice task took 10 minutes on brainstorming alone, 5 minutes in writing and preparing their outputs and another 5-10 minutes in presentation. The time exceeded but it was worth because the students learned the words and improved their vocabulary skills.”

The teacher suggested increasing the time-allotment for the activities as factors such as given directions or instructions, groupings, feedback, and presentations should also be considered. Time element was also seen as an area of improvement based on the comments of the validators. Therefore, the researcher considered modifying the time-allotment for the activities on the final revision.

Interesting and Engaging Activities

According to psychologists (Briggs 2014) it is natural for student attention levels to vary according to motivation, mood, perceived relevance of the material, this is the reason why the mini-lessons were designed with variety of activities that aim to sustain students' interests. Based on the comments of the teachers on mini-lesson implementation, the activities in the mini-lessons are interesting and enjoyable. These kinds of activities engage and motivate the learners to participate in the lesson.

For instance a teacher commented,

"The students enjoyed the 4 pics 1 word activity... The TWEET activity also allowed them for in-depth processing of the word." Moreover, the variety of activities and opportunities in the lesson sustain students' interest. Some of the comments of the teachers were: "The Word Search is a good activity, the students enjoyed it. "Another teacher remarked that "The students enjoyed the Quick Bingo. The words on the Quick bingo can also be used in sentences after giving the definitions or synonyms this will help students to easily understand and recall the meaning of the words." "The Tagalog time activity is very engaging. The students understand the word better given the possible translations in L1." "The activity Taboo game is very enjoyable, as long as the instruction of the activity will be well-explained to the students. They were participative when they already developed strategies in the game. The teacher may give students tips before the game."

4.2 Students

Students' Comments

The feedback of the students is equally important as those with validators and teachers. The researcher compiled the comments of the students and looked for common theme in their feedback, the results of which focused on:

Positive Attitude towards learning

"I like the activity because I easily learned the words. I like all the activities especially the word search. If you always participate you learn easily." "I easily learn the words in the Word Search. I want more similar activities like that."

The students also affirmed that they easily learn new words and vocabulary strategies through the activities in the mini-lessons. As a student mentioned,

"It helped us understand the unfamiliar words and know the real meaning of the given word. (I like) the second one, because some synonyms are also unfamiliar to others and it easy if we will translate into Filipino language."

However, there are also students who found parts of the mini-lesson difficult. One student stated,

"It's hard but I understand the words but not all. I like all the parts."
 Another student stated, *"The words are hard and "deep" but you have to analyse to get the answers."*

Most of the responses from the students shared how they liked the activities in the mini-lesson, as contained in one student response,

"It was fun and enjoyable I was not sleepy. I like because the answers are in the sentences you just have to understand and analyze the find them."

Another student commented,

“The activity is easy and fun. I like the part when we did Word Search. It is easier to learn words because of the activities.”

It appears that students are more engaged and participative when vocabulary activities are not traditional presentation of words. Moreover, it appears that while learning new words and strategies are important in the mini-lesson, reward system is also attractive to students, may the students be from homogeneous or heterogeneous class, students like it when they earn points for their participation. Though this may not always be positive all the time, it was observed that students are more participative during the implementation of the mini-lesson because of the game Quick Bingo, nevertheless students also like sharing and recalling what the new words they learned using their own words. As one student commented,

“I like the Share and recall because it’s easy to use the other words in sentences and you earned points.”

According Marzano (1992), "Without positive attitudes and perceptions, students have little chance of learning proficiently, if at all." Based on the comments collected from students after the implementation, the students reflected positive attitude towards learning. This was supported by students comment on the mini-lessons.

Challenging and Interesting Activities

Another common observation among the comments of the students is that they found the mini-lesson activities as challenging and interesting. Challenging and interesting activities motivate learners. When learners are motivated they easily learn. This was support by their comments such as Student 1,

” Our group liked the activity because it tests our intelligence.” Another student said, *“I like the word search because it’s challenging but the activity is hard”*, *“It developed my vocabulary in easy and interesting way.”*

This was supported by other comments like,

“I like the second activity because it is easy to understand if you use vocabulary word in a sentence, it will help you think of other word for that.”

“I like the “What’s in the box?” activity but the second activity is more helpful because we’re using our minds to identify the word meaning, synonym, antonym, and the translation.”

The students believed that challenging activities sharpened their minds. They find these kinds of activities enjoyable and interesting as they promote unity and learning. Some student said,

“We liked it because this kind of activity promotes unity; we learned a lot and it sharpened our mind.”

Other comments are from Student 1,

“The vocabulary puzzle is enjoyable. The hard part is the context clues but when you know the technique you will know what to do.”

And from Student 2,

“Some vocabularies are easy, some are not but they are interesting.”

Student 3 said,

“I like the Quick bingo it sharpens our mind. I don’t like the fill in the blank that much.” Student 4 *“I like 4 pics 1 word because I enjoyed seeing more pictures to guess the word and it’s so challenging to play.”*

Not only were the comments and feelings of students analyzed when they experienced the mini-lessons. The learning gained based on such experience was also recorded to determine how they performed given the mini-lessons.

Motivation is a fundamental recipe for academic success. It involves internal and external factors that stimulate desire and energy in people to be continually interested and committed to job, role, or subject, or to make an effort to attain a goal. Furthermore, Motivation is very essential to the academic achievement of students because they help to determine the extent to which students will consider, value, put in effort, and show interest in the task (Dornyei, 2001).

Students' scores in quarterly assessments

The researcher also gathered the students' scores in third and fourth quarterly assessments to determine the quality of learning outcome. A quarterly assessment is a 50-item test which includes the competencies on vocabulary development, reading comprehension and literature (See Appendix N). Though the mini-lessons were tried-out to 6 sections of grade 8 students, the researcher only included the scores of the 4 sections in the analysis. This is because the other 2 sections are homogenous classes of honor students. The assessment results were conveyed to data management using Mean Percentage Score and its descriptive equivalent using the formula and interpretation as follows:

Formula:

Mean:	$\frac{\text{Total Scores}}{\text{Number of Students}}$
PL:	$\text{Mean/No.of Test Items} \times 100$
MPS:	$100\text{-PL} \times .02 + 100$

Interpretation

The descriptive equivalent of each range of mean percentage score is based on DepEd Memo No. 160, s.2012 as follows:

Percentage	Descriptive Equivalent	Decision
96% - 100%	Mastered	Passed
86% - 95%	Closely Approximating Mastery	Passed
66% - 85%	Moving Towards Mastery	Passed
35% - 65%	Average	Passed
16% - 34%	Low	Retake
5 - 15%	Very Low	Retake
0-4%	Absolutely No Mastery	Retake

The following tables show the data of 163 students who took mini-lessons for reading vocabulary from 1st week of January to 1st week for February. The tables include the number of students, total raw scores, Mean, PL, MPS and descriptive equivalent.

Table 8

Students' scores in third quarterly assessment

Section	No. of Students	Total Raw Score	High Score	Low Score	Mean	PL	MPS	Descriptive Equivalent
A	42	1420	45	20	33.81	67.62	68.27	Moving Towards Mastery
B	45	1545	48	20	34.33	68.66	69.29	Moving Towards Mastery
C	41	1274	42	17	31.07	62.14	62.90	Moving Towards Mastery
D	35	1125	45	10	32.14	64.28	64.99	Moving Towards Mastery
TOTAL	163	5364	48	10	32.91	65.82	66.50	Moving Towards Mastery

Table 8 shows summary of mean percentage scores of 163 students in third quarterly assessments. It reveals that the students gained a mean of 32.91 and mean percentage score of 66.50, implying that the students are moving towards mastery.

Table 9

Students' scores in fourth quarterly assessment

Section	No. of Students	Total Raw Score	High Score	Low Score	Mean	PL	MPS	Descriptive Equivalent
A	42	1597	49	12	38.02	76.04	76.52	Moving Towards Mastery
B	45	1556	48	20	34.58	69.16	69.78	Moving Towards Mastery
C	41	1365	45	24	33.29	66.58	67.25	Moving Towards Mastery
D	35	1484	49	24	42.4	84.80	85.10	Moving Towards Mastery
TOTAL	163	6002	49	12	36.82	73.64	74.17	Moving Towards Mastery

Table 9 shows the summary of mean percentage scores of 163 students in fourth quarterly assessment. It reveals that the students gained a mean of 36.82 and mean percentage score of 74.17, though the mean percentage is 7.67% higher than the students' scores on their third quarter assessments, the result still implies that the students are still moving towards mastery as it is still within the range of 66-85%. Although no data prior mini-lesson implementation could be used to compare this result, it showed the students' readiness for a different level of text difficulty, with less struggles in reading as indicated by their score as they move towards mastery.

Students' scores in independent practice

The researcher gathered all the independent practice scores for mini-lessons 9-12 implemented in fourth quarter to determine learning gained. This was to consider the independent practice as a learning task assessment. The results were computed using mean percentage score and interpreted using descriptive equivalent of each range of mean percentage score based on DepEd Memo No. 160, s.2012 which was discussed earlier.

Table 10

Summary of scores on independent practice

Mini-lessons No.	No. of Students	No. of Test Items	Mean	PL	MPS	Descriptive Equivalent	Decision
9	163	15	11.09	73.93	74.45	Moving Towards Mastery	Passed
10	163	15	13.51	90.07	90.27	Closely Approximating Mastery	Passed
11	163	10	8.64	86.4	86.67	Closely Approximating Mastery	Passed
12	163	20	16.76	83.8	84.12	Moving Towards Mastery	Passed
					83.88	Moving Towards Mastery	Passed

Table 10 shows the summary of scores of independent practice for mini-lessons 9-12. It reveals that mini-lesson 9-12 gained an overall mean percentage score of 83.88. This means that the students are moving towards mastery of the skill or lesson taught. Mini-lesson 10 gained the highest mean percentage score of 90.07 with descriptive equivalent of Closely Approximating Mastery. This implies that students clearly

understood lesson taught. On the other hand, mini-lesson 9 gained the lowest mean percentage score of 74.45 with descriptive equivalent of Moving Towards Mastery. Though it gained the lowest MPS, it still implies that students learned lesson and moving toward mastery of the skill taught.

Final Revision

Based on the comments/feedback/suggestions of the validators, the mini-lessons were revised and finalized.

No major revisions were made on mini-lesson 1 to 4 since the materials were also revised after the Validation. Though Mini-lessons 1-4 were not implemented, the researcher considered improving the time allotment for the activities as time element was seen as an area of improvement during the implementation of mini-lesson 5-12.

For Mini-lesson 5, priority word table with definition was added for teacher's reference. The activity "Roll the dice" was also added on the Guided practice task for multiple exposures on the priority words. Moving on, the activity "Philips 555" was added in Mini-lesson 8 as part of the presentation of words, while the cross puzzle of Mini-lesson 9 was also modified by adding clue-letters. On the other hand, Mini-lesson 10 was revised by adding the activity 3-2-1 strategy as part of the Independent practice. The activity helps teachers evaluate the learning. All mini-lessons were improved on time element; the researcher added the time allotment for the mini-lessons based on the results and suggestion from Validation and Implementation. Furthermore, no major revisions were made for Mini-lesson 6, 7, 11 and 12.

Presented next are the screenshots of the mini-lessons.

Figure 6. Screenshot of mini-lesson draft

MINI-LESSON FOR VOCABULARY DEVELOPMENT	GRADE	Eight	LEARNING AREA	English 8
	VOCABULARY SKILL	Context Clues/Word Parts	QUARTER	Fourth
	WORD LIST SOURCE	"Story of Ruth"	TEACHER	
	METHOD/FOCUS	teaching meanings of word parts and disassembling and reassembling words to derive meaning	Teaching Dates and Time	

OBJECTIVE/S:	Form new words by adding affixes on the priority words.															
VOCABULARY KEY POINTS:	<u>Affixes</u> are group of letters that are added to the beginning or the end of words to form new words.															
I. INTRODUCTION	(The teacher will present the vocabulary objective/s to the students and will briefly discuss the vocabulary key points.) (5 minutes) The teacher will briefly recall lesson on Affixes and will tell the students that they will be tasked to form new words by adding affixes later.															
II. INSTRUCTION	Setting the stage: Quick Bingo (7 minutes) The teacher will discuss the direction in the activity: Quick Bingo. Direction: 1. Present 15 words (that include the 7 priority words) scattered on the board. WORD POOL <table><tr><td>complain</td><td>eventually</td><td>harvest</td><td>insisted</td><td>mistake</td></tr><tr><td>related</td><td>treat</td><td>gratitude</td><td>marvelous</td><td>trackless</td></tr><tr><td>suspicious</td><td>unbeknownst</td><td>entrust</td><td>blob</td><td>veiled</td></tr></table> The items that will be used in this activity are the 15 priority words from 3 Mini Lessons: previous ML, current ML& next ML for multiple exposure. 2. Tell each student to write down any 7 of them, whichever they choose. 3. Call out the items one by one (or definitions, or L1 translations, or hints), students cross their items off as they hear them. (call out the 7priority words first) - complain - protest, criticize - eventually – finally, sooner or later - harvest– reap, crop, produce, get - insisted – claimed, maintained - mistake – error, fault, wrong - related – connected <u>linked</u>	complain	eventually	harvest	insisted	mistake	related	treat	gratitude	marvelous	trackless	suspicious	unbeknownst	entrust	blob	veiled
complain	eventually	harvest	insisted	mistake												
related	treat	gratitude	marvelous	trackless												
suspicious	unbeknownst	entrust	blob	veiled												

	• treat – care of, handle, • gratitude - thankful • marvelous - amazing • trackless - pathless, road less • suspicious - doubtful • unbeknownst - unknown, unfamiliar • entrust - trust, care of • blob - drop or spot • veiled - covered 4. The first winner(s) is/are the first to cross off all their items. 5. The second winner(s) is/are the last to cross off all their items. Discussion: Focus on the seven (7) priority words. Discuss the priority words briefly using <u>student-friendly definitions or synonyms</u>. (5 minutes). 1. complain - protest, criticize, disagree 2. eventually – finally, sooner or later (event - happenings) 3. harvest – reap, crop, produce, get 4. insisted – claimed, maintained 5. mistake – error, fault, wrong 6. related – connected linked 7. treat – care of, handle,																				
	Guided Practice/Interactive Modeling (7 minutes) Recall the meaning of the affixes (prefix & suffix) briefly. <table border="1"> <thead> <tr> <th>AFFIX</th><th>MEANING</th></tr> </thead> <tbody> <tr> <td>-un /-in / -dis /-ing</td><td>not</td></tr> <tr> <td>-less</td><td>without</td></tr> <tr> <td>-er / -or</td><td>one who; person connected with</td></tr> <tr> <td>-ing</td><td>verb forms</td></tr> <tr> <td>-ly</td><td>in what manner something is being done, like or every</td></tr> <tr> <td>/ -ent</td><td>State of ; condition / being</td></tr> <tr> <td>-ful</td><td>Full of</td></tr> <tr> <td>-ship</td><td>Position held</td></tr> <tr> <td>-en</td><td>Made of</td></tr> </tbody> </table>	AFFIX	MEANING	-un /-in / -dis /-ing	not	-less	without	-er / -or	one who; person connected with	-ing	verb forms	-ly	in what manner something is being done, like or every	/ -ent	State of ; condition / being	-ful	Full of	-ship	Position held	-en	Made of
AFFIX	MEANING																				
-un /-in / -dis /-ing	not																				
-less	without																				
-er / -or	one who; person connected with																				
-ing	verb forms																				
-ly	in what manner something is being done, like or every																				
/ -ent	State of ; condition / being																				
-ful	Full of																				
-ship	Position held																				
-en	Made of																				

The students will complete the sentences by forming new words using affixes. The teacher will briefly explain the answers.

1. A lot of residents of Barangay ~~Calulut~~ are _____ (complain) about the foul smell from the poultry farms.
2. That Saturday was the most tiring and _____ (event) day of my life.

(Answer: complaining and eventful)

Independent Practice/Closing (10 minutes)

Direction: Supply the appropriate words to complete the sentences by adding affix/es on the words in the parentheses.

1. After the typhoon Ompong, some _____ (harvest) gather the crops from the fields.
2. Family oneness is the most important _____ (relate) in life.
3. During New Year's Eve of 2018, a lot fire-crackers victims required immediate _____ (treat) in the emergency room of the hospital.
4. Diana is always _____ (mistake) as Marie since they are always together and have similar features.
5. She was determined to get the deal, as she was as _____ (insistent) as the waves in the sea.

PRIORITYWORD	NEW WORD	MEANING
complain	complaining	Expressing disagreement or protest on something
event	eventful	Full of events ; a lot of happenings
1. relate		
2. treat		
3. harvest		
4. mistake		
5. insist		

(Answer: relationship, treatment, harvester, mistaken, insistent)

• The activity will be checked in class. The teacher will wrap up the important points of the mini-lesson.

After content validation by teachers and implementation with students, the researcher revised the mini-lesson based on comments and suggestions given.

Highlighted are the changes made.

MINI-LESSON FOR VOCABULARY DEVELOPMENT	MINI-LESSON NO.	10	GRADE LEVEL	Eight
	VOCABULARY SKILL	Word Structure	QUARTER	Fourth
	WORD LIST SOURCE	"Story of Ruth"	TEACHER	
	LEARNING AREA	English 8	Teaching Dates and Time	

OBJECTIVE/S:	- Form new words by adding affixes on the priority words. - Share what they have learned through 3-2-1 strategy.
VOCABULARY KEY POINTS:	<u>Affixes</u> are group of letters that are added to the beginning or the end of words to form new words.
I. SETTING THE STAGE	<i>(The teacher will present the vocabulary objective/s to the students and will briefly discuss the vocabulary key points.)</i> The teacher will briefly recall lesson on Affixes and will tell the students that they will be tasked to form new words by adding affixes afterwards.
II. EXPLANATION	Teacher Script (5 minutes) Today, we are going to focus with word structure, there are two kinds of word parts: roots and affixes. A root is a word part that comes from another language, such as Greek or Latin, while an affix is a word part that can be attached to either a root or a base word to create a new word. The act of breaking up words into their component parts (prefixes, suffixes, roots) is called 'structural analysis'. Analyzing the structure of a word is another method for expanding and remembering vocabulary. Many words in English are made up of prefixes, suffixes and root words, prefixes coming before, and suffixes after, the root word. Both prefixes and suffixes have their own meanings separate from the root word. This approach can help you to decipher and understand unfamiliar words, and to improve your own ability to 'construct' words as well. Recall the meaning of the affixes (prefix & suffix) briefly.

Figure 7. Screenshot of final mini-lesson for reading vocabulary

Figure 7 shows the revision made on the mini-lesson, where the parts of explicit instruction were transferred on the left pane. Also, Introduction was changed to setting the stage while Instruction part started with Explanation with an addition of teacher's script.

III. MODELING

	AFFIX	MEANING
PREFIXES	un-	not
	in-	not
	up-	not
	dis-	not
	pre-	before
	post-	after

	AFFIX	MEANING
SUFFIXES	er / -or	one who; a person or thing connected with; comparative
	ing	verb forms
	-ness / ly	in what manner something is being done, like or every
	-en	made of
	ent	state of ; condition / being
	ful	full of
	-ship	position held

Modeling (5 minutes)

For example in the sentence:

- Kim is hopeful that she's going to pass the interview for the scholarship.
 The root word of hopeful is hope which means to "desire, trust or be optimistic" adding the affix "~~ful~~" which means "full of" or "lot of" makes the word "hopeful" mean full of hope or lot of trust or hope.
- The woman gave birth to a premature baby during her 7th month of pregnancy.
 The root word of premature is mature which means to fully developed
 adding the affix "-pre" which means before makes the word "premature" mean before being fully developed

The figure displays the continuation of explicit instruction, with the page showing the modeling part of mini-lesson.

IV. GUIDED PRACTICE	Guided Practice (10 minutes) Activity: Quick Bingo Directions: 1. Present 15 words (that include the 7 priority words) scattered on the board.															
	WORD POOL															
	<table border="1" style="margin: auto;"> <tr> <td>complain</td> <td>eventually</td> <td>harvest</td> <td>insisted</td> <td>mistake</td> </tr> <tr> <td>related</td> <td>treat</td> <td>gratitude</td> <td>marvelous</td> <td>trackless</td> </tr> <tr> <td>suspicious</td> <td>unbeknownst</td> <td>entrust</td> <td>blob</td> <td>veiled</td> </tr> </table>	complain	eventually	harvest	insisted	mistake	related	treat	gratitude	marvelous	trackless	suspicious	unbeknownst	entrust	blob	veiled
	complain	eventually	harvest	insisted	mistake											
related	treat	gratitude	marvelous	trackless												
suspicious	unbeknownst	entrust	blob	veiled												
<i>The items that will be used in this activity are the 15 priority words from 3 Mini Lessons: previous ML, current ML& next ML for multiple exposure.</i> 2. Tell each student to write down any 7 of them, whichever they choose. 3. Call out the items one by one (or definitions, or synonyms, or hints), students cross their items off as they hear them. (call out the 7 priority words first)																

- complain - protest, criticize
- eventually - finally, sooner or later
- harvest - reap, crop, produce, get
- insisted - claimed, maintained
- mistake - error, fault, wrong
- related - connected, linked
- treat - care of, handle,
- gratitude - thankful
- marvelous - amazing
- trackless - pathless, road less
- suspicious - doubtful
- unbeknownst - unknown, unfamiliar
- entrust - trust, care of

The figure displays the guided practice part of the mini-lesson, with time allotment adjusted from 7 minutes to 10 minutes.

	• blob - drop or spot • veiled - covered 4. The first winner(s) is/are the first to cross off all their items. 5. The second winner(s) is/are the last to cross off all their items. Correction/Feedback (if needed) <i>The teacher may discuss the words briefly after the Quick Bingo</i> complain - protest, criticize, disagree eventually - finally, sooner or later (event - happenings) harvest - reap, crop, produce, get insisted - claimed, maintained mistake - error, fault, wrong related - connected, linked treat - care of, handle Direction: Supply the appropriate words to complete the sentences by adding affix/es on the words in the parentheses 1. A lot of residents of Barangay Calulut are _____ (complain) about the foul smell from the poultry farms. 2. Last Saturday was the most tiring and _____ (event) day of my life. 3. After the typhoon Opong, some _____ (harvest) gather the crops from the fields. 4. Family oneness is the most important _____ (relate) in life. 5. During New Year's Eve of 2018, a lot fire-crackers victims required immediate _____ (treat) in the emergency room of the hospital. 6. Diana is always _____ (mistake) as Marie since they are always together and have similar features. 7. She was determined to get the deal, as she was as _____ (insistent) as the waves in the sea. <i>(Answers: complaining, eventful, relationship, treatment, harvester, mistaken, insistent)</i>
--	--

The figure shows the continuation of the guided practice, with correction/feedback part added for teacher's reference.

V. INDEPENDENT PRACTICE

Independent Practice/Closing (15 minutes)

Activity: 3-2-1 Strategy

Directions: From the answers in the Guided Practice, the students will complete the table by providing the new meaning of the word and answer 3-2-1 task. Each group will present their answers in class.

3 - Things they learned

2 - Interesting facts

1 - Question

PRIORITYWORD	NEW WORD	MEANING
1. complain	complaining	Expressing disagreement or protest on something
2. event	eventful	Full of events ; a lot of happenings
3. relate	relationship	
4. treat	treatment	
5. harvest	harvester	
6. mistake	mistaken	
7. insist	insistent	

The teacher will wrap up the important points of the mini-lesson.

The figure shows the independent practice part of the mini-lesson, with the time allotment adjusted from 10 minutes to 15 minutes as per the suggestion of the teachers.

In general, the screenshots show the minor revisions made on the final mini-lesson. The instruction part of the mini-lesson such as setting the stage, explanation, modeling, guided practice and independent practice were written and highlighted on the left pane of the mini-lesson to be more visible. Additional activities were also incorporated, while time allotment for the activities on guided practice and independent practice was adjusted.

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The primary purpose of this study was to develop and validate Mini-lessons for Reading Vocabulary of Grade 8 ESL learners based on the K12 Curriculum to provide teachers appropriate choice of vocabulary strategy and word-selection to achieve ESL vocabulary learning as a way of facilitating reading comprehension of texts required by the grade level. The design framework of the mini-lesson was anchored on explicit instruction supported by experiential, learner-centered tasks and activities integrated with the larger lesson of the week. More importantly, the word choice was purposively done to focus on Tier 2 priority academic words which were chosen by students themselves according to their familiarity or exposure with the words taken from their grade level reading selections of Afro-Asian literature.

A combination of descriptive developmental design was employed in this study with three teacher validators and 163 grade 8 students as participants who evaluated the mini-lessons developed following the Johnson's Model of instructional materials development: Needs Assessment, Design and Development, and Validation. Two research instruments were used to gather data: Tier 2 Wordlist Rating Scale on Degree of Word Knowledge to identify priority words and Mini-lesson Validation Tool to evaluate the elements of mini-lessons.

Summary of Results

Based on the results of data analysis, the present study yielded the following results in relation to its research objectives.

1. Grade 8 students' "never encountered" words from Afro-Asian reading selections were mostly tier 2 words or academic words.
2. In general, validators rated the mini-lessons an overall rating of 4.92 with Verbal Interpretation as Outstanding. It gained highest rating on its format and design and language and style. The format of mini-lesson was easy to follow, the language used was within the students' level of understanding, and icons were grade-level appropriate.
3. The time allotment was rated to be insufficient for the full implementation of all the tasks included in the Guided Practice and Independent Practice of the lessons.
4. Grade 8 students project positive attitude towards vocabulary learning when taught through explicit instruction with integration of experiential, learner-centered activities or tasks. After using the mini-lessons, the students were now moving towards mastery in their vocabulary and comprehension skill.

Limitations of the study

The study aimed to develop mini-lessons for reading vocabulary of Grade 8 ESL learners. The words on the mini-lessons were taken from the 12 reading selections from Afro –Asian literature based on K12 English Curriculum Guide, revised 2016.

The Mini-lessons parts included: Objective, Vocabulary Key Point, Setting the Stage, Explanation, Modeling, Guided Practice and Independent Practice. The mini-lessons were validated by three (3) Master Teachers from schools in Pampanga using the checklist for mini-lesson validation by De Guia (2012).

The mini-lessons developed were limited to the reading selections from Afro-Asian literature as recommended by the curriculum, with a total of 16 passages in all. However, only 12 were used for mini-lessons since the others served as selections for try-out. Also, the study did not cover measuring the effect of mini-lessons on comprehension, as it primarily intended to produce the mini-lessons first and recommend the test for effectiveness as another phase of research.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Grade 8 students seem to lack vocabulary knowledge useful for reading comprehension. They seem to struggle even with basic words in English expected by their grade level. Their need for vocabulary development ranges from academic words to content-specific.
2. Their lack of vocabulary knowledge could be the reason of low comprehension of reading texts.
3. Mini-lessons on vocabulary development require more time to finish the activities, although they seem engaging, containing sufficient opportunities and exercises for reading vocabulary development.

4. Apparently, fun-filled tasks with peer collaboration help in improving vocabulary learning skills of ESL learners. Students who feel less anxious are more confident in acquiring skills for learning vocabulary

Recommendations

1. Teachers should focus in teaching Tier two words as these words are essential in understanding texts and helpful in developing mature language speaker. They should use various activities and strategies incorporated in teaching vocabulary. They may also consider adding more verbs on the vocabulary instruction of the students as verbs are more abstract compared to other parts of speech.
2. The mini-lessons could be utilized by Grade 8 English teachers in the succeeding academic years to determine their effectiveness. Other teachers may also prepare the same mini-lessons guides for other grade levels in English.
3. Schools and division should articulate, implement, and support teacher's learning opportunities in developing vocabulary materials.
4. Instructional planners may modify the existing strategies, activities, and exercises in accordance to the capability and interest of the students. Other researchers may be able to discover and introduce innovative strategies to vocabulary development.
5. Teacher Education may conduct trainings and seminar that focus on development of vocabulary materials for ESL learners.

6. Future researchers may also design and develop vocabulary materials that feature other strategies for enjoyable and exciting activity.

REFERENCES

- Anglin, J.M, & Miller, G. A. (2000). *Vocabulary Development: A Morphological Analysis*. Wiley Blackwell. pp. 131–132, 136. ISBN 978-0-631-22443-3.
- Alday, E.B (2007) *Development of Supplementary Vocabulary Activities to Enhance the Vocabulary Skills of BSCS College Freshmen in Lipa City Public College*. (Unpublished master's thesis) Philippine Normal University, Manila
- Anderson, R. C., & Freebody, P. (1981). Vocabulary knowledge. In J. T. Guthrie (Ed.), *Comprehension and teaching: Research reviews*. Newark, DE: International Reading Association.
- Beck, I., & McKeown, M. (1991). Conditions of vocabulary acquisition. In R. Barr, M. L. Kamil, P. Mosenthal, and P. D. Pearson (Eds.), *Handbook of reading research: Vol. II* (pp. 789-814) Mahwah, NJ: Lawrence Erlbaum Associates.
- Blachowicz, C. L. (2000). Vocabulary instruction: In. M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research*. Vol. III Mahwah, NJ: Lawrence Erlbaum and Associates
- Blachowicz, C.L (2010). *Teaching Vocabulary in all Classroom*. New Jersey: Allyn & Bacon.
- Bowden, Randell (March 2008). Linking Premise to Practice: An Instructional Theory-Strategy Model Approach. *Journal of College Teaching & Learning*. 5 (3): 69–76

- Bucjan, M.D (2011) *Development and Validation of Modules in English 2: Writing in the Discipline* (Published master's thesis). Surigao del Sur State University, Surigao, Philippines
- Bumanglag, A. C (2013). *Development and Validation of Vocabulary Instructional Materials for College Freshmen* (Unpublished master's thesis) Philippine Normal University, Manila.
- Butler, T. (2007). *Vocabulary and Comprehension with Students in Primary Grades: A Comparison of Instructional Strategies*. (Unpublished doctorate's dissertation) University of Florida, United States
- Cayubit, R. (2012). *Vocabulary and Reading Comprehension as a measure of Reading Skills of Filipino Children* (Unpublished master's thesis) University of Santo Tomas, Manila
- Coady, J. (1993). *Research on ESL/EFL vocabulary acquisition: Putting it in context*. In T. Huckin, M. Haynes, & J. Coady (Eds.), *Second language reading and vocabulary learning* (pp. 3-23). Norwood, New Jersey: Ablex Publishing.
- Coady, J., Hubbard, P. Granny, J. & Mokhtari, K. (1993) *High Frequency Vocabulary and Reading Proficiency in ESL readers* In T. Huckin, M. Haynes, & J. Coady (Eds.) *Second Language Reading and Vocabulary Learning* (pp.217-228). Norwood, New Jersey: Ablex
- Cunningham, P. M (2009). *What Really Matters in Vocabulary Research-based Practices Across the Curriculum*. United States: Allyn & Bacon.
- De Guia, L.G. (2012). *Development and Validation of Teaching Guide for Test*

Structure Instruction (Unpublished master's thesis) Philippine Normal University, Manila

Dones, M. G (2006). *Development of Vocabulary list for Enhancing Reading Skills of Engineering Students of Technological University of the Philippines* (Unpublished master's thesis) Philippine Normal University, Manila

Duke D. & Block M. (2002). Improving reading in primary grades. *Future of Children*, 22(2) Retrieved Feb. 11, 2017 from <http://eric.ed.gov/?=idEJ996187>

Fry, E. (2008). *The Reading teacher's Word-a-day: 180 ready-to-use lessons to expand vocabulary, teach roots, and prepare standardized test*. United States, Jossey-Bass-Teacher

Garcia, M. (2005). *Development and validation of explicit strategies instructional-based* (Unpublished master's thesis). Philippine Normal University, Manila

Gaza, R. (2011). *Correlates of English Vocabulary Comprehension Level of Fourth Year High School Students in Calauag National High School: S.Y. 2010-2011* (Unpublished master's thesis). Laguna State Polytechnic University, San Pablo City, Philippines.

Golkar, M., & Yamini, M. (2007). Vocabulary, proficiency, and reading comprehension. *The Reading Matrix: An International Online Journal*, 7(3), 88-112.

Hernandez, C. (2014). *Vocabulary Comprehension Problems and Strategies of Fourth Year At Risk Readers: A Basis for Recommending Framework for Vocabulary Instruction* (Unpublished master's thesis). Philippine Normal University, Manila

- Joklave, E. (2008). The Impact of Visualization and Verbalization Techniques on Vocabulary Learning of Iranian High School ELF Learners. *A Gender Perspective journal*, 32-42.
- Kaivanpanah, S., & Zandi, H. (2009). The Role of depth of vocabulary knowledge in reading comprehension in EFL contexts. *Journal of Applied Sciences*, 9: 698-706.
- Kamil,M.,& Hiebert,E.(2005).Teaching and learning vocabulary:Perspectives and persistent issues.In E.H. Hiebert and M.L.Kamil (Eds.),*Teaching and learning vocabulary:Bringing research to practice* (pp.1–23). Mahwah,NJ:Lawrence Erlbaum.Retrieved October 24,2017,from PsycINFO database.
- Kamil,M.L.(2004).Vocabulary and comprehension instruction:Summary and implications of the National Reading Panel findings.In P.McCardle and V.Chhabra (Eds.),*The voice of evidence in reading research*. Baltimore,MD: Paul H.Brookes.
- Lay, E. A. (2008). *Development and Validation of Instructional Materials for Vocabulary Lessons in Grade V* (Unpublished master's thesis) Philippine Normal University, Manila
- Logdat. M. M (2018) *Development and Validation of Instructional Materials for Grade Three Science: Its Acceptability* (Unpublished master's thesis) Eugelio “Amang” Rodriguez Institute of Science and Technology. Manila
- Mejia, L. A. (2017). *Involvement in Language-related co-curricular activities of High School ESL Learners* (Unpublished master's thesis) Philippine Normal University, Manila

- Mezynki, G.(1983). The role and depth and breadth of Vocabulary Knowledge in EFL Reading Performance. *Journal*,Vol. 4, No.12.
- Milar, J. C. (2012). *Development of a Sourcebook in Vocabulary Acquisition Strategies* (Unpublished master's thesis) Philippine Normal University, Manila
- Montesur, L.D (2014). *English as Second language (ESL) Learner's Motivation and Teacher's Motivational Strategies as Correlated to Performance in English 3* (Unpublished master's thesis) Philippine Normal University, Manila
- Mordeno, V.C (2010). *Basis for Development of Mini-lessons for Effective Reading 3* (Unpublished master's thesis). Philippine Normal University Manila.
- Nagy,W.(2005).Why vocabulary instruction needs to be long-term and comprehensive.In E.H.Hiebert and M.L. Kamil (Eds.),*Teaching and learning vocabulary: Bringing research to practice* (pp.27–44).Mahwah,NJ: Lawrence Erlbaum.Retrieved September 22, 2017,from PsycINFO database.
- Nassaji, H. (2006) The relationship between depth of vocabulary knowledge and L2 learners' lexical inferencing strategy use and success.*The Modern Language Journal*, 90: 387–401
- Nation, P., & Waring, R. (1997). *Vocabulary size, text coverage and word lists*. In N. Schmitt, & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy* (pp. 6-19). Cambridge: Cambridge University Press.
- Pangat,J.(2012). *Vocabulary Competence Level of Grade 4 pupils: Basis for the development of constructivist based vocabulary lessons*. (Unpublished master's thesis). Mariano Marcos State University, Ilocos Norte, Philipines

- Pearson, D.& Gallagher, C. (1983). The Instruction of Reading Comprehension. *Reading Education Reports*, pp. 40-52. Retrieved April 20, 2018 from https://www.ideals.iilinos.edu/bitstream/handle/2142/17939/ctrtreadtechrepv01983i00297_opt.pdf?sequence=1
- Roque, M. M. (2000). *Development of a Sourcebook in Vocabulary Acquisition Strategies* (Unpublished master's special project) Philippine Normal University, Manila
- Sablay, B.U (2012). *Development of Reading Workbook in Improving Vocabulary Skills of Grade one pupils with Learning impairment* (Unpublished master's thesis). Philippine Normal University, Manila
- Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12 (3), 329–363.
- Sedita, J. (2005) Effective Vocabulary Instruction. *Insights on Learning Disabilities*, 2 (1), 33-45. Retrieved April 1, 2017 from <http://www.keystoliteracy.com/resoures/articles/>.
- Serrano, M.C. (2013) *Development of Functional Modular Activities in Enhancing English Vocabulary Skills for Children with Mild Intellectual Disabilities* (Unpublished master's thesis). Philippine Normal University, Manila
- Shidak R & Mohammadreza O. (2014) A Study on the Relationship between Learners' Level of Vocabulary Knowledge and the Frequency of Choosing Lexical Inferencing Strategies, *Frontiers of Language and Teaching*, Volume 5 (2014)

- Stahl, S.A. (1983) Differential Word Knowledge and Reading Comprehension. *Journal of Reading Behavior* 15 (4), 33-50
- Rodrin, A. R (2013). *The Relationship between Breadth of Vocabulary Knowledge and Reading Comprehension in Second Language Reading* (Unpublished master's thesis). Philippine Normal University, Manila
- Redman, S.(1989). *A Way with Words: Vocabulary Development Activities for Learners of English*. United Kingdom: Cambridge University Press
- Reigeluth, C.M. (1999). What is instructional design theory? In C.M. Reigeluth (Ed.) *Instructional design theories and models: A new paradigm of instructional theory* (Vol. 2, pp. 5-29). Mahwah, NJ: Lawrence Erlbaum Associates.
- Reigeluth, Charles (2013). *Instructional-design Theories and Models: A New Paradigm of Instructional Theory*, Volume 2. New York: Routledge. p. 669. ISBN 9780805828597.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Appendix A

Date:

RONNIE S. MALLARI, Ph.D.

Officer-In-Charge
Schools Division Superintendent
Division of City of San Fernando
Sindalan, City of San Fernando, Pampanga

Permission to Conduct a Research Study

Dear Sir:

Greeting of Peace!

The undersigned is currently undertaking a research study entitled **Mini-lessons for Reading Vocabulary Development of Grade 8 ESL Learners** in partial fulfilment of the requirement for the degree of Master of Arts in Education with specialization on English Language Teaching at Philippine Normal University, Taft. Ave., Manila.

In this regard, I would like to request permission from your good office to administer my research instruments and conduct the study among selected Grade 8 students of Sindalan High School, City of San Fernando. Participants will be given a consent form to be signed by their parents/guardian (copy enclosed) and returned to the primary researcher at the beginning of the process.

Rest assured that the information gathered will be held confidential and will be used solely for the purpose. No costs will be incurred by either the school or the individual participants.

The approval to conduct this study will be greatly appreciated. I would be happy to answer any questions or concerns. I may be contacted at my email ms.ditan@gmail.com or via 09478619316.

Attach herewith are the sets of research instruments for your perusal.

Thank you and more power.

Sincerely,

CANDY A. DITAN

Researcher

	Republic of the Philippines Department of Education - Region III Central Luzon DIVISION OF CITY OF SAN FERNANDO		Document Code: SDO-CSF-QF-SGOD-006 Revision: 00 Effectivity Date: 06-11-2018
	Quality Form		Name of Office: SCHOOL GOVERNANCE AND OPERATIONS DIVISION
	ENDORSEMENT LETTER		(Signature) 6371

1st Endorsement
November 9, 2018

NOV 19 2018

Respectfully returned to Ms. Candy A. Ditan, the attached approved request to administer the research instruments among Grade 8 students of Sindalan High School for her thesis titled "Mini-lessons for Reading Vocabulary Development of Grade 8 ESL Learners."

In approving the said request, please take note of the following guidelines:

- i. No government funds will be utilized;
- ii. No disruption of classes;
- iii. Ethics of research will be observed; and
- iv. This Office will be provided a soft copy (saved in a CD) of the raw data encoded in Microsoft Excel within six months from the date of this endorsement and of the full manuscript including the research instruments used upon completion of the study.


RONNIE S. MALLARI, Ph. D.
 Officer-In-Charge
 Office of the Schools Division Superintendent

Appendix B

Informed Consent Form



Philippine Normal University
The National Center for Teacher Education Research
College of Graduate Studies and Teacher Education Research

[-LESSONS FOR READING VOCABULARY DEVELOPMENT OF GRADE8 ESL LEARNERS

Researcher:

Name: **CANDY A. DITAN**

Phone: **09478619316**

Introduction

- Your child is being asked to be in a research study of Ms. CANDY A. DITAN, a masteral student of Philippine Normal University with specialization in English Language Teaching.
- Your child is selected as a possible participant because he/she is a Grade 8 ESL learner.
- You are asked to read this form and ask any question that you may before allowing your child to be in this study.

Purpose of the Study

- The purpose of the study is to develop Mini-lessons for Reading Vocabulary Development of Grade 8 ESL Learners.
- Ultimately, this research may be presented as a partial requirement in fulfillment of the study in the degree of Master of Arts in Education with specialization in English Language Teaching.

Description of the Study Procedures

- If you allow your child to be in this study, he/she will be asked to do the following things:
 - Fill out the information need on the Tier Two Wordlist Rating Scale on Degree of Vocabulary Knowledge
 - Your child will need to complete a Tier Two Wordlist Rating Scale on Degree of Word Knowledge. The process of administration will take 165 minutes (55 minutes per session) and will only be administered during their English time in school.

Benefits of Being in the Study

- There are no direct benefits to participants in this study. However, participation in this study will help in the needs assessment in developing Mini-lessons Reading Vocabulary materials for English Grade 8.

Confidentiality

- The records of this study will be kept strictly confidential. Research records will be kept in a locked file and all electronic information will be coded and secured using a password. I will not include any information in any report we may publish that would make it possible to identify the child's identity.

Right to Refuse or Withdraw

- The decision to let your child participate in this study is entirely up to you. You may refuse to let your child to take part in the study at any time without affecting your child's relationship with the researcher of this study. Your decision will not result in any loss or benefits to which your child is otherwise entitled. You have the right not answer any single question, as well as to withdraw your child's participation at any point during the process; additionally, you have the right to request that any of your child's data that has been collected be destroyed.

Right to Ask Question and Report Concerns

- You and your child have the right to ask questions about this research study and to have those questions answered by me before, during, or after the research. If you have any further questions about the study, at any time feel free to contact me, Ms. Candy A. Ditan at ms.ditan@gmail.com or 09478619316. If you like, summary of the result of the study will be sent to you.
- If you have any problems or concerns that occur as a result of your participation, you can report them to the institute.

Consent

- Your signature below indicates that you have decided to allow your child to participate in this study and that you have read and understood the information provided above.

Participant's name: _____

Parent/Guardian's name: _____

Signature: _____ **Date:** _____

Appendix B



Informed Consent Form (Filipino Version)
Philippine Normal University
The National Center for Teacher Education Research
College of Graduate Studies and Teacher Education Research

INFORMED CONSENT FORM

Paksa ng Pananaliksik: **MINI-LESSONS FOR READING VOCABULARY DEVELOPMENT OF GRADE8 ESL LEARNERS**

Mananaliksik:

Pangalan: **CANDY A. DITAN**

Telepono: **09478619316**

Panimula

- Ang inyong anak ay inaanyayahang maging bahagi ng pag-aaral sa isang pananaliksik ni Bb. CANDY A. DITAN, mag-aaral ng Master of Arts in Education with specialization in English Language Teaching ng Pamantasang Normal ng Pilipinas o Philippine Normal University, Taft Ave. Manila.
- Ang inyong anak ay piniling makilahok bilang isang respondente dahil siya ay isang mag-aaral sa ikawalong baitang.
- Mangyaring basahin ang form na ito nang mabuti. Ito ay magbibigay ng mahalagang impormasyon tungkol sa pakikilahok ng inyong anak sa pananaliksik na ito.

Layunin ng Pananaliksik

- Ang layunin ng pananaliksik na ito ay bumuo ng *Mini-lessons for Reading Vocabulary Development of Grade 8 ESL Learners*.
- Ang pananaliksik na ito ay gagamitin bilang bahagi ng pangangailangan sa digri ng Master of Arts in Education with specialization in English Language Teaching.

Deskripsyon ng Proseso

- Kung pahintulutan ang inyong anak na makibahagi; ito ng mga bagay na kanyang gagawin:
 - May magpapaliwanag tungkol sa pananaliksik na ito.
 - Sasagutan ang mga impormasyon na kailangan tulad ng pangalan, edad, kasarian at baitang.
 - Ang inyong anak ay sasagutan ang isang Tier Two Wordlist Rating Scale on Degree of Word Knowledge. Ang proseso ng administrasyon nito ay aabot sa 165 minuto (55 minuto bawat sesyon) bago ang oras ng kanilang klase na gaganapin sa school library.

Benepisyo ng Pakikilahok sa Pananaliksik

- Walang direktang benepisyo ito sa inyong anak. Bagaman, ang pakikilahok sa pananaliksik na ito ay makatutulong sa pagbuo ng Mini-lessons for Reading Vocabulary na maaaring gamitin ng mga mag-aaral sa Ikawalong Baitang.

Pagiging Kompidensyal

- Ang anumang impormasyon na malilikom sa pananaliksik na ito ay mananatiling kompidensyal. Ang mga impormasyon ay mananatili sa isang locked file at anumang elektronikong impormasyon ay magiging kumpidensyal sa pamamagitan ng pagagamit ng code at password. Ang anumang impormasyon na mailalathala sa pananaliksik na ito ay hindi magsasaad ng pagkakakilanlan ng inyong anak.

Karapatan sa Pagtanggigat Hindi Paglahok

- Nasa inyo ang pagpapasya kung makikilahok ang inyong anak o hindi. Maaaring kang sumangayon ngayon sa pakikilahok ng inyong anak sa pananaliksik at baguhin ang inyong isip sa mga sumusunod na oras o araw. Anuman ang inyong pasya ay hindi magiging laban sa inyo at inyong anak. Ang pagtanggigat na lumahok o pagtigil sa paglahok ay walang kaukulang parusa o pagkawala ng anumang benepisyo na kung saan ika'y may karapatan.

Karapatang Magtanong

- Maaari kayong magtanong upang matugunan ang inyong mga agam-agam bago magpasya na pahintulutan ang inyong anak na makilahok. Kayo at ang inyong anak ay may karapatang magtanong bago ang proseso, habang nagaganap ang proseso, at pagkatapos ng proseso ng administrasyon. Maaaring i-email o tawagan si Bb. Candy A. Ditan sa email address na ms.ditan@gmail.com o tawagan sa 09478619316 kung mayroong anumang katanungan.

Kasunduan

- Ang inyong lagda ay nangangahulugang sumasang-ayon kayo sa paglahok ng inyong anak sa pananaliksik at inyong naiintindihan ang nilalaman ng Consent Form na ito.

Pangalan ng Mag-aaral: _____

Pangalan ng Magulang o Guardian: _____

Lagda: _____ Petsa: _____

Lagda ng Mananaliksik: _____ Petsa: _____

Appendix C

TIER 2 WORDLIST RATING SCALE ON DEGREE OF WORD KNOWLEDGE

Background:

This rating scale consists of 16 sets of Tier two words, a total of 706 words. The words were taken from 16 Afro-Asian reading selections. Tier two consists of high frequency words that occur across a variety of domains. These words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading.

Objective:

This rating scale aims to assess your degree of word knowledge of the tier two wordlist. The result of this rating scale determines the Tier two words to include in developing Mini-lessons for Reading Vocabulary of Grade 8 ESL learners.

Student's Profile

Instructions: Please provide the needed information by filling in your response on the space provided.

Name of Student: _____

Age: _____

Grade Level & Section: _____

Sex: _____

Instructions: Please read and be guided with below table on Degree of Word Knowledge. Place a check mark (✓) to indicate your degree of word knowledge for each item from Set 1 to 16. Rest assured that your responses will be treated with utmost confidentiality.

DEGREE OF WORD KNOWLEDGE		
1	Never encountered the word. (Ngayon palang nakita o nabasa)	Word that the learner has not yet read or heard from a reading or listening text or any form of media.
2	Heard the word, but cannot define it. (Nakita o narinig ngunit hindi alam ang kahulugan)	Word that the learner already encountered/read or heard but doesn't know what it means.
3	Recognize the word due to context/spelling or tone of voice. (Alam dahil spelling o bigkas ng salita)	Word that the learner recognizes from reading and listening text.
4	Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it. (Nagagamit at naiintindihan ang kahulugan ng salita ngunit hindi maipaliwag ng mas malalim)	Word that the learner can use in communication but doesn't have an in depth knowledge about the word.
5	Fluent with the word; its use and definition. (Bihasa sa paggamit ng salita at kaya itong ipaliwanag)	Word that is familiar to the learner and can use it fluently in production.

SET 1 SOUL OF THE GREAT BELL		DEGREE OF WORD KNOWLEDGE				
		1	2	3	4	5
1.	absence					
2.	absorbed					

Appendix D

CHECKLIST ON MINI-LESSON VALIDATION

(De Guia 2012) Model

Please supply the information called for:

Name: _____ Field of Specialization: _____

Designation: _____ No. of Years in Teaching: _____

Institution: _____ Date Accomplished: _____

Mini-lesson Title: _____

Directions: Kindly check (✓) the column which best describes your evaluation of the Mini-lesson against each indicator. Use the scale given below.

The Likert Scale used to evaluate the Mini-lessons

Scale/Rating	Verbal Interpretation	Abbreviation	Range	Decision
5	Outstanding	O	4.50-5.0	No revision
4	Highly Satisfactory	HS	3.50-4.49	No revision
3	Satisfactory	S	2.50-3.49	Minor revision
2	Below Satisfactory	BS	1.50-2.49	Major revision
1	Need Improvement	NI	1.0-1.49	Delete

CRITERIA	1	2	3	4	5
1. FORMAT AND DESIGN					
A. The format of the Mini-lesson is easy to follow.					
2. CONTENT					
A. The lessons/activities are appropriate to the students.					
B. The directions and explanations are clear and straightforward.					
C. The target strategies are clearly demonstrated and explained.					
D. The mini-lesson contains sufficient opportunities to practice the strategies.					
E. The mini-lesson provides sufficient exercises to accomplish the goals set.					
3. ORGANIZATION AND PRESENTATION					
A. The activities are sequenced in a logical order from relating to prior knowledge to independent mastery to awareness of the strategy.					
B. The Mini-lesson can easily be carried out.					
C. The target strategies are properly addressed by the activity.					
4. LANGUAGE AND STYLE					
A. The language used is within the students' level of understanding.					
B. The icons used are grade-level appropriate.					
5. ELEMENTS OF MINI-LESSONS					
A. The mini-lesson is an introduction or is a lead-in to a larger lesson.					
B. The mini-lesson focuses in developing a specific vocabulary skill.					
C. The mini-lesson is short enough to be taught in 20-30 minutes.					
D. The mini-lesson allows for guided practice on a specific vocabulary skill.					
E. The mini-lesson provides for independent practice of focus skill.					

Appendix E

List of Afro-Asian Reading Selections

1. Soul of the Great Bell
2. The Story of the Aged Mother
3. Tale of Chungyang
4. The Vanity of the Rat
5. Makato and the Cowrie Shell
6. Outwitting a Crocodile
7. Taximan's Story
8. The Country's Good Son
9. Ali Baba and the Forty Thieves
10. The Story of Ruth
11. The Wonder Tree
12. Three Princes

Appendix F

Result of Tier 2 Wordlist Rating Scale on Degree of Word Knowledge

SET 1 SOUL OF THE GREAT BELL		DEGREE OF WORD KNOWLEDGE				
		1	2	3	4	5
3.	absence	11	24	16	14	11
4.	absorbed	10	18	21	12	15
5.	accompanied	10	18	23	9	13
6.	alliance	23	22	17	7	7
7.	approaching	12	15	23	16	10
8.	aspect	16	20	22	11	7
9.	assembled	8	17	19	15	17
10.	awful	23	23	12	9	9
11.	betrayed	21	17	10	9	6
12.	blend	9	24	21	14	10
13.	blindingly	18	22	26	9	1
14.	burst	11	22	20	18	5
15.	capital	6	12	22	21	15
16.	cast	16	14	21	11	13
17.	casting	10	24	17	11	14
18.	ceased	35	21	14	6	0
19.	ceaseless	28	24	19	4	1
20.	clutch	26	19	23	6	2
21.	comfort	11	14	20	15	16
22.	command	7	13	24	18	14
23.	commanded	6	15	20	20	15
24.	consulted	11	21	21	17	5
25.	containing	16	17	24	11	8
26.	dainty	25	26	18	6	1
27.	dazzling	30	16	21	8	1
28.	deep	14	15	11	23	13
29.	deepened	15	25	20	13	3
30.	deeper	10	20	21	14	11
31.	desire	6	25	18	17	10
32.	desolate	32	20	18	4	2
33.	dismay	26	21	22	4	3
34.	effort	12	13	15	21	15
35.	embrace	5	21	23	13	14
36.	examined	10	25	19	14	8
37.	exceedingly	18	22	24	7	5
38.	fainted	20	30	21	5	0
39.	faints	19	18	23	10	5
40.	flame	11	18	19	18	10
41.	fulfilling	12	23	20	18	3
42.	glowing	9	22	23	15	7
43.	graciously	22	29	17	7	1
44.	grasp	18	30	18	8	2
45.	graven	23	21	17	7	8
46.	great	11	18	13	19	14
47.	grief	19	21	13	21	3
48.	hastened	26	22	20	8	0

49.	hath	31	17	12	10	6
50.	hopeless	13	15	22	15	10
51.	illustrious	27	14	21	7	7
52.	immeasurable	21	28	19	5	3
53.	immense	31	18	25	2	0
54.	impending	26	18	20	8	4
55.	imperial	24	23	19	6	4
56.	inscribed	37	17	12	7	3
57.	intermingling	28	21	20	5	2
58.	labour	17	26	23	7	3
59.	laboured	18	28	18	8	4
60.	leaped	27	24	16	9	0
61.	lifted	17	24	13	8	14
62.	loveliness	7	13	24	14	18
63.	marks	9	13	19	16	19
64.	measured	7	8	14	18	29
65.	mellow	21	20	26	5	4
66.	mightier	29	17	12	9	9
67.	mighty	12	15	26	9	14
68.	mingle	16	29	16	15	0
69.	moan	26	17	20	13	0
70.	moaning	26	22	13	11	4
71.	molten	15	15	29	9	8
72.	monstrous	23	29	17	5	2
73.	mould	25	25	15	6	5
74.	moulds	25	26	14	7	4
75.	murmur	32	14	13	9	8
76.	murmuring	30	10	19	9	4
77.	muttering	26	18	19	9	4
78.	mystical	29	21	17	7	2
79.	neglecting	22	19	17	11	7
80.	obedience	14	21	23	8	10
81.	obey	7	21	23	10	15
82.	obeyed	7	24	18	12	15
83.	obstinately	22	20	16	12	6
84.	obtained	19	24	13	15	5
85.	ordained	23	21	19	9	4
86.	overlooking	16	20	19	14	7
87.	peeling	21	18	22	6	8
88.	perches	31	19	19	5	2
89.	ponderous	30	23	15	8	0
90.	precious	6	32	17	9	2
91.	prepared	6	15	22	10	23
92.	purser	16	25	25	10	0
93.	quakingly	33	17	16	10	0
94.	quiver	24	26	16	5	5
95.	radiant	17	21	24	12	2
96.	raving	25	21	19	10	1
97.	rebelled	28	18	16	13	1
98.	refused	15	22	14	14	1
99.	reign	29	16	19	7	5

100.	rekindled	34	15	18	8	1
101.	related	10	17	19	15	15
102.	remelted	12	31	17	7	8
103.	renowned	22	24	16	7	7
104.	repeated	15	9	18	17	17
105.	repute	17	19	24	10	6
106.	responding	14	17	14	19	12
107.	roared	21	18	16	9	12
108.	sacred	22	20	20	8	6
109.	sake	27	14	14	17	4
110.	scorned	31	20	15	7	3
111.	seal	24	19	17	8	8
112.	sealed	14	24	22	6	9
113.	separated	7	22	14	21	12
114.	severed	13	27	18	14	4
115.	sharply	21	21	17	8	8
116.	shiver	29	17	20	6	4
117.	shuddering	39	21	10	3	3
118.	sibilant	33	27	12	1	3
119.	skilfully	25	19	22	6	5
120.	slagged	27	26	16	4	3
121.	smite	26	19	20	7	4
122.	sobbing	20	27	19	5	5
123.	sorrowful	15	18	29	8	6
124.	sought	24	26	18	8	0
125.	spake	24	22	20	6	4
126.	spattered	14	28	23	6	5
127.	split	13	15	26	11	11
128.	stare	17	18	22	10	9
129.	strengthened	14	19	21	14	8
130.	striving	33	15	17	9	2
131.	stupendous	36	20	13	5	2
132.	sublime	34	20	13	6	3
133.	subsided	28	19	18	11	0
134.	suitors	12	30	17	7	10
135.	suspended	13	12	22	9	20
136.	tediously	27	18	13	14	4
137.	tips	15	17	15	12	15
138.	toiling	22	19	20	9	6
139.	toilsomely	26	17	19	7	7
140.	trace	12	23	23	8	10
141.	transmuted	20	15	21	13	7
142.	treated	10	17	20	19	10
143.	tremble	17	22	23	9	5
144.	uniformity	16	29	21	7	3
145.	uplifted	23	27	16	7	3
146.	uttering	26	24	19	4	3
147.	vast	23	18	18	12	5
148.	verge	22	28	20	6	0
149.	vibrating	15	13	21	12	15
150.	virgin	11	20	14	16	15

151.	void	20	19	25	7	5
152.	weeping	15	28	17	11	5
153.	well-nigh	30	18	17	8	3
154.	whirling	21	19	19	9	8
155.	wonderful	12	16	15	17	14
156.	wondrous	26	22	15	5	8
157.	worse	10	22	22	12	10
158.	worthy	10	19	20	14	13
159.	wriggle	18	23	17	11	7
160.	wrought	26	15	17	10	8
SET 2 STORY OF THE AGED MOTHER		DEGREE OF WORD KNOWLEDGE				
		1	2	3	4	5
1.	abandoning	18	19	10	10	19
2.	abolished	24	20	20	9	3
3.	aching	21	22	17	9	7
4.	aged	7	18	17	9	15
5.	aloud	11	19	15	15	16
6.	anxious	20	16	19	13	8
7.	barbarous	24	22	18	6	6
8.	bare	23	22	18	10	3
9.	bearing	14	28	19	11	15
10.	blaze	14	25	22	8	7
11.	blinded	9	16	15	22	14
12.	blindly	11	19	29	7	10
13.	boast	12	25	25	11	3
14.	bowing	11	19	20	15	11
15.	bows	14	16	17	19	10
16.	bundle	6	24	17	18	11
17.	burden	6	23	17	17	13
18.	comfort	7	17	18	17	17
19.	confused	4	15	21	7	19
20.	considered	4	13	20	14	25
21.	continually	7	22	16	16	15
22.	cowardly	17	19	24	7	9
23.	crossed	8	16	24	15	13
24.	cruel	14	20	18	13	11
25.	custom	13	14	23	12	13
26.	demand	7	23	20	14	12
27.	demanded	6	14	29	15	12
28.	despite	16	22	19	15	4
29.	despotic	29	14	20	8	5
30.	dim	25	26	14	9	2
31.	discovered	1	22	15	19	19
32.	distress	13	19	23	9	14
33.	dread	16	30	21	4	5
34.	drifted	12	20	22	16	8
35.	duty	8	22	22	14	10
36.	entire	8	26	13	14	17
37.	failing	10	17	16	17	16
38.	farewell	14	16	22	14	10
39.	filled	10	18	15	19	14

40.	frequent	7	18	27	16	8
41.	gathering	10	20	21	12	13
42.	gently	7	18	19	20	12
43.	governed	13	14	21	13	15
44.	gravely	20	15	19	11	11
45.	great	7	11	23	10	25
46.	hastened	19	21	17	11	8
47.	hastening	23	25	17	7	4
48.	heed	23	24	23	4	3
49.	honorable	8	21	30	12	15
50.	hopeless	4	14	23	18	17
51.	humble	6	8	24	18	20
52.	immediately	4	16	25	14	17
53.	journey	8	14	21	15	18
54.	lifted	10	17	20	17	12
55.	mandate	21	20	23	10	2
56.	mattered	13	20	29	12	2
57.	meditated	25	15	20	14	3
58.	mingled	24	17	18	14	3
59.	narrow	10	16	24	16	10
60.	nearby	17	13	23	12	11
61.	obeyed	14	21	18	11	12
62.	obeying	20	20	11	13	12
63.	obtained	14	22	14	14	12
64.	padded	21	22	18	10	5
65.	piles	17	19	18	17	5
66.	praised	12	24	17	16	7
67.	proclamation	17	21	15	11	11
68.	puzzled	7	19	17	8	23
69.	quantity	10	24	18	12	12
70.	rapped	15	23	25	10	3
71.	reckless	16	28	18	11	3
72.	re-crossed	9	23	23	13	8
73.	reverence	15	22	23	11	5
74.	scratched	9	19	20	13	15
75.	seemingly	16	21	25	13	1
76.	shouldered	14	18	24	13	7
77.	shrinking	22	17	21	15	1
78.	shriveled	28	15	19	13	1
79.	sighs	18	21	21	5	11
80.	snapping	11	29	20	8	8
81.	soiled	15	29	21	8	3
82.	sorrow	6	18	27	16	9
83.	steep	15	23	17	13	8
84.	stooping	21	18	21	11	5
85.	strength	4	18	18	18	16
86.	stretched	6	15	27	9	19
87.	strict	12	16	17	11	20
88.	suggestive	3	17	31	9	16
89.	summit	6	24	22	14	10
90.	supplying	6	15	20	15	20

91.	surprised	9	15	10	21	21
92.	swung	21	17	21	9	7
93.	tearful	10	19	26	15	6
94.	tenderly	20	16	24	11	5
95.	tied	19	21	19	10	7
96.	trembled	13	17	33	8	5
97.	trembling	17	21	24	8	6
98.	twigs	16	22	22	10	6
99.	twisted	13	17	26	8	12
100.	uncommon	13	20	22	14	9
101.	unreasonable	22	17	15	13	9
102.	unselfish	12	17	23	19	5
103.	weary	22	19	14	13	8
104.	well-known	8	22	20	16	10
105.	whispered	11	18	26	12	9
106.	wisdom	9	22	17	14	14
107.	wit	18	26	17	11	4
SET 3		DEGREE OF WORD KNOWLEDGE				
TALE OF CHUNGYANG		1	2	3	4	5
1.	compels	34	25	15	2	0
2.	conceal	20	30	18	5	3
3.	decides	7	14	26	18	11
4.	deeply	12	19	22	15	8
5.	despite	13	29	23	6	5
6.	discloses	15	28	15	9	9
7.	disguise	17	17	23	19	8
8.	faith	10	22	23	9	12
9.	faithful	5	16	19	16	20
10.	faithfulness	7	20	20	11	18
11.	greedy	20	23	20	11	2
12.	identity	13	12	23	19	9
13.	imprisons	11	21	34	9	4
14.	insane	22	17	24	9	4
15.	investigates	12	15	16	16	17
16.	misbehaviour	18	20	26	7	5
17.	permission	4	16	27	15	16
18.	prosecutes	18	15	27	12	4
19.	punish	12	18	20	14	12
20.	punishes	11	14	18	20	13
21.	recognize	6	13	22	19	16
22.	refuses	10	14	29	14	9
23.	refusing	10	17	24	17	8
24.	renowned	14	25	19	14	4
25.	satirical	27	25	15	6	3
26.	spend	6	17	25	21	7
27.	treats	9	18	22	19	8
28.	undercover	4	23	24	19	6
29.	wastes	9	16	22	9	20
SET 4		DEGREE OF WORD KNOWLEDGE				
VANITY OF THE RAT		1	2	3	4	5
1.	agreement	8	14	11	17	26

2.	course	7	15	25	15	24
3.	dear	12	5	20	18	21
4.	expecting	6	13	11	16	30
5.	fall over	11	22	27	12	6
6.	flattered	19	21	20	11	5
7.	highly	8	24	17	13	14
8.	honoured	13	16	19	17	7
9.	hung	15	15	19	20	7
10.	hurried	8	25	16	15	12
11.	indeed	19	15	25	25	5
12.	magnificent	17	12	30	11	6
13.	nearby	14	25	19	15	3
14.	nodded	26	10	19	14	7
15.	nodding	19	21	20	12	4
16.	offer	9	13	18	14	22
17.	offered	8	16	20	13	19
18.	powerful	8	13	20	5	30
19.	powerless	9	13	21	13	20
20.	replied	5	11	24	11	25
21.	suitable	16	27	17	12	4
22.	suitor	19	24	22	9	2
SET 5		DEGREE OF WORD KNOWLEDGE				
MAKATO AND THE COWRIE SHELL		1	2	3	4	5
1.	absolutely	16	13	18	15	14
2.	amused	25	30	9	10	2
3.	appeared	6	23	22	15	10
4.	beaming	22	24	18	7	4
5.	boundary	3	25	20	17	10
6.	caught	10	20	20	12	14
7.	cheerful	8	15	15	23	16
8.	cheerfully	7	12	19	20	17
9.	chopping	11	10	12	16	27
10.	clasped	23	29	9	7	8
11.	clearing	6	9	21	20	20
12.	clutching	18	27	20	5	6
13.	deeply	15	16	17	12	16
14.	determined	7	17	16	18	17
15.	dipped	11	22	20	14	9
16.	eagerly	28	14	13	12	8
17.	fertile	15	21	13	12	14
18.	fond	16	21	19	10	10
19.	fortune	15	27	17	5	13
20.	good-tempered	14	29	14	9	10
21.	grace	13	21	15	6	21
22.	idled	27	26	13	6	2
23.	impressed	11	17	22	14	11
24.	industry	12	15	10	22	15
25.	insights	25	19	19	6	4
26.	journey	8	8	11	19	28
27.	longed	4	21	20	15	15
28.	majesty	15	23	22	5	10

29.	mastered	10	12	15	24	14
30.	meant	8	19	15	19	14
31.	opportunity	5	11	12	16	30
32.	presented	6	11	16	17	26
33.	promoted	10	13	6	19	28
34.	prosperous	19	17	15	14	9
35.	proudly	8	12	12	16	27
36.	satisfied	15	13	21	11	15
37.	scraped	15	19	20	13	6
38.	sensible	18	32	15	6	3
39.	sheds	23	15	22	10	6
40.	sowed	23	24	15	8	5
41.	sparked	14	15	23	18	5
42.	splendid	28	19	18	8	3
43.	starve	24	24	11	11	6
44.	wages	25	23	15	8	5
45.	walked away	3	11	18	17	27
46.	wonderful	3	12	11	15	33
47.	worked hard	6	10	8	14	36
SET 6		DEGREE OF WORD KNOWLEDGE				
OUTWITTING A CROCODILE		1	2	3	4	5
1.	afraid	12	12	14	11	27
2.	angrily	13	16	14	16	14
3.	clever	24	25	12	10	5
4.	cleverly	18	23	15	13	5
5.	escape	8	16	20	13	19
6.	feast	14	27	13	12	10
7.	including	5	17	20	13	20
8.	manages	8	18	18	15	12
9.	outwits	24	17	14	13	8
10.	outwitted	28	22	15	5	6
11.	perhaps	29	18	13	11	2
12.	predicaments	27	29	12	3	4
13.	promised	8	9	18	10	31
14.	reached	10	13	19	16	17
15.	report	4	4	11	21	35
16.	scare	14	16	16	7	23
17.	shocked	9	10	21	12	24
18.	spent	15	17	15	14	17
19.	stepped	12	17	15	15	15
20.	tasty-looking	23	19	15	10	5
21.	trick	10	18	27	10	11
22.	tricked	16	16	22	12	8
23.	tricky	10	20	20	12	13
SET 7		DEGREE OF WORD KNOWLEDGE				
TAXIMAN'S STORY		1	2	3	4	5
1.	against	12	13	18	14	16
2.	alley	27	16	11	10	9
3.	ashamed	36	15	11	7	7
4.	bargain	18	19	17	8	14
5.	behaviour	10	10	17	17	20

6.	boasting	14	19	16	16	9
7.	bold	6	10	22	14	22
8.	cane	19	20	21	9	8
9.	caning	19	25	14	9	6
10.	capital	4	10	19	15	28
11.	change	4	4	6	15	47
12.	charge	6	5	6	15	41
13.	cheap	10	15	13	10	25
14.	clerks	25	21	20	6	4
15.	coaching	7	11	17	23	15
16.	crowded	20	16	21	10	9
17.	drag	17	17	16	14	10
18.	earn	14	16	15	13	16
19.	enough	4	13	10	17	22
20.	excellent	7	6	12	19	29
21.	excuse	4	8	9	15	37
22.	fare	14	16	19	16	7
23.	habits	8	10	18	21	19
24.	intelligent	4	9	12	15	36
25.	joking	6	5	8	9	45
26.	lazy	7	6	15	13	33
27.	must	8	22	15	13	17
28.	naturally	8	11	14	14	27
29.	nearly	6	24	19	12	14
30.	obedient	10	9	30	8	15
31.	obey	9	14	21	14	18
32.	otherwise	11	22	21	10	9
33.	planning	5	9	15	23	22
34.	plenty	10	25	18	12	9
35.	prefer	12	19	18	9	15
36.	quite	5	14	12	16	29
37.	report	3	5	15	21	32
38.	rush	8	16	22	10	18
39.	scream	13	14	18	10	18
40.	slap	20	11	19	16	9
41.	sort	19	22	17	11	7
42.	spending	77	19	19	19	11
43.	stupid	7	13	13	18	25
44.	tricks	9	11	20	18	18
45.	trouble	4	13	18	16	30
46.	trust	6	10	14	11	32
47.	useless	11	20	15	13	17
48.	wicked	18	21	22	10	4
49.	worry	7	10	15	14	30
SET 8		DEGREE OF WORD KNOWLEDGE				
COUNTRY'S GOOD SON		1	2	3	4	5
1.	admire	20	16	14	14	11
2.	aim	29	22	11	6	7
3.	aims	26	16	17	8	7
4.	awkward	14	14	15	19	13
5.	busily	14	17	20	9	13

6.	condition	5	8	14	19	27
7.	cooperative	9	13	14	16	24
8.	crowded	12	19	20	13	9
9.	desire	15	22	21	9	9
10.	disabled	13	22	18	12	10
11.	filled	10	16	20	14	16
12.	inquisitive	31	24	16	3	2
13.	intention	4	11	19	21	19
14.	lifted	6	18	22	18	12
15.	limping	25	27	9	11	3
16.	lose	6	18	12	10	30
17.	missing	7	7	6	13	43
18.	nodded	24	18	10	10	12
19.	offered	7	15	12	19	23
20.	quite	9	11	14	12	30
21.	right	5	8	13	13	36
22.	satisfaction	10	15	15	15	19
23.	sold	11	9	18	15	22
24.	useless	12	12	14	19	18
25.	wasting	14	17	16	13	16
SET 9		DEGREE OF WORD KNOWLEDGE				
ALI BABA AND THE FORTY THIEVES		1	2	3	4	5
1.	access	15	13	22	14	12
2.	blindfolds	18	16	15	15	12
3.	blob	30	19	13	8	4
4.	burial	24	23	16	8	5
5.	bury	23	30	13	6	4
6.	chipped	12	27	20	10	7
7.	chunk	16	20	22	11	7
8.	clever	17	26	19	9	4
9.	commonly	13	15	21	17	9
10.	curious	12	10	18	20	16
11.	entrusts	30	20	14	6	4
12.	escapes	8	12	23	18	15
13.	establishes	10	15	27	18	5
14.	establishment	5	16	22	20	10
15.	except	5	10	13	21	27
16.	exterior	10	24	22	11	9
17.	extremely	13	21	15	18	9
18.	failure	16	17	17	12	11
19.	foils	14	24	20	12	5
20.	forced	10	16	14	20	14
21.	forgets	7	15	11	17	26
22.	furious	19	25	20	10	2
23.	grateful	16	15	14	14	15
24.	gratitude	27	23	10	10	6
25.	gravely	20	22	22	11	1
26.	greed	15	23	19	14	5
27.	greedy	14	21	18	18	5
28.	hospitality	11	16	19	20	10
29.	impoverished	33	18	12	8	4

30.	loyal	5	6	11	16	36
31.	mules	23	23	17	10	3
32.	overhear	26	20	15	9	4
33.	performed	6	9	9	26	25
34.	plunges	26	24	17	7	3
35.	pretend	18	13	12	17	13
36.	purchases	13	22	17	14	10
37.	quartered	19	18	20	12	4
38.	rage	17	21	19	13	6
39.	recognized	14	9	16	21	15
40.	retrace	20	23	25	3	5
41.	reveal	9	17	21	12	14
42.	revenge	8	15	15	14	24
43.	revisit	20	20	15	14	7
44.	rouse	24	23	16	5	8
45.	seals	30	22	16	6	6
46.	settles	22	22	14	9	8
47.	suspicious	29	22	11	6	8
48.	thief	20	24	15	12	3
49.	thieves	21	21	19	10	5
50.	trade	16	16	26	10	8
51.	treasure	8	7	12	22	27
52.	trust	5	12	14	15	29
53.	unknownst	33	21	14	7	1
54.	unsuccessful	10	11	23	14	18
55.	wealth	11	14	21	15	15
56.	wealthy	8	12	17	24	15
SET 10		DEGREE OF WORD KNOWLEDGE				
STORY OF RUTH		1	2	3	4	5
1.	attitude	7	6	12	10	41
2.	company	5	8	18	12	33
3.	complains	8	15	19	19	15
4.	decided	4	9	20	17	26
5.	eventually	10	19	20	11	16
6.	expecting	7	10	13	27	17
7.	harvest	12	15	17	16	15
8.	insisted	17	22	23	8	6
9.	mistake	2	9	15	24	26
10.	notice	8	12	20	9	27
11.	related	5	8	23	16	24
12.	stay	10	4	16	16	28
13.	still	3	2	14	18	36
14.	treat	4	9	14	17	30
15.	unselfish	9	10	16	16	26
16.	wonder	4	18	22	20	12
17.	worry	3	10	14	24	25
18.	company	4	8	10	16	37
SET 11		DEGREE OF WORD KNOWLEDGE				
WONDER TREE		1	2	3	4	5
1.	amazement	25	23	16	5	6
2.	bare	19	26	19	9	3

3.	beat	10	21	17	15	18
4.	blazing	17	27	16	11	5
5.	bowed	21	20	21	10	4
6.	branching	15	22	17	17	5
7.	bustled	25	18	22	6	5
8.	chief	8	10	24	30	4
9.	cluster	14	23	25	8	6
10.	comforted	10	16	18	18	13
11.	custom	7	11	23	19	16
12.	Delight	6	16	25	19	10
13.	dignified	22	27	14	13	0
14.	exclaimed	23	21	18	8	6
15.	expected	8	9	15	21	23
16.	faded	13	21	22	13	7
17.	flourished	23	26	21	5	1
18.	furnish	22	25	18	6	5
19.	gratitude	32	15	16	6	7
20.	honor	10	14	13	20	19
21.	horizon	16	21	24	12	13
22.	hospitable	12	7	26	20	11
23.	hospitality	10	16	18	20	12
24.	hurried	10	17	25	15	9
25.	idle	22	26	13	8	7
26.	led	27	22	16	9	2
27.	marvellous	29	28	15	3	1
28.	miraculously	34	26	10	6	0
29.	misty	32	25	11	7	1
30.	pale	28	22	16	7	3
31.	pitched	20	22	19	11	4
32.	precious	10	17	25	12	12
33.	ripple	28	22	16	6	4
34.	salute	14	17	23	11	11
35.	scanned	11	22	25	12	6
36.	shade	7	14	25	14	16
37.	slipped	7	26	24	9	10
38.	sparkling	14	17	23	14	8
39.	spread	9	23	18	14	12
40.	sprung	20	20	24	7	4
41.	stranger	7	22	15	14	18
42.	suddenly	17	11	19	19	10
43.	trackless	32	17	19	5	5
44.	tuft	29	19	18	6	0
45.	veiled	39	19	10	7	1
46.	wept	35	18	15	6	2
SET 12 THREE PRINCES		DEGREE OF WORD KNOWLEDGE				
		1	2	3	4	5
1.	across	10	12	12	13	21
2.	advice	4	10	10	18	33
3.	allow	3	13	13	18	23
4.	amongst	27	21	21	6	6
appeared		14	17	17	15	7

argument	29	24	24	6	2
asserted	32	22	22	4	1
beg	20	22	22	6	6
beyond	18	13	27	12	6
blustered	25	26	22	2	1
bossy	27	26	10	7	6
branched	21	25	14	9	7
chiselled	35	25	15	0	1
cloak	33	21	11	10	1
dab	34	23	12	5	2
determined	10	19	22	15	9
distraught	29	25	16	3	3
doubt	15	17	24	14	6
earnest	19	20	22	10	5
embraced	11	24	22	11	8
excellent	5	17	13	22	8
extension	7	10	17	17	25
fainted	17	34	11	11	3
fares	22	21	17	9	7
flourished	32	18	18	6	2
gasps	26	25	18	6	1
grateful	13	10	11	22	10
hails	33	23	14	3	3
haze	34	21	15	3	3
highness	18	12	18	17	11
hobbled	29	20	14	10	3
hovered	37	13	14	10	2
impressed	12	20	21	15	8
incredibly	15	21	25	14	0
informative	12	21	26	15	2
instantly	11	20	25	14	6
interested	9	13	20	19	15
knowledge	8	8	25	17	17
leapt	20	24	20	8	4
led	20	27	15	7	7
located	5	15	16	18	21
majesty	18	24	14	13	7
marriageable	26	17	13	11	9
murmured	41	14	10	9	2
non-chalantly	38	14	19	4	1
notice	6	12	25	16	16
nuisance	37	20	10	7	2
obviously	9	14	19	17	16
offend	10	11	22	14	19
perfectly	10	13	22	18	13
perplexed	34	19	14	4	4
possession	28	19	17	7	5
postpone	20	24	16	9	7
raised	12	25	18	7	12
replace	6	17	17	18	17

restore		10	14	21	14	16
risk		9	16	19	9	21
routes		20	21	21	6	8
sage		30	19	19	5	3
shaky		23	19	19	9	4
sire		33	17	19	5	2
stake		25	14	25	8	4
straightened		13	17	20	19	7
stretched		15	14	16	19	10
suitors		22	16	26	6	6
summon		25	20	18	7	4
summoned		26	21	15	9	5
surrounded		10	11	16	24	14
throughout		19	17	19	17	4
tracts		17	20	23	11	5
transported		7	12	21	19	16
unclean		10	14	18	19	15
vain		20	17	19	15	4
venture		25	21	14	9	5
wondrous		21	15	23	13	3
worthy		8	12	24	25	7

Appendix G

List of Tier 1 Words of Grade 8 ESL Learners

above	blink	cloud
across	blowing	cloud
addicts	bowed	clubs
after	bowed	coat
agree	bows	coloured
almonds	bright	comes
alone	bright	comfort
alone	broken	continued
already	brother	cool
although	brownish	cool blue
although	buses	corrupt
although	busied	coughed
angering	business	could
angrier	business	count
another	but	counting
ashes	called	country
ask	calling	cousins
ask	cannot	cousins
attendants	carefully	covered
beat	carpet	crack
beautiful	carried	cried
beautiful	carrying	crocodile
because	caught	crying
because	cave	crystal
before	centre	cutting
behind	cents	dark
behind	chapters	daughter
believe	cities	dawn
beneath	cities	death
beside	clang	death
better	clean out	decision
beyond	climbed	deep
birthday	climbed	delicious
blessed	climbing	describe

deserts	feet	harm
despite	few	harvesters
died	fields	head
dinner	figure	heads
dirty	finding	heads
disappeared	finds	heal
dizzy	fines	healing
doorsteps	finished	heard
dotted	fire-coloured	heard
dressed	firewood	heard
dropped	five	hearing
drugs	flakes	heavens
each	flash	helping
earthen	flat	herself
eaten	flesh	hid
echo	flood	himself
either	fog	himself
elder	followed	home
elder	forehead	hotel
eldest	forgotten	hour
employers	forty	household
ended	fruit	however
enemies	fufty	however
enough	further	huge
enter	further	hugged
equally	glad	hundred
everything	glad	hungry
everything	goes	hurry
examination	gold fish	husband
excitement	golden	hut
excitement	good	idea
excitement	grain	indeed
exciting	great	indeed
extra	green roofs	inspector
extra	grew	instruments
fallen	grew	intelligence
fallen	grow	iron
families	guest	jams
farmer	guide	jars
fashion	handling	jewels
fear	happily	jewels
fearing	happily	keep
feeding	happy	keep

killed	marriage	ointment
killing	married	once
kindest	married	opened
kindness	marries	opinion
king	marry	orchid
kitchen floor	Maths	order
knelt	matter	owned
knew	meeting	owner
knew	melting	paid
knowing	melting pot	paid
knowing	merchant	painful
later	met	pair
laughing	metal	palace
lavatory	might	palace
leader	might	palace
leafy	might	palm
learned	minutes	partying
leg	money	passed
leg missing	moonbeam	path
legends	moonlight	paths
lemon-coloured	mount	paths
lettuce	mountain	pay
lightning	mountain	peaceful
lips	mouths	peaceful
listen	moved	perfectly
live	much	perhaps
lived	multiple	pile
lived	mum	pine
lived	mummy	planned
long	national	poem
looked	nearby	poor
looked	nearly	position
lovely	neck	pouring
madam	needed	pouring
made	neighbourhood	praised
made	neighbouring	prepared
magic	neighbouring	preparing
maiden	neighbours	pressure
maidens	never	primary
mansions	new	princes
many	nice	promised
many-coloured	none	protecting
marriage	observations	province

pulled	seemed	someone
punishment	seen	sound
purchase	seen	sounded
purse	separate	south
question	servant	speak
quickly	servant	spices
quickly	serve	spite
quickness	services	spoke
quietly	serving woman	spoke
rat	sewn	square
rather	shall	started
reached	shining	statue
reached	shining	stepped
reaching	shock	sticking
realize	shocked	stone
realizing	shop	stood
receive	shopping	stood
received	should	stopped
replacement	should	stories
replied	shouted	straw
return	shouting	stream
returned	showed	strength
riding	showed	strict
road	shy	strongest
roof	sick	studies
rope	sight	such
rotted	silence	sudden
round	silence	suddenly
royal	silently	suddenly
rubbed	silk	suggestion
said	since	summer
sat	sitting	supplied
sayings	sitting	sweat
schoolbag	situation	sweating
schooling	sky	sweetened
sea	sleeve	swing
sealed	slipper	sword
secondary	slowly	tailor
seed	slowly	talked
seedbed	smiled	talking
seedlings	soft	taximan
seemed	soldiers	tears
seemed	someday	telling

tent
thanked
themselves
there
therefore
therefore
therein
thereof
thinking
thirsty
thirsty
those
though
throne
throwing
thunder
tiny
tired
told
tomorrow
tone
tongueless
tongues
tourist
towards
tower
trash
travellers
travelling
tribe

tries
trouble
trusted
turbaned
twist
uniforms
unrolled
unrolling
upon
upon
upon
village
village
visit
voice
waiting
waiting
walled
wanted
watered
wearing
wearing
wears
weather
week
well
well-blended
went
went

went
whenever
whenever
whisper
whispers
whitened
whoever
whom
whose
wide
wife
wife
wind
windless
wiping
wives
woodcutter
wooden
words
work
work
working
world
would
written
yellow
young
young
youth

Appendix H

List of Tier 3 Words of Grade 8 ESL Learners

Ahmed	crater	injunction
alas	crucible	interval
alchemist	cunning	Kancil
Ali Baba	cushion	kingdom
alloy	dagger	Ko-Ngai
apothecary	Damascus	Kouan Yu
Arabia	deigned	kyats
Arabs	dotted	lacquered
astrologer	dragon	lava
asunder	dynasty	Lay Choo
Aung	eaves	liquefied
baba	Elimelech	mahout
barley	Elroy	Makato
behest	embroidery	mallet
bell smiths	Emissary	mandarin
Ben Ahmed	empire	master-moulders
Ben Nedi	entombed	Mendicancy
Bethlehem	European	Mendicant
Boaz	fairy	metal monster
bowling	fiber	Ming
brass	fissured	Mingaladon
Buaya	flat stones	Minn
buddha	foundry	missive
Buddhist	fountain	mistress
burrow	furnace	Moab
caravan	fusion	moles
carven	gargoyles	molten iron
cassim	giants	Mongryong
celestial	gilded	monster
celestially	gilded tails	Morgiana
Chinese	glowing casting	moulders
choo	goblins	Mustafa
Chungyang	gourd	Naomi
cometh	grove	Nedi
cornices	heralds	northeast
Courtesan	high-titled	Obatsuyama
cowrie	incense	Orpah

orphan	writhing
pagodas	zodiac
Pangja	Zuleika
Peking	
Peninsula	
peril	
phui	
physician	
platform	
poets	
porcelain	
principles	
pyas	
Pyon	
red lake	
Ruth	
Salaam	
Sang Kancil	
Scales	
Seoul	
sheik	
Silver Stream	
sin kye	
son of heaven	
stone buddha	
Sukthothai	
Sundown	
susah hati	
Sweet water	
Tachungsz	
token	
trouser	
unwhitened	
vermillion	
vial	
vizier	
Warrior	
waterclock	
wedlock	
widowed	
Wolmae	
woodcutter	
worshipper	

Appendix I

Mini-lessons for Reading Vocabulary

Appendix J

Lesson Logs

Appendix K

CHECKLIST ON MINI-LESSON EVALUATION (PILOTING)

Modified (De Guia, 2012) Model

Please supply the information called for:

Name: _____

Field of Specialization: _____

Designation: _____

No. of Years in Teaching: _____

Institution: _____

Date Accomplished: _____

Mini-lesson Title: _____

Directions: Kindly check (✓) the column which best describes your evaluation of the Mini-lesson against each indicator. Use the scale given below.

The Likert Scale used to evaluate the Mini-lessons

Scale/Rating	Verbal Interpretation	Abbreviation	Range	Decision
5	Outstanding	O	4.50-5.0	No revision
4	Highly Satisfactory	HS	3.50-4.49	No revision
3	Satisfactory	S	2.50-3.49	Minor revision
2	Below Satisfactory	BS	1.50-2.49	Major revision
1	Need Improvement	NI	1.0-1.49	Delete

ELEMENTS OF MINI-LESSONS	1	2	3	4	5
A. The mini-lesson is an introduction or is a lead-in to a larger lesson.					
B. The mini-lesson focuses in developing a specific vocabulary skill.					
C. The mini-lesson is short enough to be taught in 30-35 minutes.					
D. The mini-lesson allows for guided practice on a specific vocabulary skill.					
E. The mini-lesson provides for independent practice of focus skill.					

Comments/Suggestions:

Signature of the Teacher

Appendix L

Scores in Third Quarterly Assessment in English 8

HOMOGENOUS SECTION				HETEROGENOUS SECTION							
Star Section	Score	Star Section	Score	Section A	Score	Section B	Score	Section C	Score	Section D	Score
Student 1	46	Student 1	47	Student 1	44	Student 1	37	Student 1	37	Student 1	25
Student 2	44	Student 2	44	Student 2	38	Student 2	33	Student 2	20	Student 2	25
Student 3	46	Student 3	47	Student 3	40	Student 3	31	Student 3	35	Student 3	25
Student 4	47	Student 4	47	Student 4	44	Student 4	21	Student 4	30	Student 4	25
Student 5	46	Student 5	41	Student 5	42	Student 5	33	Student 5	20	Student 5	27
Student 6	47	Student 6	40	Student 6	30	Student 6	25	Student 6	42	Student 6	23
Student 7	44	Student 7	42	Student 7	41	Student 7	20	Student 7	41	Student 7	20
Student 8	40	Student 8	47	Student 8	36	Student 8	45	Student 8	20	Student 8	31
Student 9	46	Student 9	35	Student 9	39	Student 9	27	Student 9	37	Student 9	19
Student 10	46	Student 10	42	Student 10	32	Student 10	30	Student 10	34	Student 10	25
Student 11	31	Student 11	39	Student 11	20	Student 11	25	Student 11	33	Student 11	22
Student 12	47	Student 12	42	Student 12	43	Student 12	20	Student 12	27	Student 12	31
Student 13	49	Student 13	41	Student 13	44	Student 13	43	Student 13	26	Student 13	34
Student 14	46	Student 14	44	Student 14	45	Student 14	32	Student 14	28	Student 14	39
Student 15	49	Student 15	43	Student 15	20	Student 15	33	Student 15	25	Student 15	26
Student 16	49	Student 16	43	Student 16	20	Student 16	20	Student 16	39	Student 16	42
Student 17	42	Student 17	43	Student 17	45	Student 17	48	Student 17	38	Student 17	32
Student 18	45	Student 18	34	Student 18	32	Student 18	36	Student 18	20	Student 18	10
Student 19	47	Student 19	44	Student 19	20	Student 19	28	Student 19	31	Student 19	33
Student 20	35	Student 20	44	Student 20	20	Student 20	43	Student 20	42	Student 20	37
Student 21	40	Student 21	31	Student 21	40	Student 21	48	Student 21	31	Student 21	43
Student 22	45	Student 22	45	Student 22	30	Student 22	31	Student 22	24	Student 22	35
Student 23	35	Student 23	35	Student 23	20	Student 23	36	Student 23	31	Student 23	31
Student 24	42	Student 24	45	Student 24	40	Student 24	25	Student 24	32	Student 24	45
Student 25	43	Student 25	39	Student 25	24	Student 25	44	Student 25	33	Student 25	42
Student 26	48	Student 26	44	Student 26	20	Student 26	47	Student 26	42	Student 26	48
Student 27	47	Student 27	41	Student 27	40	Student 27	34	Student 27	43	Student 27	40
Student 28	42	Student 28	45	Student 28	38	Student 28	35	Student 28	27	Student 28	35
Student 29	44	Student 29	43	Student 29	36	Student 29	25	Student 29	32	Student 29	38
Student 30	43	Student 30	38	Student 30	41	Student 30	24	Student 30	19	Student 30	35
Student 31	46	Student 31	30	Student 31	20	Student 31	45	Student 31	36	Student 31	35
Student 32	43	Student 32	33	Student 32	44	Student 32	46	Student 32	17	Student 32	20
Student 33	50	Student 33	33	Student 33	44	Student 33	48	Student 33	42	Student 33	42
Student 34	45	Student 34	43	Student 34	40	Student 34	48	Student 34	40	Student 34	40
Student 35	45	Student 35	47	Student 35	24	Student 35	37	Student 35	37	Student 35	45
Student 36	45	Student 36	31	Student 36	33	Student 36	37	Student 36	20		
Student 37	42	Student 37	45	Student 37	26	Student 37	41	Student 37	21		
Student 38	43	Student 38	43	Student 38	36	Student 38	45	Student 38	37		
Student 39	43	Student 39	42	Student 39	37	Student 39	38	Student 39	20		
Student 40	43	Student 40	44	Student 40	30	Student 40	35	Student 40	35		
Student 41	45	Student 41	42	Student 41	32	Student 41	37	Student 41	30		
Student 42	44	Student 42	46	Student 42	30	Student 42	20				
Student 43	44	Student 43	41			Student 43	33				
Student 44	40	Student 44	40			Student 44	17				
		Student 45	46			Student 45	39				
		Student 46	35								
Mean	44.07	Mean	41.22	Mean	33.81	Mean	34.33	Mean	31.07	Mean	32.14
PL	88.14	PL	82.44	PL	67.62	PL	68.66	PL	62.14	PL	64.28
MPS	88.38	MPS	82.79	MPS	68.27	MPS	69.29	MPS		MPS	64.99
Descriptive Equivalent	Closely Approximating Mastery	Descriptive Equivalent	Moving Towards Mastery	Descriptive Equivalent	Moving Towards Mastery	Descriptive Equivalent	Moving Towards Mastery	Descriptive Equivalent	Average	Descriptive Equivalent	Average

Appendix L

Scores in Fourth Quarterly Assessment in English 8

Star Section	Score	Star Section	Score	Section A	Score	Section B	Score	Section C	Score	Section D	Score
Student 1	50	Student 1	50	Student 1	41	Student 1	37	Student 1	40	Student 1	35
Student 2	48	Student 2	46	Student 2	41	Student 2	33	Student 2	35	Student 2	47
Student 3	50	Student 3	32	Student 3	38	Student 3	31	Student 3	39	Student 3	47
Student 4	49	Student 4	50	Student 4	27	Student 4	21	Student 4	31	Student 4	47
Student 5	46	Student 5	49	Student 5	42	Student 5	33	Student 5	31	Student 5	49
Student 6	46	Student 6	49	Student 6	37	Student 6	35	Student 6	32	Student 6	43
Student 7	50	Student 7	50	Student 7	33	Student 7	25	Student 7	39	Student 7	24
Student 8	49	Student 8	50	Student 8	41	Student 8	20	Student 8	26	Student 8	25
Student 9	50	Student 9	49	Student 9	43	Student 9	45	Student 9	25	Student 9	29
Student 10	50	Student 10	49	Student 10	26	Student 10	27	Student 10	32	Student 10	48
Student 11	48	Student 11	49	Student 11	38	Student 11	30	Student 11	33	Student 11	42
Student 12	50	Student 12	49	Student 12	45	Student 12	25	Student 12	36	Student 12	29
Student 13	48	Student 13	45	Student 13	40	Student 13	20	Student 13	31	Student 13	49
Student 14	48	Student 14	50	Student 14	44	Student 14	43	Student 14	42	Student 14	49
Student 15	50	Student 15	50	Student 15	46	Student 15	32	Student 15	36	Student 15	40
Student 16	47	Student 16	50	Student 16	15	Student 16	33	Student 16	35	Student 16	41
Student 17	48	Student 17	50	Student 17	16	Student 17	20	Student 17	34	Student 17	31
Student 18	49	Student 18	49	Student 18	40	Student 18	48	Student 18	25	Student 18	46
Student 19	50	Student 19	48	Student 19	46	Student 19	36	Student 19	40	Student 19	39
Student 20	46	Student 20	48	Student 20	42	Student 20	28	Student 20	30	Student 20	47
Student 21	41	Student 21	42	Student 21	34	Student 21	43	Student 21	32	Student 21	43
Student 22	50	Student 22	49	Student 22	12	Student 22	48	Student 22	32	Student 22	45
Student 23	43	Student 23	48	Student 23	39	Student 23	31	Student 23	36	Student 23	48
Student 24	50	Student 24	48	Student 24	16	Student 24	36	Student 24	31	Student 24	49
Student 25	47	Student 25	49	Student 25	40	Student 25	25	Student 25	36	Student 25	48
Student 26	49	Student 26	46	Student 26	37	Student 26	44	Student 26	24	Student 26	43
Student 27	50	Student 27	49	Student 27	43	Student 27	32	Student 27	31	Student 27	41
Student 28	49	Student 28	48	Student 28	47	Student 28	47	Student 28	35	Student 28	48
Student 29	49	Student 29	49	Student 29	48	Student 29	34	Student 29	29	Student 29	42
Student 30	47	Student 30	47	Student 30	49	Student 30	35	Student 30	31	Student 30	41
Student 31	50	Student 31	50	Student 31	45	Student 31	25	Student 31	32	Student 31	48
Student 32	46	Student 32	50	Student 32	44	Student 32	24	Student 32	35	Student 32	42
Student 33	49	Student 33	44	Student 33	49	Student 33	45	Student 33	35	Student 33	47
Student 34	48	Student 34	49	Student 34	47	Student 34	46	Student 34	24	Student 34	47
Student 35	50	Student 35	48	Student 35	26	Student 35	48	Student 35	43	Student 35	45
Student 36	50	Student 36	49	Student 36	34	Student 36	48	Student 36	35		
Student 37	50	Student 37	49	Student 37	48	Student 37	37	Student 37	31		
Student 38	49	Student 38	47	Student 38	48	Student 38	37	Student 38	33		
Student 39	42	Student 39	50	Student 39	37	Student 39	41	Student 39	33		
Student 40	50	Student 40	50	Student 40	41	Student 40	45	Student 40	30		
Student 41	48	Student 41	48	Student 41	43	Student 41	38	Student 41	45		
Student 42	50	Student 42	50	Student 42	29	Student 42	35				
Student 43	50	Student 43	50			Student 43	37				
Student 44	50	Student 44	50			Student 44	20				
		Student 45	49			Student 45	33				
		Student 46	49								
Mean	48.39	Mean	48.24	Mean	38.02	Mean	34.58	Mean	33.29	Mean	42.4
PL	96.78	PL	96.48	PL	76.04	PL	69.16	PL	66.58	PL	84.80
MPS	96.84	MPS	96.55	MPS	76.52	MPS	69.78	MPS	67.25	MPS	85.10
Descriptive Equivalent	Mastered	Descriptive Equivalent	Mastered	Descriptive Equivalent	Moving Towards Mastery	Descriptive Equivalent	Moving Towards Mastery	Descriptive Equivalent	Moving Towards Mastery	Descriptive Equivalent	Moving Towards Mastery

Appendix M

Independent practices scores on mini-lesson 9

Independent Practice Scores on Mini-lesson 9 (15pts)							
Student	Score	Student	Score	Student	Score	Student	Score
Student 1	10	Student 1	15	Student 1	10	Student 1	10
Student 2	10	Student 2	6	Student 2	15	Student 2	10
Student 3	15	Student 3	15	Student 3	10	Student 3	10
Student 4	10	Student 4	15	Student 4	10	Student 4	15
Student 5	8	Student 5	15	Student 5	4	Student 5	8
Student 6	8	Student 6	10	Student 6	15	Student 6	10
Student 7	8	Student 7	6	Student 7	15	Student 7	10
Student 8	8	Student 8	10	Student 8	10	Student 8	10
Student 9	10	Student 9	15	Student 9	10	Student 9	10
Student 10	10	Student 10	8	Student 10	10	Student 10	15
Student 11	10	Student 11	12	Student 11	15	Student 11	15
Student 12	15	Student 12	12	Student 12	10	Student 12	10
Student 13	8	Student 13	15	Student 13	8	Student 13	10
Student 14	10	Student 14	10	Student 14	10	Student 14	8
Student 15	10	Student 15	10	Student 15	10	Student 15	8
Student 16	10	Student 16	6	Student 16	15	Student 16	8
Student 17	10	Student 17	15	Student 17	10	Student 17	15
Student 18	15	Student 18	10	Student 18	4	Student 18	15
Student 19	15	Student 19	15	Student 19	15	Student 19	10
Student 20	8	Student 20	10	Student 20	15	Student 20	6
Student 21	6	Student 21	15	Student 21	15	Student 21	10
Student 22	10	Student 22	10	Student 22	8	Student 22	15
Student 23	10	Student 23	15	Student 23	15	Student 23	8
Student 24	15	Student 24	8	Student 24	10	Student 24	8
Student 25	15	Student 25	15	Student 25	12	Student 25	10
Student 26	12	Student 26	8	Student 26	10	Student 26	10
Student 27	8	Student 27	15	Student 27	5	Student 27	15
Student28	8	Student28	8	Student28	10	Student28	10
Student 29	6	Student 29	10	Student 29	6	Student 29	10
Student 30	10	Student 30	15	Student 30	15	Student 30	15
Student 31	6	Student 31	15	Student 31	8	Student 31	15
Student 32	10	Student 32	8	Student 32	15	Student 32	15
Student 33	10	Student 33	15	Student 33	15	Student 33	5
Student 34	10	Student 34	15	Student 34	15	Student 34	8
Student 35	15	Student 35	10	Student 35	8	Student 35	10
Student 36	15	Student 36	15	Student 36	10		
Student 37	15	Student 37	10	Student 37	15		
Student 38	10	Student 38	15	Student 38	10		
Student 39	15	Student 39	8	Student 39	10		
Student 40	9	Student 40	15	Student 40	15		
Student 41	10	Student 41	8	Student 41	8		
Student 42	10	Student 42	15				
		Student 43	8				
		Student 44	15				
		Student 45	15				
Mean	10.55	Mean	11.91	Mean	11.12	Mean	10.77
PL	70.33	PL	79.4	PL	74.13	PL	71.8
MPS	70.92	MPS	79.81	MPS	74.65	MPS	72.36
Descriptive Equivalent:	Moving Towards Mastery	Descriptive Equivalent:	Moving Towards Mastery	Descriptive Equivalent:	Moving Towards Mastery	Descriptive Equivalent:	Moving Towards Mastery

Mean: 11.09
PL: 73.93
MPS: 74.45 (Moving Towards Mastery)

Appendix M

Independent practices scores on mini-lesson 10

Independent Practice Scores on Mini-lesson 10 (15pts)							
Student	Score	Student	Score	Student	Score	Student	Score
Student 1	15	Student 1	15	Student 1	12	Student 1	12
Student 2	15	Student 2	9	Student 2	9	Student 2	12
Student 3	15	Student 3	9	Student 3	12	Student 3	12
Student 4	12	Student 4	9	Student 4	12	Student 4	15
Student 5	12	Student 5	9	Student 5	12	Student 5	12
Student 6	15	Student 6	15	Student 6	12	Student 6	15
Student 7	15	Student 7	15	Student 7	12	Student 7	12
Student 8	15	Student 8	15	Student 8	9	Student 8	12
Student 9	15	Student 9	15	Student 9	9	Student 9	12
Student 10	15	Student 10	15	Student 10	12	Student 10	15
Student 11	15	Student 11	15	Student 11	12	Student 11	15
Student 12	15	Student 12	15	Student 12	15	Student 12	12
Student 13	15	Student 13	15	Student 13	9	Student 13	12
Student 14	15	Student 14	15	Student 14	15	Student 14	15
Student 15	15	Student 15	15	Student 15	15	Student 15	15
Student 16	15	Student 16	15	Student 16	12	Student 16	12
Student 17	12	Student 17	15	Student 17	9	Student 17	15
Student 18	12	Student 18	15	Student 18	12	Student 18	15
Student 19	12	Student 19	9	Student 19	12	Student 19	12
Student 20	15	Student 20	15	Student 20	12	Student 20	15
Student 21	15	Student 21	15	Student 21	15	Student 21	12
Student 22	12	Student 22	15	Student 22	9	Student 22	15
Student 23	15	Student 23	9	Student 23	15	Student 23	12
Student 24	15	Student 24	15	Student 24	15	Student 24	12
Student 25	12	Student 25	15	Student 25	12	Student 25	12
Student 26	15	Student 26	15	Student 26	12	Student 26	15
Student 27	12	Student 27	15	Student 27	15	Student 27	15
Student28	15	Student28	9	Student28	12	Student28	12
Student 29	15	Student 29	15	Student 29	12	Student 29	12
Student 30	15	Student 30	15	Student 30	12	Student 30	15
Student 31	15	Student 31	15	Student 31	12	Student 31	15
Student 32	15	Student 32	15	Student 32	9	Student 32	15
Student 33	15	Student 33	9	Student 33	12	Student 33	12
Student 34	12	Student 34	15	Student 34	15	Student 34	12
Student 35	15	Student 35	9	Student 35	15	Student 35	12
Student 36	12	Student 36	15	Student 36	15		
Student 37	15	Student 37	15	Student 37	12		
Student 38	15	Student 38	15	Student 38	9		
Student 39	15	Student 39	15	Student 39	12		
Student 40	15	Student 40	15	Student 40	12		
Student 41	15	Student 41	15	Student 41	9		
Student 42	15	Student 42	15				
		Student 43	15				
		Student 44	15				
		Student 45	15				
Mean	14.29	Mean	13.8	Mean	12.07	Mean	13.89
PL	95.27	PL	92	PL	80.47	PL	92.6
MPS	95.36	MPS	92.16	MPS	80.86	MPS	92.75
Descriptive Equivalent:	Closely Approaching Mastery	Descriptive Equivalent:	Closely Approaching Mastery	Descriptive Equivalent:	Moving Towards Mastery	Descriptive Equivalent:	Closely Approaching Mastery

Mean: 13.51
PL: 90.07
MPS: 90.27 (Closely approaching mastery)

Appendix M

Independent practices scores on mini-lesson 11

Independent Practice Scores on Mini-lesson 11 (10pts)							
Student	Score	Student	Score	Student	Score	Student	Score
Student 1	10	Student 1	5	Student 1	10	Student 1	5
Student 2	10	Student 2	10	Student 2	10	Student 2	10
Student 3	10	Student 3	10	Student 3	10	Student 3	10
Student 4	10	Student 4	10	Student 4	10	Student 4	10
Student 5	10	Student 5	10	Student 5	2	Student 5	10
Student 6	5	Student 6	10	Student 6	10	Student 6	5
Student 7	10	Student 7	10	Student 7	10	Student 7	10
Student 8	5	Student 8	5	Student 8	10	Student 8	5
Student 9	10	Student 9	5	Student 9	10	Student 9	5
Student 10	10	Student 10	5	Student 10	2	Student 10	10
Student 11	10	Student 11	5	Student 11	10	Student 11	10
Student 12	10	Student 12	5	Student 12	10	Student 12	10
Student 13	10	Student 13	10	Student 13	10	Student 13	10
Student 14	5	Student 14	10	Student 14	2	Student 14	5
Student 15	10	Student 15	10	Student 15	2	Student 15	10
Student 16	10	Student 16	10	Student 16	10	Student 16	10
Student 17	5	Student 17	10	Student 17	10	Student 17	10
Student 18	10	Student 18	10	Student 18	10	Student 18	5
Student 19	5	Student 19	10	Student 19	10	Student 19	5
Student 20	10	Student 20	10	Student 20	10	Student 20	10
Student 21	10	Student 21	10	Student 21	2	Student 21	10
Student 22	5	Student 22	10	Student 22	2	Student 22	10
Student 23	10	Student 23	10	Student 23	10	Student 23	10
Student 24	5	Student 24	10	Student 24	10	Student 24	10
Student 25	10	Student 25	5	Student 25	10	Student 25	10
Student 26	5	Student 26	5	Student 26	10	Student 26	10
Student 27	10	Student 27	5	Student 27	2	Student 27	5
Student 28	5	Student 28	10	Student 28	10	Student 28	10
Student 29	10	Student 29	10	Student 29	10	Student 29	10
Student 30	10	Student 30	10	Student 30	2	Student 30	10
Student 31	10	Student 31	10	Student 31	2	Student 31	10
Student 32	10	Student 32	10	Student 32	10	Student 32	10
Student 33	10	Student 33	10	Student 33	10	Student 33	10
Student 34	5	Student 34	10	Student 34	10	Student 34	10
Student 35	5	Student 35	10	Student 35	10	Student 35	10
Student 36	10	Student 36	10	Student 36	10		
Student 37	10	Student 37	10	Student 37	10		
Student 38	10	Student 38	10	Student 38	2		
Student 39	10	Student 39	5	Student 39	10		
Student 40	10	Student 40	10	Student 40	10		
Student 41	5	Student 41	10	Student 41	10		
Student 42	10	Student 42	10				
		Student 43	10				
		Student 44	10				
		Student 45	10				
Mean	8.57	Mean	8.89	Mean	8.05	Mean	8.86
PL	85.7	PL	88.9	PL	80.5	PL	88.6
MPS	85.99	MPS	89.12	MPS	80.89	MPS	88.83
Descriptive Equivalent:	Moving Towards Mastery	Descriptive Equivalent:	Closely Approaching Mastery	Descriptive Equivalent:	Moving Towards Mastery	Descriptive Equivalent:	Closely Approaching Mastery

Mean: 8.64
PL: 86.4
MPS: 86.67 (Closely approaching mastery)

Appendix M

Independent practices scores on mini-lesson 12

Independent Practice Scores on Mini-lesson 12 (20pts)							
Student	Score	Student	Score	Student	Score	Student	Score
Student 1	15	Student 1	15	Student 1	16	Student 1	20
Student 2	12	Student 2	15	Student 2	18	Student 2	18
Student 3	15	Student 3	15	Student 3	16	Student 3	18
Student 4	12	Student 4	20	Student 4	16	Student 4	18
Student 5	15	Student 5	15	Student 5	18	Student 5	18
Student 6	15	Student 6	15	Student 6	18	Student 6	18
Student 7	15	Student 7	15	Student 7	16	Student 7	20
Student 8	15	Student 8	15	Student 8	18	Student 8	20
Student 9	18	Student 9	20	Student 9	16	Student 9	16
Student 10	12	Student 10	15	Student 10	18	Student 10	16
Student 11	12	Student 11	15	Student 11	16	Student 11	16
Student 12	15	Student 12	15	Student 12	18	Student 12	20
Student 13	15	Student 13	15	Student 13	16	Student 13	16
Student 14	18	Student 14	15	Student 14	18	Student 14	20
Student 15	16	Student 15	15	Student 15	16	Student 15	16
Student 16	12	Student 16	15	Student 16	18	Student 16	20
Student 17	12	Student 17	15	Student 17	16	Student 17	20
Student 18	18	Student 18	15	Student 18	16	Student 18	20
Student 19	12	Student 19	20	Student 19	16	Student 19	18
Student 20	18	Student 20	15	Student 20	16	Student 20	18
Student 21	18	Student 21	20	Student 21	18	Student 21	20
Student 22	16	Student 22	15	Student 22	16	Student 22	20
Student 23	16	Student 23	15	Student 23	18	Student 23	18
Student 24	16	Student 24	20	Student 24	16	Student 24	20
Student 25	12	Student 25	15	Student 25	18	Student 25	20
Student 26	18	Student 26	15	Student 26	16	Student 26	16
Student 27	18	Student 27	15	Student 27	16	Student 27	16
Student28	18	Student28	15	Student28	18	Student28	20
Student 29	18	Student 29	15	Student 29	16	Student 29	20
Student 30	16	Student 30	15	Student 30	18	Student 30	20
Student 31	16	Student 31	20	Student 31	16	Student 31	20
Student 32	16	Student 32	20	Student 32	18	Student 32	18
Student 33	18	Student 33	15	Student 33	16	Student 33	20
Student 34	16	Student 34	20	Student 34	18	Student 34	18
Student 35	12	Student 35	15	Student 35	16	Student 35	20
Student 36	12	Student 36	15	Student 36	18		
Student 37	16	Student 37	20	Student 37	16		
Student 38	16	Student 38	15	Student 38	18		
Student 39	12	Student 39	15	Student 39	16		
Student 40	16	Student 40	15	Student 40	18		
Student 41	15	Student 41	15	Student 41	16		
Student 42	15	Student 42	20				
		Student 43	15				
		Student 44	20				
		Student 45	20				
Mean	15.19	Mean	16.33	Mean	16.88	Mean	18.63
PL	75.95	PL	81.65	PL	84.4	PL	93.15
MPS	76.43	MPS	82.02	MPS	84.71	MPS	93.29
Descriptive Equivalent:	Moving Towards Mastery	Descriptive Equivalent:	Moving Towards Mastery	Descriptive Equivalent:	Moving Towards Mastery	Descriptive Equivalent:	Closely Approaching Mastery

Mean: 16.76
PL: 83.8
MPS: 84.12 (Moving Towards Mastery)

Appendix N

SECOND QUARTERLY ASSESSMENT IN ENGLISH 8

NAME: _____
 GRADE AND SECTION: _____

SCORE: _____
 DATE: _____

GENERAL INSTRUCTIONS: Read the following items carefully and write the letter of the correct answer on the space provided before each item.

The Soul of the Great Bell

In the tower of the great bell, now the mallet is lifted to smite the lips of the metal monster. All the green and gold tiles of the temple are vibrating; the wooden goldfish above them are writing. The worthy Mandarin Kouan-Yu assembled the master molders, and all of great repute, cunning in the foundry work.

- _____ 1. What gigantic thing is referred to by the “metal monster”?
 a. tower b. bell c. mallet d. lips
- _____ 2. A mallet can be compared to which particular carpenter tool?
 a. nail b. pliers c. hammer d. ax
- _____ 3. Which of the words above are most likely synonymous in context?
 a. vibrating-writing b. tower-mallet c. master-monsterd. worthy-great
- _____ 4. If the master molders are bell makers, then foundry work refers to what kind of skill?
 a. wood works c. tower works
 b. metal works d. temple works
- _____ 5. Which of the following is NOT synonymous in meaning with the underlined word in the selection?
 a. resourceful b. creative c. beginner d. expert

Tale of Chunhyang

Yi Mongryong, who always studies hard, goes out to get some fresh air. He sees Chunhyang on a swing and he falls in love with her at first sight. He orders his servant, PangJa, to ask Chunhyang to come to him but she refuses. Yi Mongryong then goes to talk to Chunhyang's mother, Wolmae, to ask permission to marry Chunhyang; Wolmae gives her permission and the two young people marry that day. Chunhyang gives Yi Mongryong a ring as a token of her love for him and promises to stay faithful to him and wait for him to come back in the future and take her to Seoul. After he leaves, a replacement for Mongryong's father comes to Chunhyang's village. The new replacement is Pyon, a greedy and selfish person- he always wastes his time partying with courtesans. Chunhyang, renowned for her beauty, is forced to come to his party.

- _____ 6. Which of the following words is synonymous with the underlined word in the excerpt?
 a. agrees b. accepts c. declines d. takes
- _____ 7. Based on the excerpt, who is considered as the antagonist in the story, Tale of Chungyang?
 a. Chungyang b. Pyon c. Yi Mongryong d. Pangja
- _____ 8. How did the character, Yi Mongryong feel when he saw Chunhyang on a swing?
 a. He fell in love with Chunhyang at sight.
 b. He felt insulted and rejected.
 c. He forced Chunhyang to come to his party.
 d. He ordered his servant to ask Chunhyang out.
- _____ 9. “Chunhyang gives Yi Mongryong a ring as a token of her love for him and promises to stay faithful to him and wait for him to come back in the future and take her to Seoul.” What does the ring symbolize in the story?
 a. permission b. commitment c. replacement d. future
- _____ 10. Based on the excerpt, who among the characters is considered as a minor and static?
 a. Chungyang b. Pyon c. Yi Mongryong d. Pangja

Vanity of the Rat

A long time ago, there lived a rat couple who had one daughter. Since they had no other children, they gave her everything. When it became time for their daughter to marry, they wanted only the best husband for her. They thought about all of the rats that they knew, but none of them were good enough for their daughter, Rena. First they talk to Mr. Sun to marry their daughter, but Mr. Sun recommended the most powerful, Mr. Cloud but Mr. Cloud refused it. He recommended Mr. Wind, he is indeed more powerful than Mr. Cloud. But Mr. Wind also refuses the offer and recommended Mr. Wall that is more powerful than him. Mr. Wall refused it and recommended Roger, the rat, who likes Rena so much. Roger and Rena got married.

- ____ 11. What traditional Korean values and practice is reflected in the excerpt?
 a. Arranged marriage c. Close family ties
 b. Respect to the elders d. Good friendship
- ____ 12. Based on the excerpt, what trait does Mr. Rat and Mrs. Rat want for a potential husband for their daughter?
 a. Good b. Powerful c. Ordinary d. Loving
- ____ 13. Which of the following words is NOT synonymous for the underlined word on the excerpt?
 a. suggested b. advocated c. rejected d. encouraged
- ____ 14. Which of the following sentences is considered as the exposition of the story?
 a. They wanted only the best husband for Rena.
 b. A long time ago, there lived a rat couple who had one daughter.
 c. Roger and Rena got married.
 d. First they talk to Mr. Sun to marry their daughter.
- ____ 15. "They thought about all of the rats that they knew, but none of them were good enough for their daughter, Rena." Why does this part of the story consider as the Rising Action?
 a. It contains the conflict of the story.
 b. It states the characters and setting.
 c. It has the resolution.
 d. It is the most exciting part of the story.
- ____ 16. In the exposition, "In a kingdom far, far away, there lived a beautiful princess named Snow White" what elements of short story are revealed?
 a. Setting & Character c. Character & Plot
 b. Conflict & Theme d. Theme & Setting
- ____ 17. Setting is one of the elements of a short story. It refers to the time and location in which a story takes place. It may be the following EXCEPT _____.
 a. mood b. climax c. atmosphere d. social condition
- ____ 18. Which of the following is considered as an element of a short story?
 a. character b. denouement c. exposition d. climax
- ____ 19. It shows the logical arrangement of events with a beginning, middle and end.
 a. setting b. plot c. conflict d. theme
- ____ 20. The point of view is defined as the angle from which a story is told EXCEPT _____.
 a. first person b. innocent eye c. omniscient d. static

Conjunctions: Identify the appropriate coordinators to be used in the sentences.

- ____ 21. The cruel lord ordered the elders to be abandoned into the mountain _____ the young farmer had to obey.
 a. yet b. so c. or d. for
- ____ 22. The young farmer will be imprisoned _____ his mother will be killed by the soldiers if the order is not followed.
 a. nor b. yet c. and d. so
- ____ 23. The young farmer brought his mother to the mountain _____ he quickly changed his mind.
 a. but b. or c. nor d. so
- ____ 24. The young farmer changed his mind _____ he loved his mother very much.
 a. and b. so c. yet d. for
- ____ 25. The young farmer went back home _____ he kept his mother in the basement of the kitchen.
 a. for b. and c. nor d. but

Types of Irony: Identify the type of Irony used sentences as:

a. Verbal	b. Situational	c. Dramatic
-----------	----------------	-------------

- ____ 26. Looking at her son's messy room, Mom says, "Wow, you could win an award for cleanliness!"
- ____ 27. The reader knows that a storm is coming, but the children playing on the playground do not.
- ____ 28. The audience knows that a killer is hiding in the closet, but the girl in the horror movie does not.
- ____ 29. "Thanks for the ticket officer you just made my day!"
- ____ 30. A plumber spends all day working on leaky faucets and comes home to find a pipe has burst in his home.

Effective Paragraph

A basic paragraph structure consists of five sentences; the topic sentence, three supporting sentences, and a concluding sentence. But the secrets to paragraph writing lay in four **essential** elements, which when used correctly, can make an okay paragraph into a great paragraph. The four elements essential to a good paragraph writing are: unity, order, coherence, and completeness.

- ____ 31. According to the text, how many are the sentence in a basic paragraph?
a. one b. three c. five d. seven
- ____ 32. Which of the following words is synonymous with the underlined word in the excerpt?
a. basic b. important c. unnecessary d. insignificant
- ____ 33. According to the text, what does the four essential elements do to an okay paragraph?
a. lessen its value
b. turn into a great one
c. confuse the reader
d. correct its mistakes
- ____ 34. The following are essential elements in writing a paragraph EXCEPT _____.
a. coherence b. order c. unity d. transision
- ____ 35. What is main topic of the excerpt all about?
a. topic sentence c. supporting sentences
b. basic paragraph d. concluding sentences

36-40 CLOZE TEST (Writing Composition): Complete below paragraph by supplying the appropriate words. Choose from the words' pool below.

reader	says	events
person	contradiction	reality

Irony is a figure of speech which is a _____ or incongruity between what is expected and what actually occurs. Most of the definitions of irony are something along these lines, though there is often disagreement about the specific meaning of this term. Irony is the figurative term for the disconnect between what appears to happen or what is apparently being said and the actual truth or _____. There are three types of irony: Situational Irony is where actions or _____ have the opposite result from what is expected or what is intended Verbal Irony, on the other hand, is where someone _____ the opposite of what they really mean or intend; sarcasm is a particularly biting form of verbal irony. Lastly, Dramatic Irony occurs when the audience or _____ of a text knows something that the characters do not.

The Story of the Aged Mother

The governor was pleased at the wit of the youth and praised greatly, but he demanded to know where he obtained his wisdom. "Alas! Alas!" cried the farmer, "the truth must be told!" and with deep bows he related his story. The governor listened and then meditated in silence. Finally, he lifted his head. "Shinano needs more than strength of youth," he said gravely, "Ah, that I should have forgotten the well-known saying, "With the crown of snow, there comes wisdom!" That very hour the cruel law was abolished, and custom drifted into as far as past that only legends remain.

- ____ 41. Who among the following was pleased with the wit of the youth?

- a. Shinano b. farmer c. governor d. aged people
- _____ 42. What did the governor realize after meditating in silence?
 a. He created a cruel law. c. He added another cruel law.
 b. He abolished the cruel law. d. He consulted the aged people.
- _____ 43. What feeling is expressed in the line: **“Alas! Alas!” cried the farmer, “the truth must be told!”**
 a. sadness b. uprightness c. confusion d. fear
- _____ 44. The passage was taken from which Asian folktale?
 a. “The Soul of the Great Bell” c. “The Story of the Aged Mother”
 b. “Shakuntala” d. “Ramayana”
- _____ 45. How do you interpret the phrase, **“With the crown of snow, there comes wisdom!”**?
 a. Aged people are full of wisdom.
 b. Aged people wear crown as sign of wisdom.
 c. Only aged people have wisdom.
 d. Wisdom comes only to aged people.

The Soul of the Great Bell

“For your sake, oh my father!” Ko-NGai cried, she leaped into the white flood of metal. Then, the lava of the metal roared to receive her, and spattered monstrous flakes of flame to the roof, and burst over the verge of the earthen crater, and cast up a whirling fountain of many-colored fires, and subsided quakingly, with lightnings and with thunders and with mutterings. Then the father of Ko-NGai, wild with his grief, would leaped in after her, but the strong men held him back and kept firm grasp upon him until he had fainted away and they could bear him like one dead to his home.

- _____ 46. What Asian theme is featured in the passage above?
 a. love for nature c. love for family
 b. love for religion d. love for work
- _____ 47. To whom did Ko-NGai dedicate her sacrifice in the underlined sentence?
 a. to her mother b. to her father c. to herself d. to the people
- _____ 48. What feeling is expressed in the situation: *Then the father of Ko-NGai, wild with his grief, would leaped in after her, but the strong men held him back and kept firm grasp upon him.*
 a. heartache b. delight c. excitement d. pleasure
- _____ 49. What value does the passage emphasize?
 a. being industrious and honest c. keeping one’s promise
 b. sacrificing for family d. giving to other people
- _____ 50. What could be the outcome of Ko-NGai’s sacrifice?
 a. She was able to produce a great bell from the melted metals.
 b. She died and her father got married again.
 c. She became the most powerful woman in the town.
 d. She was able to save her father from being punished.

Appendix N

THIRD QUARTERLY ASSESSMENT IN ENGLISH 8

NAME: _____ SCORE: _____ DATE: _____

GRADE AND SECTION: _____ Parent's name and signature: _____

GENERAL INSTRUCTIONS: Read the following items carefully and choose the letter of the correct answer.**I. VOCABULARY DEVELOPMENT****Propaganda Devices**

A. Bandwagon	B. Testimonial	C. Transfer
D. Repetition	E. Loaded Words	E. Plain Folk

- _____ 1. A technique used to carry over the authority and approval of something we respect. Symbols are often used to stir our emotions and win approval.
- _____ 2. A propaganda strategy that seeks to convince that most people have this or doing this so you should too.
- _____ 3. This technique uses strong language to attempt persuading people like "New", "World's Number One", "Best" etc.
- _____ 4. It is the most frequently used propaganda and advertising technique. It works under the assumption that the more often people hear about it, the more likely they are to believe it.
- _____ 5. A propaganda strategy that uses experts or celebrities to sell or support the product or service.

Directions: Read the sentence carefully and identify synonymous word/phrase that is similar with the underlined word.**Outwitting a Crocodile**

- _____ 6. Sang Buaya was easily fooled by Sang Kancil when he told him that all the crocodiles were invited in a feast. Sang Buaya is _____.
- a. clever b. wise c. gullible d. smart
- _____ 7. Sang Kancil is a clever mouse deer who easily escapes predicaments. What is the synonymous word for clever?
- a. dumb b. fool c. gullible d. witty
- _____ 8. The vivacious lion could not restrain his urge to eat any longer.
- a. energetic b. feeble c. sickly d. weak
- _____ 9. "Don't you feel sad that you have only one leg" Lin Aung as inquisitive asked them.
- a. curious b. insinuation c. observant d. smart
- _____ 10. A civil officer or lay magistrate administers the law.
- a. hero b. leader c. judge d. servant

Makato and the Cowrie Shell

- _____ 11. The king was entertained by the wit of boy. He was amused with his stories of adventure.
- a. king b. entertained c. wit d. adventure
- _____ 12. Makato is a hardworking boy. He never idled nor lazed.
- a. makato b. hardworking c. never d. lazed
- _____ 13. He received wage from the old woman as his salary for helping out in the farm.
- a. received b. old c. salary d. helping
- _____ 14. They gained a lot of helpful insights from the seminar; they can use their new learnings on their daily tasks at work.
- a. gained b. helpful c. seminar d. learnings
- _____ 15. He works eagerly to beat the deadline that he willingly extends time at work.
- a. beat b. deadline c. willingly d. time

- _____ 16. The place was splendid that the tourists enjoyed all the wonderful views.
 a. place b. tourist c. enjoyed d. wonderful
- _____ 17. "Let's eat! I'm starving" said the hungry worker.
 a. eat b. said c. worker d. hungry

II. GRAMMAR/ READING COMPREHENSION

Affixes

- _____ 18. What kind of affix is added at the beginning of a word that changes or adjusts its meaning?
 a. Prefix b. Suffix c. Infix d. Adverb
- _____ 19. Identify the type of affix used in the following: actor, careful, dancing, humanity.
 a. Prefix b. Suffix c. Infix d. Adverb
- _____ 20. What do the prefixes used in the following words mean? Incomplete, amoral, disappear, illegal
 a. between b. beyond c. into d. not
- _____ 21. Identify the type of affix used in the following: unfriendly, inseparable, inconsistency.
 a. Prefix b. Suffix c. Infix d. Adverb
- _____ 22. "The new replacement is Pyon, a greedy and selfish person- he always wastes his time partying with courtesans." Which of the following words from the excerpt does NOT contain an affix?
 a. greedy b. person c. selfish d. replacement

Outwitting a Crocodile (23-30)

Direction: Supply the appropriate word to complete the paragraph.

clever	outwit	perhaps	predicament	tasty-looking
--------	--------	---------	-------------	---------------

Sang Kancil is a ²³ _____ and tricky mouse deer who is always finding himself in ²⁴ _____ with animals that want to harm him, but he smartly succeeds to escape each time. The wild animals, perhaps, find him ²⁵ _____ that they want eat him but he always manage to ²⁶ _____ them with his cleverness.

There are a lot of ²⁷ _____ fruits on the other side of the forest. Sang Kancil, ²⁸ _____, may easily get there if the big crocodile who wants to eat him doesn't cause him into ²⁹ _____. He needs to outwit the crocodile by thinking of a ³⁰ _____ plan to fool him.

III. WRITING COMPOSITION/ LITERATURE

Prefixes: Taximan's Story (31-40)

Direction: Complete the following passages by supplying the correct prefix/es in the following words. Choose from the word pool below.

im-	en-	un-	mini-	over-	dis-
-----	-----	-----	-------	-------	------

Today, young people ³¹ _____ like us when we are young. We're not ³² _____ polite. Our parents say don't do this, we never do. Otherwise, they ³³ _____ force the use of cane. My father canes me, I was big enough to be married, and still got caning. My father he was ³⁴ _____ strict and it is good thing for parents to be strict. If not, young boys and girls become very useless. Do not want to study, but run away, and go to night clubs and take drugs. You don't ³⁵ _____ agree with me, Madam? Right?

im- under- trans- mis- re- dis-

Madam, you are a teacher, you say? You ³⁶ _____ go experiences every day. You know or not that ³⁷ _____ mature schoolgirls, fifteen, sixteen years old, they ³⁸ _____ port to school in the morning in their uniforms and then after school, they go to public lavatory or hotel and they change into these clothes, and they put make-up on their face. They ³⁹ _____ touch every minute. Their parents never know. They tell their moms got school meeting, got sports and games, this, that, but they really come out and play the fool. Ah Madam, I see you surprise, but I know, I know all their ⁴⁰ _____ behaviors.

Suffixes: Country's Good Son (41-50)

Complete the following passages by supplying the correct suffix/es in the following words. Choose from the suffix pool/s below.

-tion -ful -ing -ous -able -er

Soon, the ador _____ ⁴¹ young man came back. He had another young _____ ⁴² man with him. The first young man asked Ling Aung for the slippers and gave the left side slipper to the delight _____ ⁴³ young man who had come with him. He lifted the leg of his trouser and put on the slipper. Then he nodded with satisfac _____ ⁴⁴. Only then did Ling Aung understand. They were buying and sharing one pair of slippers. The first young man had a false left leg, and second young man had a false right leg. So everything was all right and inspir _____ ⁴⁵ because there was one who wanted only the right side, and another who wanted only left side.

-ly -less -ful -ing -ous -ive

Lin Aung was sorry to see the heartbreak _____ ⁴⁶ condition of the two young men. They were quite young, and they each other had a leg missing. "Don't you feel cheer _____ ⁴⁷ that you have only one leg?" Lin Aung was inquisit _____ ⁴⁸ and asked them. "Why should we be sad?" The first young man smiled thankful _____ ⁴⁹. "We are soldiers who offered even our own lives for our country. We are proud to lose a leg, in protecting our country." These young men were the country's good sons who were courage _____ ⁵⁰ in protecting the country from its enemies.

Appendix N

FOURTH QUARTERLY ASSESSMENT IN ENGLISH 8

NAME: _____
 GRADE AND SECTION: _____

SCORE: _____
 DATE: _____

GENERAL INSTRUCTIONS: Read the following items carefully and write the letter of your answer on the blank before each item.

COMPOUND WORDS

Direction: Supply the appropriate compound word to complete the sentence by combining any of the words below.

short baked bed pool driving	hair freshly known old room	narrow minded license swimming well	style stars tempered falling fashioned
--	---	---	--

1. The café with a lot of antique has an _____vibe that makes it look so cozy.
2. Aside from delicacies, shop sells _____ breads.
3. In the rest house, there is a _____ where you can stay overnight.
4. When I see _____ I always make a wish
5. Tricia had a make-over. She looks great on her new _____.
6. I need a _____ to use the car.
7. It's almost summer, let's go to the _____.
8. Angel Locsin is _____ for her great acting skills.
9. She easily gets angry and irritated with small stuff. She _____.
10. People who don't easily see with the ideas of others are _____ people.

READING COMPREHENSION / LITERATURE

ALI BABA AND THE FORTY THIEVES

Direction: Read the selection carefully and answer the following questions. Write the letter of your answer on the blank before each item.

One day, Ali Baba, a poor woodcutter was in the forest and he happened to overhear a group of thieves visiting their treasure store. It opens on the words it "Open Sesame" and closes itself on the word "Close Sesame".

Ali Baba took some of the treasure but his greedy brother, Cassim found out and he forced Ali Baba to reveal the secret password. Cassim tried to steal the treasures but he was caught and killed by the thieves. Ali Baba learned about his brother's death and commanded his clever servant, Morgiana to give him a proper burial. Morgiana also foiled the thieves' plan to attack Ali Baba.

The leader of the thieves disguised himself as an oil merchant and brought jars containing the thieves. Ali Baba welcomed him as his guest. However, Morgiana heard the thieves' plan and she saved Ali Baba's family by putting boiling oil inside the jars. Ali Baba rewarded Morgiana a necklace of loyalty and bravery.

The leader came back and planned another scheme. Morgiana remembered him because of that, she performed a dance with daggers and eventually plunged it to the heart of the thief. Ali Baba was happy to have Morgiana on his side, because of her loyalty. As a reward, he freed Morgiana from slavery and asked her to marry his son. They all lived happily ever after.

- _____ 11. In the exposition of the story, the main character, Ali Baba was described as _____.
 a. poor b. greedy c. clever d. kind

- _____ 12. "Ali Baba learned about his brother's death and commanded his clever servant, Morgiana to give him a proper burial. Morgiana also foiled the thieves' plan to attack Ali Baba." The word clever is synonymous with the word _____.
- a. greedy b. smart c. kind d. gullible
- _____ 13. How did Morgiana save Ali Baba and his family?
- a. She gave Ali Baba's brother a proper burial
b. She stole the treasures from the thieves.
c. She foiled the thieves' plan to attack Ali Baba.
d. She married Ali Baba's son.
- _____ 14. Why did Ali Baba reward the clever servant, Morgiana?
- a. Because Morgiana was loyal to him
b. Because Ali Baba was kind enough
c. Because Morgiana was the leader of the thieves
d. Because Ali Baba stole the treasures from the thieves
- _____ 15. "Ali Baba was happy to have Morgiana on his side, because of her loyalty. As a reward, he freed Morgiana from slavery and asked her to marry his son. They all lived happily ever after." What part of the plot is this?
- a. Exposition b. Rising Action c. Climax d. Resolution

THE WONDER TREE

Direction: Match the following themes with the events in the story, The Wonder Tree. Be guided by the *italicized* words. Write the letter of your choice on the blank before the number.

A. admiration	B. appreciation	C. encouragement	D. hospitality	E. humility
---------------	-----------------	------------------	----------------	-------------

- _____ 16. Ali Ben Ahmed called his men to welcome the new comer in their deserted place.
- _____ 17. Gifts were brought and laid before him – gifts of jewels, of gold, of silk and of beautiful steel swords from Damascus. *The great man received them with gratitude and praise.*
- _____ 18. Upon knowing everything, Ben Nedi softly exclaimed, "*Yes, that is the most precious gift of all, for it springs from the desire of the heart.*"
- _____ 19. The whole camp bustled with excitement, *Ben Nedi was a very great sheik indeed, know far wide for his power and goodness*, and to have him visit the remote tents of Ali Ben was an honor.
- _____ 20. Her mother, busy in the women's tent unrolling a beautiful piece of silk that would be her gift the next day, *tried to comfort the child and told her that children are not expected to give gifts.*

GRAMMAR AWARENESS/ VOCABULARY DEVELOPMENT

CONTEXT CLUES (Story of Ruth)

Direction: Read each item carefully and choose the word which is similar in meaning with the underlined word in each sentence.

- _____ 21. The Story of Ruth is a connecting story. This bible tale features interesting lessons.
- a. connecting b. tale c. features d. lessons
- _____ 22. It was during the conversation that Ruth said the words that hit Naomi's heart. The discussion continued until Naomi allowed Ruth to go with her.
- a. words b. hit c. discussion d. continued
- _____ 23. Boaz had the opportunity to take Naomi and Ruth into his care as well as the chance to free them from their financial debt.
- a. opportunity b. take c. care d. debt
- _____ 24. Ruth and Orpah begged to be able to go with Naomi and requested their mother-in-law to take to Bethlehem.
- a. begged b. able c. law d. take
- _____ 25. Naomi planned to return to Israel alone and empty with nothing but her faith in God.
- a. planned b. return c. alone d. nothing

Direction: Complete the sentence by supplying the letter of appropriate "priority word" on the following on the blank. Priority words can be used more than ONCE.

A. gratitude	B. seal	C. suspicious	D. blob
E. entrust	F. unbeknownst	G. impoverished	

26. The **distrustful** servant remained _____ of the stranger's real agenda.
27. The man looks _____ and dirty but Ali Baba still welcome him because he has a heart for **needy** people.
28. Ali Baba felt **a feeling of thankfulness** when he expressed his _____ towards Morgiana.
29. They _____ Baba Mustafa to sew the dead body of Cassim while Ali Baba asks Morgiana to **put into care** of their family's safety.
30. To _____ the cave, one should **close** it with the use of magic words.
31. There was a **spot** of blood in the entrance of the cave; the _____ served as evidence that someone took off the dead body of Cassim.
32. The **undiscovered** treasures in the cave were _____ to anyone for the longest time.
33. To _____ the cave, one should mention the magic phrase. This will **cover** the treasures inside.
34. Morgiana was _____ of the strange visitor of Ali Baba's son. She was **doubtful** of the man's sincerity and generosity.
35. The access to the cave was _____ to anyone. The forty thieves kept it a **secret** for a long time until Cassim discovered it

SPELLING/ COMPOUND WORDS

Direction: Encircle the word/s with the correct spelling which should be used in the following sentences.

Far out in the (Arabian desert, Arabian dessert) 36 lived a (chief, cheap) 37 called Ali Ben Ahmed and his tribe. (There, Their) 38, tents were pitched on the trackless sand where the blazing sun (bit, beat) 39 down all day. Month after month, they saw no stranger.

One evening, however, little Zuleika, the chief's daughter, ran to her father for she has seen someone riding their (way, weigh) 40 from the south.

Ali Ben Ahmed came out of his tent and stood beside his beautiful little (only daughter, daughter only) 41. The chief scanned the (southern horizon, horizon of southern) 42 until his eyes found a little yellow cloud (of, off) 43 dust in the far distance.

Zuleika danced (with, width) 44 delight. She loved visitors who told stories of the cities with great stone houses, of lovely green gardens, of sparkling rivers, and cool blue seas. To the little girl who had lived all her life in the desert these stories were marvelous (fairy tails, fairy tales) 45.

VOICES

Direction: Identify if the sentence is ACTIVE or PASSIVE.

- _____ 46. The book "Love looks pretty good on you" was written by Lang Leav.
- _____ 47. GMA news anchors facilitate the Senatorial debate.
- _____ 48. A terrible accident has been prevented by Mark's quick thinking.
- _____ 49. The whole section elects the president.
- _____ 50. Teenagers of many different countries play Mobile Legends.

CURRICULUM VITAE**CANDY ALDANA DITAN**

October 24, 1986

Blk 3 Lot 3 Phase II, Bulaon Resettlement

City of San Fernando, Pampanga

ms.ditan@gmail.com**EDUCATION:**

Master of Arts in Education
 with specialization in English Language Teaching
 Philippine Normal University
 Taft Ave., Manila
 October 2013-present

Bachelor of Science in Secondary Education major in English
 University of the Assumption
 City of San Fernando, Pampanga
 2003-2007

High School Diploma
 Potrero National High School
 Bulaon, San Fernando, Pampanga
 1999-2003

Elementary Diploma
 Bacolor Central Elementary School
 Bulaon, San Fernando, Pampanga
 1993-1999

WORK EXPERIENCE:

2007-2012	Consultant Symantec Corporation Sutherland Global Services, Clark Pampanga
2012-2013	Local School Board Teacher City of San Fernando, Pampanga
2013-Present	Teacher Sindalan High School/Div CSFP Department of Education
Other designation:	Teacher Coach (Script writing & Radio Broadcasting - English) School Paper Adviser - English

REFERENCES:

Mark Rossem D. Garcia
Master Teacher I
Pampanga High School

Israel P. Lledo
Head Teacher II
San Isidro High School