



Project EVE and its Effectiveness on English Vocabulary Competency

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Abstract

This study determined the effectiveness of Project EVE (English Vocabulary Elements), a module developed by the researchers, to improve the English vocabulary competence of Grade 11 senior high school students in a public national high school in Aklan. The randomized pretest-posttest control group design, using matched subjects was employed in this study. There were 80 participants who were matched-paired, half of whom were assigned to the control group (40 participants) and the experimental group (40 participants). The participants in the control group were taught using the Department of Education's (DepED) prescribed module while participants in the experimental group were exposed to the developed module (Project EVE). The module contained vocabulary elements on structural analysis, context clues, synonyms and antonyms, and figures of speech. The mean percentage score and t-test were the statistical tools used in this study. The findings showed that both the use of the DepEd-prescribed module and Project EVE improved the students' vocabulary competence in English. However, the vocabulary competence of students in the experimental group was much higher compared to the control group. Hence, the utilization of Project EVE (English Vocabulary Elements) was an effective method in improving the students' English vocabulary competence.

Keywords: *English Vocabulary Elements, effectiveness, English vocabulary competence, module*

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Introduction

Vocabulary in the language of learning and teaching is an important component of overall language proficiency, playing an important role in reading and academic success. That means that learners' proficiency in vocabulary and their ability to use it in interpreting texts is of considerable importance in comprehension of the message in the text, the learning of English, and other subjects. Undeniably, the Philippines is lagging in terms of the English language, both in oral and written communications, compared to other Asian and European countries. A deteriorating factor affects learning a particular language—and that is English. Some reasons are, perhaps, overloaded with subject offerings within the DepEd educational system. (Baeta et al., 2012)

In the day-to-day practice of teachers in public schools, textbooks are considered the most frequently used teaching tool, which is limited in the implementation of the teaching-learning process. However, modular instruction is one of the most widespread and recognized teaching learning techniques in the United States, Australia, and many other Western countries, including the Asian region. Studies show that the modular teaching method is a more effective, recent, and technology-based teaching method currently in education.

Thus, the researcher conducted a study on the effectiveness of Project EVE (English Vocabulary Elements) to improve the English vocabulary competency of Grade 11- Home Economics students for School Year 2022-2023.

Methodology

Research Design. This study applied the randomized pretest-posttest-control group design, using matched subjects. (Fraenkel, et al., 2013). Pre-test and post-test design allowed for uncomplicated assessment of an intervention applied to a group of study participants. Matched pairing referred to a pair of experimental groups, 40 learners were assigned to an experimental group and the other 40 learners to a control group who are officially enrolled students in Grade 11, specializing in Home Economics, selected to resemble each other based on their grades in English for Academic and Professional Purposes (EAPP). True experimental design was used in the present study as the participants were allocated to the different conditions (or IV levels) in an experiment.

Participants of the Study. The participants of the study were Grade 11 - Home Economics students enrolled during the SY 2022-2023. The official list of Grade 11 - Home Economics

students was obtained from the master list of students in the school's Enhanced Basic Education Information System (EBEIS).

Sample Size and Sampling Techniques. There were 80 Home Economics students in Grade 11 studying English for Academic and Professional Purposes (1st Semester) as an applied subject who participated in this study. They were chosen based on their general average. Students were matched-paired based on their performance: outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectations. Overall, there were 40 students who formed the experimental group and 40 students in the control group.

Data Gathering Procedure. The study utilized the pretest – intervention – post-test design in which the standardized test for English competency on vocabulary was used.

Data Analysis Procedure. The data gathered were analysed using descriptive research method by ranking the respondent's responses. The descriptive method incorporated all the data gathered suitable in modifying the prevailing situation and it provided in-depth study about the chosen respondent. To determine the difference between the pretest and posttest results, the researcher used the paired sample T test. The 5% level of significance was utilized.

Findings

The value of $p=0.904$ was greater than 0.05 revealed that the pre-intervention performance of the two groups were not significantly different from one another which indicated that the students were properly match-paired in the beginning of the study. They had similar capability in terms of competency in English vocabulary.

The post-intervention mean scores of the two groups which were 59.33% for the control group using the DepEd-prescribed module and 86.75% for the experimental group which utilized Project EVE presented through a researcher-made English vocabulary module. The students who were exposed to DepEd-prescribed module had a lower score compared to the students exposed to Project EVE presented through a researcher-made English vocabulary module. Students were observed as exceptionally excited and motivated whenever they were using the project EVE. Moreover, the value of $p < .001$, which was less than 0.05, was statistically significant. This provides support that the utilization of Project EVE improved the students' performance in English vocabulary compared to the conventional method of teaching utilizing the DepEd-prescribed module.

Conclusion

- There was a statistically significant difference in the English vocabulary competency of the experimental group between the pretest (12.03 mean score) and posttest (34.70 mean score) at .05 level of significance in which the researcher found out that the utilization of project EVE (English Vocabulary Elements) as an instructional material can be a good medium in teaching-learning process particularly in the field of English vocabulary.
- There was also a statistically significant difference in the English vocabulary competency of the control group between the pretest (12.20 mean score) and posttest (23.73 mean score) at .05 level of significance.
- There was no significant difference in the pretest of the experimental group (12.03 mean score) and the control group (12.20 mean score) at .05 level of significance in which there was a notable improvement on the English vocabulary competency of the Grade 11- TVL students after the project EVE was being utilized in terms of: structural analysis, using context clues, synonyms and antonyms, and figures of speech.
- There was a significant difference in the posttest of the experimental group (34.70 mean score) and control group (23.73 mean score) at .05 level of significance, hence; the vocabulary competency level of Grade 11- TVL students of the experimental group falls under closely approximating mastery level after the intervention of project EVE.

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