

(AW-R) Adopt-a-Word Rendition:
A Vocabulary Development Tool to Improve the Vocabulary Skills of
SFES Grade Four Students in the New Normal Set up



MERCON M. PANGANIBAN
Lead Proponent
Teacher III

ANGELA E. MATEOS
Co-Proponent
Teacher I
San Francisco Elementary School

ABSTRACT

The new mode of teaching and learning brought by COVID- 19 serves as an extra effort for teachers, students and even parents. Home based learning is at present the safest approach to teach student but it should not be a hindrance to quality education. However, this new normal in our educational system needs fresh approach in learning so that student will be more involved in oral and written communicative activities even at home. Difficulty in understanding a new word or unfamiliar word is a major problem in English subject especially at these shifting times. Teachers need to find better ways on how to deliver learning effectively whatever modality it is.

The new trend in education challenges the researcher to come up with innovative tools in learning which will motivate students to study better and improve their vocabulary by performing written and oral communicative activities. New strategy also boost pupils natural desire to try new things.

Language progression is a basic skill that needs to unfold from infancy, childhood and adult. Primary years must be a suitable training ground in building word power. A student equipped with a wide vocabulary has an advantage in all areas of communication skills-listening, speaking, reading, and writing. Vocabulary helps student relate with the lesson by recalling their prior knowledge of words to be taken up. Vocabulary also reinforces student to think and learn about the lesson or text they see inside or outside the classroom. Expanding pupil's knowledge of words provides unlimited access to new information and learning. A student with a wide range of vocabulary understands more of what they read and hear. Great vocabulary input =Great learning output.

INTRODUCTION

The new normal set up in our educational system needs fresh approach in teaching and learning. Home based learning should not be a hindrance to a quality education. The researcher is concerned in finding ways on how to Improve the vocabulary skills of grade four pupils. By employing varied intervention tools in learning like Adopt a word digital video (Oral Communication Skills) and the Adopt a word answer sheet (Written Communication Skills). The goal is for teaching and learning must be relevant and interesting for the learners amidst the threat of COVID 19 pandemic.

Vocabulary is a vital tool to learning. We communicate daily through speaking, listening, reading and writing. And, of all these activities, it is speech we engage in most words daily, communicates verbally about ten to eleven hours a day or a total of 70% of active hours of listening, speaking, reading, and writing. For indeed, man communicates orally from morning

till evening, conveys to other human beings his thinking and his feelings. In a few cases, he communicates even when asleep.

Each person lives in his own little world, and the doors of this little world would be shut if the individual were devoid of the ability to communicate. Frustration would be the lot of one because the limitations of the facility to communicate has the doors of his world locked.

One needs words. Collectively, these words form a language which man's uses as his vehicle for expression. Words serve as man's principal symbols to represent objects, events, and ideas. Of course, language is by no means the only tool for man's communication. There are other ways, but language takes precedence over the others. Through language man heralds his presence, greets people, warns, threatens, expresses pain or joy, and directs action.

METHODOLOGY

The Grade 4 Pupils Section Granite and Jade of San Francisco Elementary School will participate in the Project Adopt-A-Word. The respondents of the study were the 92 Grade IV students of San Francisco Elementary School. Learners are combination of online and modular distance learning who are struggling to adjust in home base distance learning and has difficulty in understanding a word and reading. Purposive and convenience sampling will be used in choosing the respondents for this study. They are handled by 1 English teacher in Grade IV of San Francisco Elementary School.

The researcher asked the permission to the School Principal and Education Program Supervisor in English to validate the study Adopt-A-Word.

Standardized Tests-This include questions that would assess the difficulty of pupils in vocabulary.

The data that will be collected in this study will organize and classified based on the research design and the problems formulated. The data will be encoded, will be tallied and will tabulate to facilitate the presentation and interpretation of the results.

Percentage Method-used in determining the percent or part of a variable.

DISCUSSION

Result of Preliminary Week

Descriptive	Numerical Score	Frequency	Percentage	Rank
Outstanding	91-100	20	25%	2
Very Satisfactory	71-90	46	57.5%	1
Satisfactory	50-70	14	17.5%	3
Fair	20-49	0	0%	
Poor	0-10	0	0%	
Total		80	40-100%	

This shows the frequency, percentage and rank distribution according to the Result of Preliminary of Grade Four Online and Modular Distance Learning respondents; 46 learners or 57.5% ranked 1 with Very Satisfactory results with scores 71-90%, 20 learners or 25% ranked 2 with (91-100) and Satisfactory results ranked 3 with 14 respondents (50-70) scores, and none of the respondents belong to Fair and Poor.

Mid Week Result

Descriptive	Numerical Score	Frequency	Percentage	Rank
Outstanding	91-100	26	32.5%	2
Very Satisfactory	71-90	43	53.75%	1
Satisfactory	50-70	11	13.75%	3
Fair	20-49	0	0%	
Poor	0-10	0	0%	
Total		80	40-100%	

This shows the frequency, percentage and rank distribution according to the Result of Preliminary of Grade Four Online and Modular Distance Learning respondents; 43 learners or 53.75% ranked 1 with Very Satisfactory results with scores 71-90%, 26 learners or 32.5% ranked 2 with (91-100) and Satisfactory results ranked 3 with 11 respondents (50-70) scores, and none of the respondents belong to Fair and Poor.

Final Result of Implementation

Descriptive	Numerical Score	Frequency	Percentage	Rank
Outstanding	91-100	45	56.25%	1
Very Satisfactory	71-90	29	36.25%	2
Satisfactory	50-70	6	7.5%	3
Fair	20-49	0	0%	
Poor	0-10	0	0%	
Total		40	40-100%	

This shows the frequency, percentage and rank distribution according to the Result of Preliminary of Grade Four Online and Modular Distance Learning respondents; 45 learners or 56.25% ranked 1 with Outstanding results with scores 91-100%, 29 learners or 36.25% ranked 2 with (71-90) and Satisfactory results

ranked 3 with 6 respondents (50-70) scores, and none of the respondents belong to Fair and Poor.

ACKNOWLEDGEMENT

This action research would not be possible without the following people who serves as our inspiration and motivation to finish what we have started:

Grade Four Jade and Grade Four Granite Learners who actively participated and served as respondents in this action research;

Parents of the Learners that guide and actively monitored the adopt-a-word video lesson;

Evangeline U. Mendejar our Master Teacher I for guiding us and believing that we can accomplished great things;

Grace P. Hufalar, the Principal of San Francisco Elementary School for the support and motivation to pursue the goal for the learners.

San Francisco Elementary School Faculty and Staff for the encouragement and cooperation

REFERENCES

Kidblog or Blogger

Edu-article.blogspot.com

<http://www.readingquest.org/strat/tps.html>

www.educationalrap.com/song/public-speaking.html

Mind Tools: Writing Skills

University of Louisville: Verbal Communication

www.csuohio.edu/gened/documents/OralCommHandout.pdf