DIGITAL LEARNING TASKS ENGAGEMENT (LTE) PROGRAM ON ACADEMIC AND SPECIALIZED LEXICON FOR VOCABULARY ACQUISITION

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APPROVAL SHEET

This full-blown research paper entitled **"Digital Learning Tasks Engagement (LTE) Program on Academic and Specialized Lexicon for Vocabulary Acquisition"** prepared and submitted by **Joan A. Enad, Jeanne T. Walid and Darcy N. Jemena** of **Iligan City National High School** has been reviewed/evaluated and recommended for acceptance and approval.

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Abstract

Extensive Academic and Specialized vocabulary knowledge will lead to language competence. This study evaluated the effectiveness of the Learning Task Engagement (LTE) instructional materials and program. This study assessed the Grade 11 learners' level of Academic lexicon and Specialized vocabulary and their employed Vocabulary Learning Strategies. Furthermore, it evaluated the effectiveness of the Learning Task Engagement (LTE) instructional material and Program. From the findings of the study, it can be concluded that the Grade 11 learners had profound vocabulary knowledge of Coroneologisms. Memory, Cognitive, and Determination strategies were the commonly employed Vocabulary Learning Strategies. The Learning Tasks Engagement (LTE) innovation as well as the Digital Learning Task Engagement Program were effective for vocabulary acquisition.

Keywords: *Academic Lexicon, Specialized Lexicon, Vocabulary Learning Strategies*

I. Context and Rationale

Proficient vocabulary knowledge is key to successful language learning. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001) as cited by Yokubjonova (2020). A robust vocabulary improves all areas of communication — listening, speaking, reading, and writing (Miller, 2022). Without developing it, one can hardly achieve success in language learning.

The global pandemic caused by COVID-19 has had a disruptive and profound impact on English-language teaching as it hindered the delivery of quality language instruction leading to its deterioration. According to Baclig (2020), the Philippines dropped from the 20th to the 27th spot in this year's English Proficiency Index (EPI), according to the international education company Education First (EF).

Relative to DepEd Order 012, s. 2021, which provides the suggested measures to foster academic ease during the COVID-19 pandemic, there has been an identified need to address learning gaps to meet the required essential learning competencies. These learning gaps are attributed to reduced academic opportunities at home and substantial loss of live contact with teachers.

Knowledge of Academic and Specialized vocabulary is the bedrock of the communicative competence of Senior High School learners as they are about to embark on higher education. Gardner (2013) mentioned that vocabulary is considered very important since it is one of the key elements in second language acquisition essential for all stages of English education (as cited by Panduangkaew, 2018).

This study underscores that extensive Academic and Specialized vocabulary knowledge will lead to language competence. Khany & Khosravian (2014) stated that students who do not have the sufficient vocabulary or word-learning strategies continue to

struggle throughout their educational careers, leading to a cycle of frustration and continued failure (as cited by Ghalebi et. al., 2020).

This study is anchored on Frederic Bartlett's Schema Theory (1932) which guides the students to motivate their schemata or background knowledge and ultimately to understand the current knowledge constructed through vocabulary teaching. In English language learning, this can help students make predictions, develop imagination, search for memories, and modulate attention to the linguistic rules. This establishes the importance of Academic vocabulary for language competence.

Furthermore, this is intensified by Michael Halliday's Systemic Functional Grammar theory (1985), in which language functions to make meanings as influenced by the social and cultural context in which they are exchanged. This concept supports how language changes to please or meet the needs of its users and receivers. Thus, new words are formed - Coroneologisms, and specialized vocabulary for linguistic survival in the new normal.

Moreover, it is strengthened by Jerome Bruner's Cognitive Learning (1961) and Constructivist Theory (1966) with the central notion of discovery learning that learners construct knowledge rather than just passively take in information. Also, this advocates that instruction must be concerned with the experiences and contexts that make the student willing and able to learn; must be structured so that it can be easily grasped, and should be designed to go beyond the information given. These principles align with the construct of the Learning Tasks Engagement (LTE) instructional material.

The findings of the study entitled: "Coroneologism, Academic Lexicon, and Vocabulary Learning Strategies: Digital Learning Tasks Engagement (LTE) for Vocabulary Acquisition in the COVID-19 Outbreak" serve as a framework for this study. In the said study, an LTE digital instructional material was developed and implemented for Grade 11 HUMSS learners of Iligan City National High School during the SY. 2021-2022.

In line with this, the researchers aim to establish the program for the implementation of the designed or formulated Learning Task Engagement (LTE) Instructional Material for the Higher Education readiness of the SHS learners in terms of the attainment of proficient vocabulary knowledge. Furthermore, evaluate the implementation of the said program.

II. Innovation, Intervention, and Strategy

Academic vocabulary refers to words frequently used in academic discourse, both written and spoken, and identified from a corpus of academic texts (Coxhead, 2000; Zeno, Ivens, Millard, & Duvvuri, 1995) as cited by The Meadows Center for Preventing Educational Risk (2010). It is synonymous with Coxhead's (2000) Academic Word List (AWL), a list of 570 highly frequent and basic vocabulary in the academic corpus (Konstantakis, 2007) as cited by Masrai (2021). Specialized vocabulary is words used in certain fields or subject matter which include jargon, slang, technical terminology, and neologisms or newly coined terms, words, or phrases used in everyday life but have yet to be formally accepted and are spread across the world through mass media and online communication. Coroneologisms, which are considered specialized vocabulary are defined as the neologisms developed during the COVID-19 pandemic (Levchenko, 2010; Marin, 2020) as cited by Dehaki (2021) and (Nabila & Abdulrahman, 2021). According to Thorne (2020) also cited in CBC, (2020), more than 1,000 new words have been created during the current pandemic as cited by Marin (2020).

With the COVID-19 outbreak, a study on COVID-19 Trending Neologisms and Word Formation Processes in English by Al-Salman and Haider (2021), noted that the flux of new terms demonstrates the creativity and vitality of the English language to respond to emerging situations in times of crisis.

Since the learners are considered digital natives and exposed to social media platforms, these Coroneologisms were easily learned and acquired by the learners as stated in

the study entitled An Analysis of New English Words Created During COVID-19 by Nabila and Abdulrahman (2021). These new words, which are very popular on social media and are used in general conversation affect the social life and the teaching and learning process of English.

Furthermore; in the study of Samigouillina (2021) on English Coroneologisms: Function and Semantics, it was revealed that social media became another major source of blends related to COVID-19, and posts relating to Coroneologisms repeatedly shared online became viral.

In contrast, it was found that learners have difficulties in learning Neologisms due to unfamiliarity with neologisms, lack of background knowledge, and inability to infer the meaning of neologisms from context (Al-Jarf, 2010) in his study Translation Students' Difficulties with English Neologisms. This was further strengthened in the study by Sugarman and Lazarin (2020) titled: Educating English Learners During COVID-19 Pandemic, English learners may face setbacks in their English language development after five or more months without consistent opportunities to listen, speak, write, and read in English - especially the level of Academic English that is foundational to educational success.

III. Action Research Questions

This study evaluated the effectiveness of the Learning Task Engagement (LTE) Program. Furthermore, this study aimed to answer the following questions:

1. What is the vocabulary acquisition level of the Grade 11 learners in terms of:

   1.1 Academic lexicon;

   1.2 Specialized vocabulary.

2. Is there a significant difference between the Mean Percentage Score of the Pretest and Post-Test results of the learners in the Academic and Specialized (Coroneologism) vocabulary?
3. What Vocabulary Learning Strategies are employed by the learners?
4. How effective is the Learning Task Engagement instructional material?
5. How effective is the Digital Learning Tasks Engagement (LTE) program?

Null Hypothesis:

$H_{1:}$ There is no significant difference between the Mean Percentage Score of the Pretest and Post-Test results of the learners in the Academic and Specialized vocabulary.

IV. Action Research Methods

This part presented the participants, and or other sources of data and information and the data gathering method of the study.

A. Participants and/or other Sources of Data and Information

The participants of this study were the Grade 11 learners of the Senior High School Department of Iligan City National High School during the SY: 2022-2023.

B. Data Gathering Methods

The researchers employed purposive random sampling in identifying and selecting respondents among the Grade 11 learners. For the data gathering, a Google Classroom was created with all the materials and tools posted under classwork, for the respondents to answer.

C. Instrument

There were five instruments used by the researchers for the Pre-Post Test and Evaluation.

The first tool was the Academic Vocabulary Test (Academic Word List Test) by Averil Coxhead (2000), an adopted standardized tool from the Victoria University of Wellington, New Zealand, which contains 570-word families that frequently appeared in academic texts. This tool will assess the vocabulary knowledge. It will test receptive knowledge of the words in the Academic Word List. The tests were designed and trialed by Andrea Flavell and revised by Paul Nation. These two tests tested receptive knowledge of the words in the Academic Word List. There were 57 items in each test, so a learner's score on one test should be multiplied by ten to estimate the total number of words known. So, if a learner gets 38 answers correct, they know 380 words out of the 570 words in the Academic Word List.

The second instrument used was an adapted and modified by the researchers from the IDRlabs Coronaphobia Test which was developed by IDRlabs International as cited by Abramova N.V. and Yessina I. Yu (2021) in their study entitled Basis of English Elective Course Organization: This tool will assess the specialized vocabulary knowledge. The said test which consisted of 50 questions had undergone content validation from the English language experts.

The third instrument used was an adopted standardized tool, the Vocabulary Learning Strategies Taxonomy which was based on Schmitt's (1997) taxonomy adapted by Tinutda Komol and Waraporn Sripetpun (2011). The said study aimed to investigate vocabulary learning strategies used in learning English vocabulary focusing on five main categories: Determination strategies (DET), Social strategies (SOC), Memory strategies (MEM), Cognitive strategies (COG), and Metacognitive strategies (MET). It consisted of two parts. In part 1, the questions were asked to obtain demographic information from the respondents. Part 2 consisted of 40 questions which were divided into five categories: Determination, Social, Memory, Cognitive, and Metacognitive Strategies. The students were asked to rate

each strategy on a five-rating scale in terms of their frequency of use in ascending order ranging from 0 (never) to 5 (always)

Fourth, the Learning Tasks Engagement Evaluation Tool adapted from Emir Uzair (2017) was used to measure the effectiveness of the LTE Instructional Material.

Lastly, the Learning Tasks Engagement Evaluation Tool adapted from the Iowa ESL Regional Trainings was used to measure the effectiveness of the LTE program.

V. Discussion of Results and Reflection

The presentation, analyses, and interpretation of the data were discussed below for a better understanding of the salient findings of the study.

1. What is the vocabulary acquisition level of the Grade 11 learners in terms of:

    1.1 Academic lexicon; and

    1.2 Specialized vocabulary?

Table 1
Learners' Academic Lexicon (Pre-test)

Sections	Low (27 & below)	High (28 & above)	Total
Mt. Kanlaon	5	20	25
Mt. Pinatubo	6	19	25
Total	11	39	50
Percentage	22.00 %	78.00%	100%

Legend: No. of items = 57

The data showed that 78% of the learners got a high academic vocabulary size in the pre-test. This implied that the learners' vocabulary size was on the average level.

The above result was supported by the study of Kalajahi (2012) entitled Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus that an average vocabulary size can somewhat cope with advanced studies at the university level.

Moreover, the said result was supported by the study of Husnanissa (2019) entitled Measuring English Students' Vocabulary Size where the students' vocabulary size was average.

Furthermore, according to Beck, McKeown, and Kucan (2002) as cited by Sibold (2011) academic vocabulary words and content words have a significant bearing on the language success of English language learners (ELLs).

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Table 2
Learners' Academic Lexicon (Post-test)

Sections	Low (27 & below)	High (28 & above)	Total
Mt. Kanlaon	2	23	25
Mt. Pinatubo	3	22	25
Total	5	45	50
Percentage	10.00 %	90.00%	100%

Legend: No. of items = 57

The data showed that 90% of the learners had a high academic vocabulary size. This implied that the learners' vocabulary size was on the average level.

The above result was supported by the study of Kalajahi (2012) entitled Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus that an average vocabulary size can somewhat cope with advanced studies at the university level.

The said result was further supported by the study of Husnanissa (2019) entitled Measuring English Students' Vocabulary Size where the students' vocabulary size was average.

Furthermore, according to Beck, McKeown, and Kucan (2002) as cited by Sibold (2011) academic vocabulary words and content words have a significant bearing on the language success of English language learners (ELLs).

Table 3
Learners' Specialized (Coroneologism) Vocabulary (Pre-test)

Score	Sections					
Score	Mt. Kanlaon		Mt. Pinatubo		Overall	
	(f)	%	(f)	%	(f)	%
(Low) 1-25	3	6%	2	4%	5	10%
(High) 26-50	22	44%	23	46%	45	90%
Total	25	100%	25	100%	50	100%

Legend: No. of items = 50

The table showed that 90% of the learners (scored 26-50) got a high Specialized (Coroneologism) vocabulary size.

This implied that the majority of the learners were familiar with Coroneologisms. This result was supported by a study by Nabila and Abdulrahman (2021) wherein the new words created during COVID-19 were popular on social media and used in general conversation. Furthermore, the study by Wild (2020), revealed that there was the frequent use of corona virus-related keywords. Moreover, it was strengthened in the study by Marin (2020) that thousands of words were created during the pandemic. Lastly, it was emphasized in the study of Al-Salman and Haider (2021) that new terms demonstrate the creativity and vitality of the English language to respond to emerging situations in times of crisis.

Table 4
Learners' Specialized (Coroneologism) Vocabulary (Post-test)

Score	Sections					
Score	Mt. Kanlaon		Mt. Pinatubo		Overall	
	(f)	%	(f)	%	(f)	%
(Low) 1-25	1	2%	1	2%	2	4%
(High) 26-50	24	48%	24	48%	48	96%
Total	25	50%	25	50%	50	100%

Legend: No. of items = 50

The table showed that 96% of the learners (scored 26-50) got a high Specialized (Coroneologism) vocabulary size.

This implied that the majority of the learners were familiar with Coroneologisms. This result was supported by a study by Nabila and Abdulrahman (2021) wherein the new words created during COVID-19 were popular on social media and used in general conversation. Furthermore, the study by Wild (2020), revealed that there was the frequent use of corona virus-related keywords. Moreover, it was strengthened in the study by Marin (2020) that thousands of words were created during the pandemic. Lastly, it was emphasized in the study of Al-Salman and Haider (2021) that new terms demonstrate the creativity and vitality of the English language to respond to emerging situations in times of crisis.

The table displayed the extent of use of Coroneologisms among the learners. In terms of their encounter, the majority of the learners were able to come across them through social media. Moreover, in terms of usage in English or everyday conversation, the majority, or 65.94% of the learners used Coroneologisms in their English classes or everyday conversation. Furthermore, in terms of frequency of usage during the COVID-19 outbreak, the majority of the learners sometimes used Coroneologisms.

This implied that the majority of the learners were social media users and perceived that they used Coroneologisms in their academic and everyday conversation. These findings were highlighted in the study of Samigoullina (2021) that social media became another major source of blends related to COVID-19 and posts relating to Coroneologisms repeatedly shared online became viral. Moreover, Yachenco (2020), disclosed that the blending word-formation process was the most used strategy in creating COVID-19-related neologisms in mass media. In addition, as mentioned by Nabila, E., and Abdulrahman, T. (2021), these new words are now popular on social media and are used in general conversation.

2. Is there a significant difference between the Mean Percentage Score of the Pretest and Post-Test results of the learners in the Academic and Specialized (Coroneologism) vocabulary?

Table 5
Academic & Specialized (Coroneologism) Vocabulary Pretest & Post Test Results

Indicators	Academic Vocabulary Pretest	Academic Vocabulary Post-Test	Specialized Vocabulary Pretest	Specialized Vocabulary Post-Test
No. of Respondents	50	50	50	50
Nos. of Items	57	57	50	50
Total Raw Score	1995	2605	2250	2410
Nos. of Respondents who got 75% PL	16	38	35	45
Percent PL	32%	76%	70.00%	90%
MPS	70.00	91.40%	90.00	96.40
MPS Difference	21.40		6.40	

The table displayed the Pretest and Post Test results of Academic and Specialized (Coroneologism) Vocabulary size of the learners wherein there was an increase in Academic Vocabulary size and Specialized (Coroneologism) vocabulary in terms of its Post Test as compared to their Pretest result. This resulted in a 21.40% MPS increase in terms of Academic Vocabulary size and a 6.40% MPS increase in terms of Specialized (Coroneologism) Vocabulary size respectively.

This implied that the LTE instructional material was effective in the Academic and Specialized (Coroneologism) vocabulary acquisition. The innovation was appropriate to the vocabulary needs of the learners as they are about to proceed to higher education.

This result was supported by the study of Sugarman and Lazarin (2020) where learners may face difficulties in the English language without supplemental resources or instruction. Moreover, it was illustrated by Bruner's Constructivist Theory (1966) that instruction must be concerned with the experiences and context that make the learner willing and able to learn; must be structured, easily grasped, and should be designed to go beyond the information given.

3. What Vocabulary Learning Strategies are employed by the learners?

Table 6
Vocabulary Learning Strategies Employed by the Learners

Strategies	Never		Rarely		Sometimes		Frequently		Always	
	(f)	%	(f)	%	(f)	%	(f)	%	(f)	%
Determination	7	14.0%	6	12.0%	7	14.0%	9	18.0%	10	20.0%
Social	9	18.0%	12	24.0%	9	18.0%	8	16.0%	7	14.0%
Memory	10	20.0%	11	22.0%	12	24.0%	14	28.0%	13	26.0%
Cognitive	15	30%	13	26.0%	12	24.0%	11	22.0%	12	24.0%
Meta-Cognitive	9	18.0%	8	16.0%	10	20.0%	8	16.0%	8	16.0%
Total	50	100%	50	100%	50	100%	50	100	50	100%

The table displayed the most commonly used vocabulary learning strategies employed by the learners namely: Memory strategy (26.0%), Cognitive strategy (24.0%), and Determination strategy (20.0%).

This implied that the learners were able to grasp vocabulary through context knowledge and learners' reference materials; retain new words using imagery or groupings; repetition, guess meaning, and understanding. This result was supported by the study of Susanto, Jepri et. al. (2020) who highlighted vocabulary learning strategies as part of learning strategies that are fundamental in language learning, where vocabulary is the basis of the foundation thus, students with higher strategies have increased the level of English vocabulary. Olmez (2014) illustrated that teachers and students have the same opinion on the importance of the use and instruction of vocabulary learning strategies.

4. How effective is the Learning Task Engagement instructional material?

Table 7
Learning Tasks Engagement Instructional Material Evaluation

Criteria	Description									
	SA (f)	%	A (f)	%	ARI (f)	%	D (f)	%	SD (f)	%
1. The design of the material is consistent.	35	70%	14	28%	1	2%	0	0%	16	0%
2. The information provided is accurate and current.	38	76%	8	16%	3	6%	1	2%	0	0%
3. On-screen text is readable.	42	84%	8	16%	0	0%	0	0%	0	0%
4. It is visually interesting and appealing.	40	80%	10	20%	0	0%	0	0%	0	0%
5. It provides an opportunity for task and assessment.	37	74%	11	22%	2	4%	0	0%	0	0%
6. It can be used for more than one language skill.	21	42%	21	42%	6	12%	1	2%	1	2%
7. It is suitable for various types of learning skills.	41	82%	4	8%	5	10%	0	0%	0	0%
8. Material is based on the learner's proficiency level.	40	80%	9	18%	1	2%	0	0%	0	0%
9. The content applies to the learner's "real-world" experiences.	43	86%	5	10%	2	4%	0	0%	0	0%
10. The information provided is aligned with the lesson objective.	38	76%	7	14%	4	8%	1	2%	0	0%
11. It encourages Higher Order Thinking Skills (HOTS).	34	68%	10	20%	4	8%	2	4%	0	0%
12. Material demonstrates concepts in multiple ways, allowing for a variety of learner's responses.	23	46%	26	52%	1	2%	0	0%	0	0%
13. Material includes the application of skill or concept.	40	80%	7	14%	2	4%	1	2%	0	0%
14. Material promotes 21st century skill development (collaborative, creative thinking and problem solving)	40	80%	6	12%	4	8%	0	0%	0	0%
15. Material reflects sensitivity about gender, race/ethnicity, religion, socio-economic status, and intellectual and physical abilities.	32	64%	12	24%	4	8%	1	2%	1	2%
16. Learners can easily access the given link.	36	72%	14	28%	0	0%	0	0%	0	0%

Legend: SA – Strongly Agree; A – Agree; ARI – Agree with room for improvement;
D – Disagree; SD – Strongly Disagree;

The table displayed that among the sixteen indicators for LTE instructional material evaluation, 86% strongly agreed that the content applies to the learner's "real world" experiences; 52% agreed that the material demonstrates concepts in multiple ways, allowing

for a variety of learners responses; 12% were agreeable with room for improvement that it can be used for more than one language skill; 4% disagreed that it encourages Higher Order Thinking Skills (HOTS); and 2% strongly disagree that it can be used for more than one language skill and that the material reflects sensitivity concerning gender, race/ethnicity, religion, socio-economic status, intellectual and physical abilities.

This implied that the material being designed was timely and relevant for language learning to foster during this time of the pandemic. Furthermore, this implies that the material designed must consider gender sensitivity include other language skills, and employ HOTS.

This was supported by Halliday's Systemic Functional Grammar Theory (1985) in which language functions to make meanings as influenced by the social and cultural contexts in which they are exchanged.

5. How effective is the Digital Learning Tasks Engagement (LTE) program?

Table 8
Digital Learning Tasks Engagement Program Evaluation

Criteria	Description									
	SA (f)	%	A (f)	%	ARI (f)	%	D (f)	%	SD (f)	%
1. The objectives of the program were clearly defined.	35	70%	14	28%	1	2%	0	0%	0	0%
2. Participation was encouraged.	38	76%	9	18%	3	6%	0	0%	0	0%
3. The topics covered were relevant to me.	41	82%	8	16%	1	2%	0	0%	0	0%
4. The content was organized and easy to follow.	40	80%	10	20%	0	0%	0	0%	0	0%
5. The materials distributed were helpful.	43	86%	5	10%	2	4%	0	0%	0	0%
6. This program experience will be useful to me as a student.	23	46%	23	46%	4	8%	0	0%	0	0%
7. The facilitators were knowledgeable about the topics.	42	84%	6	12%	2	4%	0	0%	0	0%
8. The training objectives were met.	40	80%	8	16%	2	4%	0	0%	0	0%
9. The time allotted for the training was sufficient.	38	76%	7	14%	4	8%	1	2%	0	0%
10. The digital classroom was suitable for learning.	34	68%	10	20%	6	12%	0	0%	0	0%

Legend: SA – Strongly Agree; A – Agree; ARI – Agree with room for improvement;
D – Disagree; SD – Strongly Disagree;

The table displayed on the previous page that among the ten indicators for Digital LTE Program Evaluation, 86% strongly agreed that the LTE Materials were helpful to the learners; 44% agreed that the program was useful to the learners; 10% were agreeable with room for improvement that the digital classroom was suitable for learning; 2% disagreed that the time allotted for the training was sufficient; and no indicators for program evaluation were strongly disagreed.

This implied that the LTE Program was effective and relevant for language learning to foster during the post-pandemic time - face-to-face learning setup. Furthermore, this implies that the said program must be strengthened further and continuously be implemented.

This was supported by Halliday's Systemic Functional Grammar Theory (1985) in which language functions to make meanings as influenced by the social and cultural contexts in which they are exchanged.

As I reflect on my journey as a teacher-researcher, I breathe a sigh of relief. The light at the end of this long, winding tunnel is finally in sight. I found the process of conducting an action research project very complex and often overwhelming. However, at the same time, I found it to be extremely enlightening and rewarding.

VI. Action Plan

AREA OF FOCUS	OBJECTIVES	ACTIVITIES/ METHODS OR STRATEGIES	RESOURCES	TIME FRAME
LEARNING TASKS ENGAGEMENT (LTE) INSTRUCTIONAL MATERIAL	To utilize the LTE instructional materials for the implementation of the program.	(Activities) ● Learning Tasks Engagement (LTE) instructional material preparation. (Methods) Preparation of LTE instructional material: ● The LTE will comprise both Academic and Specialized vocabulary. ● The LTE contains ten pages.	Desktop/Laptop Bond paper Printer Internet Connectivity Approved letter of utilization of	March 2023

		Each task contains 10 items per sheet. ● For the Determination strategy, the activities are the following: ● Pictionary ● Synonym Bingo ● Guess My Word ● Grouping Race ● Color Parts of Speech Picture ● Translation ● Word Class Sort Game For Social Strategy, the activities are the following: ● Peer Tutoring ● Group Work Activity ● Contextual Meaning. ● Newspaper Search ● Listening Activity ● Writing Challenge For Memory Strategy, the activities are the following: ● Categorize List of Words ● Association of Words ● New Words into Sentences ● Spelling with Meaning ● Vocabulary Glossary ● Pictionary ● Matching Game ● Alphabet Race ● Mnemonics ● Vocabulary Checkers ● Prefix/Suffix ● Fishword Match For Cognitive strategy, the activities are the following: ● Use of Idiomatic Expression ● Use of English Media (songs, movies, etc.) as a springboard ● Word Association ● Word Patterns ● Acronyms ● Crossword Puzzle For the Meta-Cognitive strategy, the activities are the following: ● Translation from Cebuano to English ● Practice Exercises like filling in words in the blanks ● Word Study ● Word Search ● Synonym Bingo	LTE instructional material by the School Head School Head Assistant Principal II Academic Head SHS English teachers Students	

		● Antonym Bingo ● Semantic/Word Map ● Topic Game		
Learning Task Engagement (LTE) Program	To establish a vocabulary acquisition program for the improvement or enhancement of Academic and Specialized (Coroneologism) vocabulary. This program will prepare the SHS Grade 11 learners for Higher Education.	● Organize a LAC session with English Language teachers. ● Conduct orientation on the goal of the LTE Program for vocabulary acquisition and readiness for Higher Education. ● Conduct digital Pre-test. ● Deliver instructional videos on Academic, Specialized (Coroneologism) vocabulary. ● Administer digital LTE to the Grade 11 learners. ● Conduct a digital Post-Test. ● Evaluate the LTE Program		April to July 2023

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