



Republic of the Philippines  
**Department of Education**  
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CITY SCHOOLS DIVISION OF BIÑAN CITY

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**ENHANCING VOCABULARY ACTIVITY THROUGH TEACH AND TRADE (EVATT):  
A PEDAGOGICAL TECHNIQUE IN IMPROVING STUDENTS'  
VOCABULARY SKILLS AMONG GRADE 7**



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**ABSTRACT**

The Enhancing Vocabulary Activity Through Teach and Trade (EVATT) is a pedagogical technique in improving the student's vocabulary among Grade 7 students at Saint Francis National High School. It addresses the challenge faced by students with limited vocabulary knowledge, which impairs their reading comprehension abilities. Through purposive sampling, twenty-five students from Grade 7 were selected to participate in this study. Employing a quasi-experimental design, these students underwent both pre-test and post-test assessments. A paired T-test was employed to assess if there was a significant difference between the students' pretest and posttest scores. The results revealed a substantial improvement in the post-test scores following the implementation of the Teach and Trade activity. This suggests that Teach and Trade is an effective technique for enhancing students' vocabulary skills.

**Keywords:** *pedagogical technique, vocabulary skills, teach and trade*

## INTRODUCTION

The Department of Education mandates the teaching of English as a second language starting in Grade 1, with the language used as the medium of instruction for English, Mathematics, Science, and Health starting in Grade III. This policy, as stipulated in DepEd Order No. 36 s. 2006, applies to all public and private schools, including secondary and vocational/technical institutions. Learning the English language involves developing the macro and micro-skills which is part of the competencies in the K to 12 curricula as mandated by the Republic Act 10533 also known as the Enhanced Basic Education Act. In the K to 12 Basic Education Curriculum, developing and mastering vocabulary skills is emphasized as one of the targeted learning competencies across all grade levels. Crucial to learning English is the acquisition of a wide range of vocabulary skills since words constitute language. Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms (Hadi, Izaah, & Larasati, 2021). The educational effects of COVID-19 pandemic has presented unprecedented difficulties in terms of students' vocabulary development. The remote learning and social distancing measures resulted in fewer opportunities for learners to receive genuine language input and practice, which could impede their ability to acquire new vocabulary. Inadequate knowledge of words and meanings has an adverse effect on a learner's language competency, especially in reading comprehension. The role of vocabulary in reading comprehension is vital as students with larger vocabularies are better able to comprehend texts, while those with limited vocabulary knowledge struggle with comprehension. Inability to grasp word meanings can result in difficulty in comprehending text, ultimately resulting in poor reading comprehension and low language proficiency.

The researcher observed that a significant number of students faced challenges in reading comprehension owing to their restricted vocabulary knowledge. Learning tasks often met with limited success due to

students' struggles in grasping certain words within the text. The findings from the PHIL-IRI assessment further underscored these student difficulties. This underscores the necessity to enhance students' vocabulary skills, which is vital for their word comprehension and reading material comprehension. To tackle this issue, the researcher has put forward the Teach and Trade pedagogical approach as a practical and easily accessible intervention strategy designed to deepen and enhance students' vocabulary skills. The primary goal of this activity is to enhance and augment the learners' vocabulary proficiency.

The outcomes of this research hold potential advantages for a range of stakeholders, with Grade 7 students as the foremost beneficiaries. The primary objective of this initiative is to enhance and augment the vocabulary skills of these learners. Moreover, the results may encourage the school to reassess its programs and initiatives, especially those related to vocabulary development. English language instructors can also draw valuable insights from this study, potentially adopting or modifying the pedagogical approach to suit their students' needs. Lastly, this research could serve as a valuable point of reference for other researchers conducting similar studies.

## METHODOLOGY

In this study, a purposive sampling method was utilized. The sample consisted of Grade 7 students enrolled at Saint Francis National High School for the academic year 2022-2023, with 25 learners chosen by the researcher to participate.

A quantitative research design, specifically the quasi-experimental approach, was employed to assess the effectiveness of the Teach and Trade Technique in enhancing students' vocabulary skills.

This action research introduced the implementation of the Teach and Trade technique. The process entails students engaging in the activity by delving into word meanings using a vocabulary template. This template includes the word itself, its corresponding part of speech, a rephrased

definition, a sentence employing the word, and a brief illustration. A 15-item test was administered before and after the intervention of the Teach and Trade activity.

The main tool employed in this study was the validated Teach and Trade activity template, which was printed and utilized by the students to improve their word comprehension. This template was subject to validation by experts.

## RESULTS

The essential data was collected by the researcher through the pre-test and post-test. This data underwent statistical analysis employing suitable statistical methods. This analysis aimed to determine whether the utilization of the Teach and Trade activity would result in an enhancement of the students' vocabulary skills.

The means was employed to assess the pretest and posttest scores of the students. Conversely, the paired t-test was utilized to ascertain the significant difference between the scores in the pre-test and post-test because of implementing the Teach and Trade activity to enhance the students' vocabulary.

Specifically, the results of the study were as follows:

1. What is the mean score in the vocabulary pre-test of the Grade 7 students?
2. What is the mean score in the vocabulary posttest of the Grade 7 students after the implementation of Teach and Trade activity?

Figure 1		
t-Test: Paired Two Sample for Means		
	4	5
Mean	8.291666667	10.625
Variance	7.519927536	6.940217391
Observations	24	24
Pearson Correlation	0.473194249	
Hypothesized Mean Difference	0	
df	23	
t Stat	-4.140130965	
P(T<=t) one-tail	0.000198516	
t Critical one-tail	1.713871528	
P(T<=t) two-tail	0.000397031	
t Critical two-tail	2.06865761	

Figure1 shows the mean scores in the vocabulary pre-test and post-test of the Grade 7 students. Based on the results, the mean score in the pre-test was 8.29 while in the post-test was 10.63.

3. Is there any significant difference in the vocabulary level skills of Grade 7 students after the implementation of Teach and Trade?

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Based on the results showed in Figure 1, the computed t-Stat value of 4.14 can be considered statistically significant since it was higher than the t-critical value of 2.069. Therefore, we reject the null hypothesis. Statistically, there was a significant difference between the vocabulary level skills of Grade 7 students after the implementation of Teach and Trade. Consequently, the application of the Teach and Trade Technique has led to a significant improvement in the students' vocabulary skills.

4. What is the impact of utilizing Teach and Trade in the vocabulary level skills of Grade 7 students?

Following the implementation of the Teach and Trade intervention, the students completed a post-test. The statistical data collected indicated a noteworthy enhancement in their vocabulary skills, as evidenced by the changes in mean scores between the pre-test and post-test. When we compare the mean scores before and after the Teach and Trade intervention, the p-value is calculated to be 0.000397. This outcome is deemed statistically significant at the  $p < .05$  level. Hence, the result underscores a substantial rise in the mean scores reflecting the students' vocabulary skills.

## DISCUSSION

The results from the study showed that the use of Teach and Trade in enhancing the vocabulary skills of the students was effective.

A quantitative study methodology, more precisely the quasi-experimental approach, was used to assess the Teach and Trade Technique's efficacy in enhancing students' vocabulary skills.

The following are the study's key findings:

1. The mean score in the vocabulary pre-test of the Grade 7 students was 8.29.
2. The mean score in the vocabulary post-test of the Grade 7 students was 10.63.
3. There was a significant difference in the vocabulary level skills of Grade 7 students after the implementation of Teach and Trade.
4. The use of Teach and Trade Technique increased the vocabulary skills of the grade 7 students.

## REFLECTIONS

Comprehending language begins by grasping the meanings of words. If students have a restricted vocabulary, it can hinder their understanding when encountering unfamiliar terms. Therefore, educators can support students in expanding their vocabulary through various activities like "Teach and Trade." Exposure should be done continuously and progressively so students can accumulate a wide range of vocabulary words.

The results of this research that substantiate that exposure in vocabulary activities is essential for students, as it not only enhances their language skills but also cultivates critical thinking, improves academic performance, and equips them with fundamental abilities that contribute to their future success in various facets of life.

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