Project G.R.A.C.E

(Gearing up for the **R**endition of **A**cademic Performance in accordance with Learner **C**ompetencies in **E**nglish.)

I. Introduction

Learning in the new normal which is Blended Learning is not wholly new. As educators gear with the "new normal" set-up in this coronavirus pandemic, this is the appropriate time to use our discomfort to forge a new paradigm. This is now the time for schools to ensure that teachers do not just translate what they do inside the classroom but translate them into their online teachings. Teacher-driven discussions and lengthy lectures are no longer the norms in this situation. In online learning, students are almost always having divided focus to their classes and that to their mobile gadgets.

We, as teachers, should innovate to teach online or through self-learning modules by tapping legitimate online tools and resources. By using online learning resources on topics and creating learning playlists or menus, students would be up for an exciting learning process through Project GRACE which stands for **G**earing up for the **R**endition of **A**cademic Performance in accordance with Learner **C**ompetencies in **E**nglish. Teachers who have the difficulty in teaching will be guided with the prepared lesson plans.

By being not only an insurer of educational content but a master curator of learning resources, teachers like us are designing efficient and effective synchronous and asynchronous learning activities for the continuous engagement of students. These are stated and followed on this Project GRACE which geared up for the rendition of academic performance in accordance with learner competencies especially in English class.

Project GRACE must be followed to address the learners' learning difficulty, attitude, and characteristics in learning. Learners are also provided with worksheets as attached to the lessons that the teacher has followed. This project can assist struggling learners in developing their fundamental basic skills. This extra support can help them catch up to their peers.

Project GRACE (**G**earing up for the **R**endition of **A**cademic Performance in accordance with Learner **C**ompetencies in **E**nglish) is a learning resource in English that serves as a guide for teachers to improve learner's performance in the lesson. This will serve as a gear for the rendition of the learners performance with the competency in English concepts.

Through Project GRACE, a three-lesson plan guide was developed to address student's difficulty in English lessons. This was validated by the expert evaluators of the said field. The developed lesson plan has five parts: The Objectives, Content, Procedures, Evaluation, and Enrichment or Assignment, that was carefully made for different types of learners.

The objectives are composed of the content standards, performance standards, learning competencies/ learning code, and sub-tasked learning objectives. They indicate the desirable knowledge, skills, or attitudes to be gained. Objectives are the foundation upon which you can build lessons and assessments and instruction that you can prove to meet your overall course or lesson goals. It follows SMART Objectives that identify the level of knowledge this particular grade level has.

The content has concepts, references, and learning resources. The teacher, as well as the learners, will know the lesson to be learned for that particular period. Details, references, and other resources are included for additional information for teachers and learners as well.

The procedure includes preparatory activities to motivate the learners and set them to the lesson. It also guides the teacher in presenting the objectives for the learners to set their target about the topic. It also has developmental activities and lesson proper that follows particular strategies depending on the type of learners you have. The teacher will be guided with the proper concept that will target the purpose of the lesson to gain efficient learning. The bridging of the efficient lesson then takes place with the

provided activities, practice exercises, and perform the application. Thus, the transfer of learning will measure if the bridging of these lessons are reflected.

The evaluation, enrichment, and assignment will then be followed if bridging learning is realized. This part gathers information about the individual learner's level of performance or achievement. This determines students' interests to make judgments about their learning process.

The proponent has made three lesson plans with different strategies as a guide to help improve the learners' basic skills as the concern with the lesson stated. This project was designed to develop Lesson Plans which will be made available to help teachers deliver a highly engaging teaching experience and positive student learning outcomes. This project is unique in such a way that it could be used in face-to-face learning (upon declaration of President Duterte) and synchronously or asynchronously.

We are all reconsidering what the new normal school will bring. The future remains unknown, by actively working and supporting this new way of learning, together we can do better.

II. Problem Statement

This research aims to develop a lessons guides aligned to the K to 12 Curriculum which will be used for remedial class.

In particular, it aims to respond to the following objectives:

1. Identify the least-learned skill based on the Phil-IRI result;
2. Develop the lesson guides to improve students' vocabulary;
3. Validate the proposed lesson guides based on:
   a. Content and Content Accuracy,
   b. Clarity, and
   c. Appropriateness;
4. Identify the overall comments/ suggestions/ recommendations made by the validators.
5. Revise the lesson guides based on the evaluation of the expert validators

III. Methods

A. Design Process

The development of the Teaching-Learning Resource (TLR) used the ADDIE Instructional Design (ID) approach to design and improve the lesson plan through Project GRACE. The "ADDIE" stands for Analyze, Design, Develop, Implement, and Evaluate. This sequence, however, does not impose a strictly linear progression through the steps. This method is beneficial to educators, instructional designers, and training developers because having identified stages makes it easier to incorporate successful training tools. Addie Model has gained widespread recognition and uses as an identification model (Kurt, 2018).

The analysis phase can be considered as the "Goal-Setting Stage." The focus of the designer in this phase is on the target audience (Brofar, 2019). It is also here that the project matches the level of skill and intelligence that each student shows. This is to ensure that what they already know won't be duplicated and that the focus will instead be on topics and lessons that students have yet to explore and learn. In this phase, Brofar (2019) mentioned that the proponent distinguishes between what the students already know and what they should know after completing the lesson.

Driscoll and Carliner (2005) states that in the design stage, it determines all the goals, tools to be used to gauge performance, various tests, subject matter analysis, planning, and resources. In the design phase, the focus is on learning objectives, content, subject matter analysis, exercise, lesson planning, assessment instruments used, and media selection. The approach in this phase should be systematic with a logical, orderly process of identification, development, and evaluation of planned strategies that target the attainment of the project's goals. It should follow a very specific set of rules, and each element of the instructional design plan must be executed with attention to detail. Being a stickler for the details is crucial to the success of the design stage. This systematic approach makes sure that everything falls within a rational and planned

strategy, or set of strategies, that has the ultimate goal of reaching the project's targets.

The development stage starts the production and testing of the lessons being used in the project. In this stage, the proponent makes use of the data collected from the two previous stages and uses this information to create a program that will relay what needs to be taught to learners (Kurt, 2018). If the two previous stages required planning and brainstorming, the Development stage is all about putting it into action. This phase includes three tasks, namely: drafting, production, and evaluation.

Another study conducted by Kurt (2015) states that on the Implementation stage reflects the continuous modification of the program to make sure maximum efficiency and positive results are obtained. Here is where IDs strive to redesign, update, and edit the course to ensure that it can be delivered effectively. "Procedure" is the keyword here. Much of the real work is done here as IDs and students work hand in hand to train on new tools so that the design can be continuously evaluated for further improvement. No project should run its course in isolation, and the absence of proper evaluation from the IDs. Since this stage gains much feedback both from IDs and participants alike, much can be learned and addressed.

The last stage of the ADDIE model is evaluation. Quigley (2019) explained this stage as the project is being subjected to meticulous final testing regarding what, how, why, when of the things that were accomplished (or not accomplished) of the entire project. This phase can be broken down into two parts: Formative and Summative. The initial evaluation happens during the development stage. The Formative phase happens while students and IDs are conducting the study, while the Summative portion occurs at the end of the program. The main goal of the evaluation stage is to determine if the goals have been met and to establish what will be required moving forward to further the efficiency and success rate of the project.

According to Kurt (2018), every stage of the ADDIE process involves formative evaluation. This is a multidimensional—and essential—component of the ADDIE process. Evaluation is done throughout the implementation phase with the aid of the instructor and the students. After the implementation of a course or program is over, a summative evaluation is done for instructional improvement. Throughout the evaluation phase, the designer should ascertain whether problems relevant to the training program are solved and whether the desired objectives are met.

The development lesson plans through Project GRACE are made after identifying the most essential learning competencies. The materials and resources to be used are from the Learning Resources Management and Development System that support access to learning, teaching, and professional development resources.

IV. Action Plan

Phases of the Institutionalization	Goals and Objectives	Activities/ Strategies	Persons Involved	Resources Needed	Time Frame	Success Indicator
Phase 1: **Pre - Implementation**	To assess learner's academic performance in English 7	Assessment of Learners	Teacher and Learners	SLMs, Written Works, Performance Task	September 2022	Report Card
Selection and Orientation of the Project GRACE	To give orientation on the nature, scope, and rationale of the Project Grace to teachers and learners	Selection, classification, and of learners who will undergo the Project GRACE	Teachers	Letter to parent's concern	September 2022	Level of Support Program, attendance, Home Visitation documentation
Phase II: **Implementation Proper** (Actual Implementation of the Project GRACE)	Provide the developed lesson plans, enrichment, and activities/	Teaching and learning process are implemented and realize with identified most essential	Teachers and Learners	TLR	October 2022 – January 2023	Learner's improvement on their performance and maximized participation

	worksheets that help and guide learning support to struggling learners	learning competencies that the learners find it difficult; home visitation, and construct support teaching learning resources				
Phase III: Post – Implementation Final Evaluation	Evaluation of the learner's performance	Evaluation and Assessment	Teachers and Learners	Worksheets, Written Works, Performance Task, and Learning Gaps	June 2023	Score Sheets and Report Cards

V.   Cost Estimates

PROJECT TITLE: Project G.R.A.C.E.
            (**G**earing up for the **R**endition of **A**cademic
             Performance in accordance with Learner
             Competencies in English)
PROPONET: MARY GRACE O. DEL FIERRO
SCHOOL: Pangabuan Integrated School
ADDRESS: Pangabuan, Tangub City,Misamis Occidental
PERIOD COVERED: May to July 2023 (Fourth Quarter)		

PARTICULARS	AMOUNT	
	SOURCE OF FUNDS	
	CORPORATE DONORS	
Internet Connection and Communication Bond Paper Inks for Printer Meals and Snack	3,000.00 440.00 1,200.00 500.00	
TOTAL	P 5,140.00	

VI.   Results and Discussion

Least Learned Skill based on Phil-IRI Result

Least learned skill refers to the skill that has lowest result of adjectival description from Phil-IRI tool. Phil-IRI (Philippine Informal Reading Inventory) refers to the revised assessment tool composed of a set of graded passages administered to the whole class and to individual students, which was designed to determine a student's reading level (Llego, 2018).

Table 1. PHIL-IRI Result

Mean	MPS	Adjectival Description
2.47	41.18	Frustration

The table above shows that the students' performance in the vocabulary as measured by the PHIL- IRI gathered the mean of 2.47 with an MPS of 41.18 which was adjectively described as frustration. This clearly means that the students did not perform well in their vocabulary competencies; thus, it should be given emphasis in teaching. For this reason, the Project GRACE was encouraged to develop the lesson guides. The three lesson guides developed were on the 'Lexical and Contextual Cues', 'Analogy', and 'Homonymy and Polysemy'.

Development of the Lesson Guide

Each teacher uniquely runs his or her classroom, so it's critical to decide on the procedures you'll need to keep things running smoothly in your classroom, and then teach students about those procedures as well as the lesson's growth. It is not enough to simply post the standards or procedures on the wall, regardless of the age of the students: procedures

must be taught, practiced, and reinforced throughout the school year (Sever, et. al.,2020). The lesson guides were developed by the researcher to guide class learning. Details can differ based on the teacher's preferences, the subject being discussed, and the students' needs.

The researcher developed the lesson guides that contained the learning competencies, objectives, concepts, and references. The lessons were based on the K to 12 Curriculum. The three lessons that were developed are on the 'Lexical and Contextual Cues', 'Analogy', and 'Homonymy and Polysemy' were used and were structured by the treatment necessary in the study.

There are five parts to the lesson guide: the objectives, content, lesson process or the procedure, evaluation, and assignment. The content standards, performance standards, learning competencies or learning code, and sub-tasked learning objectives are all included in the objective part of the LG. All of these are covered in the K-12 Most Essential Learning Competencies (MELCs).

The content, on the other hand, includes the LG's concepts or topic; references, which include teacher's guide, learner's material, and textbook pages; and learning resources. The procedure part is where the actual lesson is shown. We'll also know what kind of teaching strategy he teacher employs. This part comprises the preparatory activities, which include drill, review, motivation, and the PowerPoint presentation of the objectives; and the lesson proper, which includes the activities, task, and application. The final two parts are the evaluation, which assesses the extent to which the students have learned from the lesson, and the

assignment part, which provides a task to complete as part of the lesson's improvement.

The lesson guide is followed on four motivational phases of instructional development of Keller (2012) that follows (a) Analysis Phase; (b) Design Phase; (c) Development Phase; and (c) Evaluation Phase which include the validation of the developed lesson guide by a pool of experts for the content evaluation. The ADDE Instructional Design (ID) approach has been used by educators and instructional designers to design and improve educational and training programs. "ADDE" stands for Analyze, Design, Develop, and Evaluate. This sequence, however, does not impose a strictly linear progression through the steps where the implementation is not followed from the usual ADDIE Model.

The result of the evaluation was tabulated and interpreted. Their feedback and comments act as a foundation for improving the lesson guides that were created to create appropriate remedial lesson guides. Following the experts' assessment of the developed lessons, a revision was made based on their input and suggestions.

The lessons that were developed were based on the K to 12 curriculum guide for Grade 7 English. These focused on the topic of vocabulary. The lessons consist of the teacher and learners' learning activities.

Validation of the Lesson Guide

Ho (2016) looked at English training to help low-achieving students improve their vocabulary. Remedial Instruction provides teachers with high-demand skills while also filling a gap in our educational system. The

remedial instruction activities are simple, yet significant and do not require an excessive amount of preparation

Content and Content Accuracy. Luisa (2012) defines content accuracy into correctness, believability, and currency. Correctness is the extent to which information is reliable in the sense of being free from errors. To the lesson guide, correctness has to do with the content of the lesson that is truly based on the references and activities of the target lesson objectives. Believability is the extent to which information is reputable, objective, and verifiable. Currency is the extent to which the information can be identified as updated.

There were five (5) validators of the study, all of them are in-line in English subject. Table 2 presents the three proposed Lesson Guides on the extent of content and content accuracy.

Table 2 shows that the three lesson guides reached the hypothetical mean range of Average (A) in content and content accuracy as revealed by their overall weighted mean average of 2.24 in this section of the lesson guides.

Table 2. Content and Content Accuracy for Lesson Guide 1, Lesson Guide 2, and Lesson Guide 3

Items	Mean Average LG1	Mean Average LG2	Mean Average LG3	Total Mean Average	Adjectival Rating
1. Leads to understanding of the lessons of vocabulary	2.33	2.00	2.33	2.22	A
2. Provides vocabulary that conforms to K-12 Curriculum prescribed content.	2.33	2.33	2.33	2.33	A
3. Utilizes factual information in text of vocabulary	2.00	2.33	2.33	2.22	A
4. Presents topics and information to heterogeneous types of learners	2.00	2.33	2.00	2.11	A
5. SMART and competency-based in vocabulary topic	1.89	2.33	2.33	2.19	A
6. Developing HOTS of the learners	2.33	1.89	2.33	2.19	A
	2.33	2.33	2.33	2.33	A

7. Aligned with the instructional outcomes of the lessons in vocabulary	2.33	2.33	2.33	2.33	A
8. Related to the topic of the lesson in vocabulary	2.33	2.33	2.33	2.33	A
9. Provides data/information for improving the level of difficulty of the learners	2.33	2.00	2.00	2.11	A
10. Clear and complete description of the assessment based on the utilized lessons					
Over-all Weighted Mean	2.22	2.22	2.27	**2.24**	**A**

Hypothetical Mean Range:
4.00 – 3.30   = Excellent (E)
3.25 – 2.55   = Good (G)
2.50 – 1.80   = Average (A)
1.75 – 1.00   = Poor (P)

The three lesson guides have an Average result in all the indicators under content and content accuracy. This means that the indicators were significantly of the same level which shows that there is still a room for improvement for all the three LGs. However, as to improvement of these LGs through the indicators rated it is noted that more attention would be given to items 4 (Present topics and information to heterogeneous types of learners) and indicator 10 (Clear and complete description of the assessment based on the utilized lessons) which tied in the lowest rank with an average of 2.11.

On the other hand, the three lesson guides obtained the highest average with a mean average of 2.33 (Average) in terms of providing a vocabulary that conforms to Kto12 Curriculum prescribed content (indicator 2), are aligned with the instructional outcomes of the vocabulary lesson guide (indicator 7), related to the topic of the vocabulary lesson (indicator 8), and this provides data/information for improving the level of difficulty of the learners in vocabulary (indicator 10).

Based on the result it comes out that the lesson guides in terms of content and content accuracy are average. The result shows that all of the areas in content and content accuracy needs to be emphasized in the lesson guides.

The results are similar to those of Richards (2015), who found that lessons should be easy but efficient and that they should not take a long time to prepare. As a result, activities that are appropriate for the level of students should be precise, measurable, attainable, efficient, and time-bounded.

On the other hand, teaching, according to Ho (2016), aims to improve students' learning experiences and give them a sense of accomplishment while giving them flexibility in terms of time and material. It is believed to empower students with the motivation and vocabulary competency needed to enrich their learning experience.

Scott and Nagy (2010) demonstrate the activities of the students' skills in the operation to do and think in their ways by not only relying on the context or content but also how these lessons are implemented and experienced in the growth of the learners higher-order thinking skills. Students need explicit instruction on how to apply what they learn in a dictionary entry so that they can transform it into something useful (Texas Center for Reading and Language Arts, 2002).

In the study conducted by Kumar (2016), this claim is also confirmed that the word solution is used in a broader context to connote teaching that is developmental in its scope. While our schools have students who have no clear shortcomings or defects that need to be addressed, there is

a community of students who desperately need support in learning improved basic skills and other essential processes.

Gale (2006) on the other hand classified the criteria for preparing the materials needed in the lesson guide. He explained that planning a student's materials is a crucial aspect of corrective teaching. Prepared materials should meet the following criteria: the difficulty of the content should be tailored to the student's capacity and competence in the subject or skill to be improved. A collection of materials should include a variety of problems that span many grades, and the steps should be tailored to the students' specific difficulties.

Clarity. Lesson clarity refers to how clear a teacher's presentation is to the class (Byers, 2014). According to Borich (2010), lesson clarity refers to how clear and precise a teacher's presentation is to the class. There are multiple indicators which teachers can harness in order to be clear in their presentation. Being clear consists of several factors of creating a sound lesson plan as well as understanding the audience whom the lesson will be presented to.

Table 3 shows that all indicators averaged at 2.32 in the over-all weighted mean which has the hypothetical mean range of Average. The table also shows that among all the items for this indicator, items 4(Uses clear and standard-sized print) and 9 (Provides activities in line with the content standards and skills in vocabulary) ranks the highest with the total mean average of 2.44. On the other hand, item number 1 (Provides learning activities in vocabulary that are well-organized and well-sequenced.) ranks the lowest bearing the total mean average of 2.19.

Table 3 presents the three Lesson Guides on the extent of clarity.

Items	Mean Average LG1	Mean Average LG2	Mean Average LG3	Total Mean Average	Adjectival Rating
1. Provides learning activities in vocabulary that are well-organized and well-sequenced.	2.33	2.22	2.00	2.19	A
2. Has activities in vocabulary that are attainable within its time frame.	2.33	2.33	2.00	2.22	A
3. Is clear and suitable to the vocabulary learner's comprehension level	2.33	2.33	2.33	2.33	A
4. Uses clear and standard-sized print.	2.67	2.33	2.33	2.44	A
5. Provides directions in vocabulary activities that are clear and easy to follow.	2.33	2.00	2.33	2.22	A
6. Provides directions in vocabulary activities that are complete and written clear and simple language.	2.67	2.00	2.33	2.33	A
7. Provides activities in vocabulary that are consistent with educational theories and principles.	2.33	2.33	2.33	2.33	A
8. Provide text in vocabulary which is suitable to the users' comprehension level.	2.33	2.33	2.33	2.33	A
9. Provides activities in line with the content standards and skills in vocabulary.	2.67	2.33	2.33	2.44	A
10. Provides assessment in line with the content and skills in vocabulary.	2.33	2.33	2.33	2.33	A
Over-all Weighted Mean	2.43	2.26	2.27	**2.32**	**A**

Hypothetical Mean Range:
4.00 – 3.30   = Excellent (E)
3.25 – 2.55   = Good (G)
2.50 – 1.80   = Average (A)
1.75 – 1.00   = Good (G)

Since the data on this indicator points to Average, it compels the researcher to note that there is a need to still improve the LGs on all items but to give more attention to the items on providing learning activities in vocabulary that are well-organized and well-sequenced, inclusion of activities in vocabulary that are attainable within its time frame and providing directions in vocabulary activities that are clear and easy to follow since these three are at the bottom. This shows that the

lesson guides develop the need to make their activity more organized and sequenced for Grade 7 learners in English (Chall & Jacobs, 2003).

The result in Table 3 supports the study conducted by Kumar (2016). He stated that lessons must have a broader sense to connote teaching that is developmental in its scope, organization, and sequence. This will bring the student to his level and leads him to improved levels of integrity through intrinsic motivational strategies. Baumann & Kame'enui (2004) and Pearson et al. (2007) also stated that in learning vocabulary, ideas or concepts must be understood. The activities are according to the student's comprehension level.

Lubliner & Scott (2008) also agreed on the degree of awareness that language is simple and may be understood in many ways with an application to motor sense information and language learning techniques (Beck, et.al., 2008). Thus, this was further discussed by Gough and Tunmer (1986) about the significance of vocabulary in comprehension nearly three decades ago and emphasized that although learning vocabulary is significant, it is unfortunately ignored. Since then, the relationship between vocabulary and understanding has accrued significant data; sadly, this relationship is not fully understood: " We have a lot of details about the complex relationship between vocabulary knowledge and comprehension and may be very little clarity (Ruddell, 1994).

With attainable and clear lesson guides, vocabulary lessons refer to the words we need to comprehend. Reading Rockets (2019) mentioned that learning vocabulary would make sense with the words they see in standardized print. Cunning & Stanovich (2001) claimed that direct

vocabulary instruction is important, but research shows that students with a well-developed vocabulary learn indirectly by reading far more words than through instruction and clear directions. Adult and peer discussions about their reading also enhance student word-learning (Biemiller & Boote, 2006).

Appropriateness. Success in the lesson depends on how appropriate the focus, time frame, activities, and assessments are for the students. (Iris Center, 2021). It also depends on the skill with which the teacher is able to match instructional strategies to student learning needs. Table 4 presents the three Lesson Guides on the extent of appropriateness.

The three LGs have highest mean range average of 2.44 (Average) in terms of helping in enhancing conceptual understanding about least mastered topics in Kto12 Curriculum Grade 7 English (indicator 4), and providing activities in vocabulary that is conceptualized (indicator 5).

Table 4. Appropriateness for Lesson Guide 1, Lesson Guide 2, and Lesson Guide 3

Items	Mean Average LG1	Mean Average LG2	Mean Average LG3	Total Mean Average	Adjectival Rating
1. Is well-designed and suited in shaping the learners in vocabulary to become participative and not passive recipient in every class discussions and activities.	2.22	2.33	2.33	2.29	A
2. States direction at an appropriate level of difficulty in vocabulary.	2.33	2.00	2.33	2.22	A
3. Stimulates learners to learn independently in vocabulary.	2.22	2.33	2.33	2.29	A
4. Helps in enhancing conceptual understanding about least mastered topics in K to 12 Curriculum Grade 7 English.	2.67	2.33	2.33	2.44	A
5. Provides activities in vocabulary which conceptualize by the researcher.	2.67	2.33	2.33	2.44	A
6. Provides directions in	2.33	2.33	2.33	2.33	A

vocabulary that are clear and easy to follow and understand.	2.33	2.00	2.33	2.22	A
7. Provides understandable common language and terminology used for the instruction in vocabulary.	2.00	2.33	2.33	2.22	A
8. Helps learners in vocabulary in developing/enhancing the higher order thinking skills by relating it to real life situation.	2.33	2.00	2.33	2.22	A
9. Is learner-centered with teacher acting as a facilitator of the teaching and learning process in vocabulary.	2.33	2.00	2.33	2.22	A
10. Provides opportunities for interconnectedness of the vocabulary previous knowledge and skills to present situation.					
Over-all Weighted Mean	2.34	2.20	2.33	**2.29**	**A**

Hypothetical Mean Range:
4.00 – 3.30 = Excellent (E)
3.25 – 2.55 = Good (G)
2.50 – 1.80 = Average (A)
1.75 – 1.00 = Poor (P)

All of the items gained average results in terms of appropriateness. This means that the lesson guides contents are average in terms of suitable for a particular topic concerning the grade level. The lessons are also described as being average in appropriateness for the intent and dependable in any role that addresses the learners' learning needs. With the result, indeed in terms of appropriateness, the proposed lesson guide developed by the researcher needs to be improved.

The findings in Table 4 reiterate the statement of Sughakar (2018) that remedial education is assigned to assist students to achieve expected competencies in core academic skills such as literacy and numeracy. As stated in the appropriateness indicator on providing understandable common language and terminology used. A lesson guide is provided to learners who have a need short-term learning assistance with an appropriate level of difficulty on identified issues of the least mastered topics. Gresham (2009) however added that remedial teaching

considers students with an appreciation of their academic qualities, and conceptualized activities that are simple and easy to follow.

Likewise, this is supported by McDaniel (2020), who stated that a remedial activity is one meant to improve a learning skill or rectify a problem area. The aim of remedial teaching includes individualized instruction in specific subject areas of students experiencing difficulties that they may learn independently on the target areas. It must have an appropriate amount of remedial materials designed to address the particular difficulties identified; the remedial materials should be self-directive (Gale, 2006). Teaching remedial instruction individually or in groups may be appropriate to correct academic weaknesses that can hinder learning. The benefits of remedial teaching activities may include forming the framework for more comprehensive and conceptualized learning of a subject. Such skills must be mastered before students get a comprehensive understanding of the topic of study.

Another item of the lesson guides that results in Table 3 needs to emphasize is the design that will improve the student's participation in the class discussion and activities. Thus, Gale (2006) claimed in his study that on instruction students can vary widely in the teaching of the materials needed to correct their difficulties; the steps must provide for individual progress levels, a need to do and work on their own on the activities; and a process for tracking individual advances should be given. When the student has a chance to record his 1 achievement on a progress sheet, I will be given an extra opportunity to achieve it.

Finally, according to Butler's study (2011), students learn best when they are taught in a communicative environment. This demonstrated that

remedial learning is tailored to these students and that it is effective for them because they felt a sense of accomplishment when they were able to complete a simple task within their abilities. As these weak learners had limited attention spans, hands-on tasks were found to be engaging. According to the Texas Reading Initiative (2002), students can read a variety of texts at various stages, including easy and fun texts as well as difficult texts. As noted above, students will not be able to comprehend text that has too many unfamiliar words (more than 10%); students, on the other hand, would not discover many new words if they read the below-grade-level text.

Valuable Comments/ Suggestion by the Contents Validators on the Lesson Guides

Part of the designing and developing instructional materials such as the lesson guide developed by the researcher is the valuable comments and suggestions of the content validators to come up with having a good lesson guide for the learners according to their needs and concerns (Kurt, 2018). The participants commented and gave suggestions on the following aspects of the remedial lesson guide: Grammar, Format, Alignment of activities and References.

Valuable comments given by the validators were not only positive but also negative to open opportunities for refinement of the developed lesson guides.

Grammar and Sentence Construction

Grammar is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics (Oxford Languages, 2020). Ultimately, grammar affects sentence construction that's why they always go hand in hand.

It was suggested that the lesson guides be reviewed properly because there were still grammatically erroneous sentences.

This suggestion was emphasized as P2 specified that,

P2: "I am happy that you came up with this study, this will indeed will help sa atong mga students that need remediation especially sa vocabulary. Please check lang ko maam sa mga ginagmay na mga sayop like sa grammar. Well talk it ma'am those things para maklaro. As a whole, nice kaayo ni na instructional materials for our learners wherein ma guided jud si teacher sa lesson"
(I am happy that you came up with this study, this will indeed help our students that need remediation especially in vocabulary. Please check some of the errors like in grammar. We'll talk about these things for clarification. As a whole, it is a nice instructional material for our learners wherein the teachers will be guided on the lesson.)

P3: "Please cut those long sentences, make it short. Please check the sentences construction too."

These statements from P2 and P3 were strengthened by the statement of P8 saying,

P8: "Some sample sentences must be checked, use simple language.", "Use Grammarly to check some grammatical concerns."
(Some sample sentences must be checked, use simple language. Use Grammarly to check some grammatical concerns.)

Based on the comment, the researcher corrected the grammar by double-checking all the sentences and the directions in the three LGs. The researcher also identifies the correct word usage to set on those grammatically erroneous words and have these checked in the Grammarly tool application.

According to McKay (2009), since English language has become a global lingua franca, a good command and grammatically correct language is not only a prerequisite for securing jobs, but also allows one to learn new things as it broadens one's comprehension level and vocabulary.

This is why Ho (2016) looked into English remedial training as well as the remedial lessons guides to help improve their grammar, vocabulary, and comprehension level. This aims to transform remedial students learning experiences and give them a sense of accomplishment by giving these students with inspiration and vocabulary skills they need to improve their learning.

Format and Content

Format refers to the lesson planning process through designing the entire learning experience (Johnsons, 2015). Its product is used to guide you through the learning process. It is the way in which the lesson is arranged or set out according to the whole process of teaching.

As to format and content of the LGs, the validators gave positive statements as shown in the following:

P5: *"Ma'am, may we ask some copies of these if you may? Makatabang kaayo ni sa lesson nmo ani nga aspects. Ganahan sad me ky detailed siya kaayo. Ma guided kaau ta kung unsay buhaton."*
(Ma'am, may we ask for some copies of these if you may? This will certainly assist us in these areas during our lessons. We love it since it is detailed; we will be guided through our lesson.)

P6: *"As a teacher, upon looking at the Lesson Guide, maka visualized naka og what will happen to your teaching on vocabulary on these lessons. Hoping mahimuan unta ani ang tanan subject. That the teacher could maximized active participation of the students at their own level."*
(When I looked at the Lesson Guides as a teacher, I could see what would happen to your vocabulary teaching in these lessons. I'm hoping that some

learning areas will follow this. That the teacher could get the most out of the students' active engagement at their own level.)

P7: *"Job well done ma'am Grace, and Congratulations in advance. I like very much how you arrange the lessons that show continuity. This may not be attained in one day but at least you emphasized the dates needed for these lessons. The activities to are very clear that it targets the objectives of the lesson. The concepts are being presented too that the teacher may have a guide throughout his/her entire lesson. You can make this as your innovation ma'am and hoping that the teachers could also benchmark your work in other learning areas."*
(Job well done ma'am Grace, and congratulations in advance. I really like how you organize or arrange the lessons that show continuity. This may not be attained in one day, but at least you emphasized the dates needed for these lessons. The activities are well-defined and clearly address the lesson's objectives. The concepts are presented in such a way that the teacher can use them as a guide throughout the class. You can use this as an example of your innovation, ma'am, and hope that the teachers will use your work as a pattern for other learning areas.)

For concerns on format and content of the LGs that needs improvement, here are the following comments:

P8: *"Vocabulary activities must be contextualized.", "Omit the SCC header/footer.", "As much as possible enhance the layout", "The evaluation part must be checked, vague", "The application part is complicated, if you can think of simpler activity which will still linked with the intended outcome. "Evaluation is 5 items only? For stage 3 it should be 10-15.", "Enhance the "assignment portion"."*
(Vocabulary activities must be contextualized, Omit the SCC header/footer, as much as possible enhance the layout, the evaluation part must be checked, vague, In the abstraction part, how will you make this point engaging to students? What strategy will you use?, Use cooperative learning strategies to make learning more meaningful., The application part is complicated, if you can think of simpler activity which will still linked with the intended outcome, Evaluation is 5 items only? For stage 3 it should be 10-15, Enhance the "assignment portion")

Based from the comments on the format and content for the LGs that needs improvement, the researcher followed each of the suggestions in every part of the LGs. The objectives were also checked to align it with the competencies. Activities were contextualized, the layout was enhanced, header and footer were omitted, and every part were checked according to the suggestions needed.

Having an appropriate format in the LG, with a concise and organized structure which provides answers to important questions. Questions about how a teacher can maintain a standard pattern of teaching (Edsys, 2018). A good LG conveys to the teacher as to what is important for students when it comes to learning. And since prepared under the confines of individual comfort, it is easier to perceive. It will include the content and activities to be fulfilled for a set timeline.

Lesson guide provides a step-by-step guide to teachers to delve deep into what he/she is teaching.

Sudhakar (2017) also stated that a lesson format is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan the format of your lesson guide, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. These are the format incorporated in the proposed LGs.

Alignment and Appropriateness of Activities

The alignment and appropriateness of activities refer to how the activities correlate to the objectives as well as the vocabulary lesson and the appropriateness of these activities to the target learners. Generally, this refers to the grade level capacity of activities that should be included in LGs.

Biggs (2014), mentioned that alignment of activities is a design for teaching in which what it is intended students should learn and how they should express their learning is clearly stated before teaching takes

place. He also added that alignment occurs when the learning activities that we ask students to engage in help them to develop the knowledge, skills and understandings intended for the unit and measured by our assessment. A constructively aligned unit capitalizes on the powerful effect of assessment on students' learning experiences. If assessment drives students' learning, then students are most likely to achieve our intended outcomes if the assessment is aligned with our intentions.

For the alignment and appropriateness of activities, the following suggestions are stated,

P3: *"Please review some of your activities na makaya ra para sa grade 7 na students. And complete what 4As means para sa new teacher. Congratulations for this very comprehensive guide that we will soon be using for our students!"*
(Please review some of your activities intended for Grade 7 students, please cut those long sentences, make them shorten. Please checked the sentence construction too. And complete what 4As means for the new teacher. Congratulations on this very comprehensive guide that will soon be using for our students.)

P4: *"When you ask the learners to perform a play from the script they crafted I believe that would be heavy for them. Why not write a dialogue then role play the dialogue?" "Make your assignment more specific too." "It's a very nice intervention of instructional materials even the lesson guide is nicely constructed as guide for teachers."*
(When you ask the learners to perform a play from the script they crafted I believe that would be heavy for them. Why not write a dialogue then role play the dialogue? Make your assignment more specific too. It's a very nice intervention of instructional materials even the lesson guide is nicely constructed as guide for teachers.)

P8: *"Check objectives, check if it aligns with the competency", "In the activity and analysis part is this individual work? Or by group? Please clarify", "In the abstraction part, how will you make this point engaging to students? What strategy will you use?", "In practice activity, only homonyms? How about the polysemous words?", "The application part must be a heavy task they must be able to apply or target your main objective of the lesson. Please do something about this part.", "Improve the assignment part. The Necklace might not be an appropriate literary piece for them to read, assign texts according to their level."*
(Check objectives, check if it aligns with the competency, In the activity and analysis part is this individual work? Or by group? Please clarify, In the abstraction part, how will you make this point engaging to students? What strategy will you use? In practice activity, only homonyms? How about the

polysemous words? The application part must be a heavy task they must be able to apply or target your main objective of the lesson. Please do something about this part, Improve the assignment part. The Necklace might not be an appropriate literacy piece for them to read, assign texts according to their level.)

On the alignment and appropriateness of activities, the researcher looked over all of the comments made to the LGs and addressed all of the concerns raised to improve activity alignment. The objectives are examined in terms of how well the activities in the lessons are aligned. The exercises are also evaluated based on the level of the student's ability to complete them. Constructively designed the activities and assignments to be thorough and aligned with the skill. Also, specify the part that will be engaging to the student's need.

Because of the necessity of having aligned and appropriate activities in the LG, the lesson guide will be able to provide more precision and consistency in the desired objectives.

As mentioned by Kurt (2020), when a lesson is being designed, it is important to ensure that these components of your lessons are aligned. In order to align various components of the lesson module, we must clearly define alignment itself. Alignment is when there is consistency across the program with precise connections between evaluations, course goals and learning tasks. It is important to align learning objectives with instructional strategies and assessments to ensure that everyone involved is aware of the expectations. Both instructors and students should have a consistent understanding of what is going to be taught and how it will be evaluated.

References

References are the action of mentioning or alluding to something in the form of information or images (Ozford Languages, 2020). In the LGs, these references are the learning material resources (learners and teachers), this also refers to the source of images, and lessons being used in the LGs. Reference could also be term as the citation of sources of the information.

P1 and P8 also made mention on the references concern as they stated,

P1: *"The lesson guide you made is good but cite some reference below every picture to where you got those pictures."*
(The lesson guides you created are excellent, but please include a reference to where you obtained each image underneath each one.)

P8: *"In writing the references, use APA."*
(In writing the references, use APA.)

The researcher double-checked all of the data with citations and other pertinent information provided by the authors. The researcher checked the teacher's and learners' guides for competencies and other materials based on the comments.

According to Oxford Languages (2020), references covered the resources made mention in the lesson guide. Reference is also a relationship between objects in which one object designates, or acts as a means by which to connect to or link to, another object. The first object in this relation is said to refer to the second object. It is called a name for the second object. The second object, the one to which the first object refers, is called the referent of the first object. A name is usually a phrase or expression, or some other symbolic representation. Its referent may be

anything – a material object, a person, an event, an activity, or an abstract concept (Treanor, 2006).

The validation result suggests that teachers should take advantage of opportunities to cultivate student interest in words, their subtle meanings, how to have fun with words, and how words and concepts are linked across contexts. Students benefit from hearing language that integrates the vocabulary and syntax (sentence structures) of high-quality written English, as stated in the Texas Reading Initiative (2002) literature. Many students may be unfamiliar with the vocabulary and grammatical structures used in literate written English, and reading good literature aloud introduces students to a variety of written English genres.

Juel and Deffes (2004) accepted that vocabulary instruction for words should be analytical and substantial. Teachers must include succinct explanations and examples of the meanings of these terms in a variety of ways, as well as opportunities for students to discuss, evaluate, and apply the terms. In a dictionary, merely looking up a description is not enough. Make students rewrite meanings in their terms, provide examples of contexts where the term might be used, provide synonyms (and, if possible, antonyms), and construct phrases using the word that displays the context.

These useful comments aid the researcher in developing effective remedial lesson guides, as seen in the appendices. Both the positive and negative comments contribute to the success of the RLGs to make teaching and learning more effective and for the student as the end user of the lesson guides.

VII.   Conclusion and Recommendation

The current Project GRACE shows lesson guides are average in improving the vocabulary of grade 7 students in the school where the study was conducted. As a result, information and content accuracy, transparency, and appropriateness should be considered in the study based on their general weighted mean in all lesson guides covered in the study that average on any part of the criteria that were used to create the lesson guides.

The result on the comments of the validators also signifies that the lesson guides must be specific, attainable, appropriate and competency-based. The LGs must develop higher-order-thinking skills of the learner in vocabulary which needs to be emphasized in the remedial lesson guides. It is believed to empower remedial students with the motivation and vocabulary competency needed to enrich their learning experience. The lesson guides do not aim to replace existing student-centered methods but to supplement the learning process of learners who lag behind on vocabulary.

The study also found that lesson guides need to provide a wider sense of teaching that is developmental in scope, organization, and sequence to help learners enhance their motivational stages in learning vocabulary. In the analysis, however, ideal and effective lesson guides have ideas or concepts that are substantial, simple, and must be understood by the target grade level of the learners.

It is also notable that in the findings that well-designed remedial lesson guides will make the lesson more interactive with learners participating and not passive recipients in every class discussion and

activities while experiencing a sense of fulfillment. With appropriate directions in every activity, it will help enhance conceptual understanding about the least mastered topics in grade 7 English class.

Recommendations

The following recommendations were made, based on the study findings and conclusions:

1. The implementation of the remedial lesson guides may be needed for the incoming face-to-face instruction upon declaration of PRRD.

2. The lesson guides may be recommended to use for grade 7 learners with low performance on vocabulary.

3. A similar study may be used to develop the remedial lesson guides, and interventions on this to cope up with the low-achieving lessons in terms of vocabulary concerns.

4. English teachers may also strive to design lesson guides for students in Grades 8 to Grade 10 to improve vocabulary.

5. The School Administrators and the Department of Education officials may encourage the English Teachers to pave its way to focus on this concern on the students in the K to 12 curriculum, by conducting in-service training. Training involves the development of the remedial lesson guide that will help improve the learner's vocabulary.

VIII. REFERENCES

Brofar, Fiona Alyssa (2019). Week 0: ADDIE Model. Teach and Treasure Learning. www. Wordpress.com.

Driscoll, M., Carliner, S. (2005) Advanced Web-Based Training: Adapting Real World Strategies in Your Online Learning, Pfeiffer. ISBN 0787969796.

Kurt, S. (2015). "Instructional Design Models and Theories," in Educational Technology. Retrieved from design-models-and-theories/.

Kurt, Serhat. (2018). ADDIE Model: Instructional Design. in Educational Technology. https://educationaltechnology.net/the-addie-model-instructional-design/.

Quigley, Eoghan (2019). ADDIE: 5 Steps to Effective Training. https://www.learnupon.com/blog/.

The Manila Times (2020). Importance of Innovative Teaching in the New Normal.

Tumapon, Teresita T. (2020). Education in the New Normal. The Manila Times. Release on March 9, 2021.

Prepared and Submitted by:

MARY GRACE O. DEL FIERRO
Innovation Proponent

Reviewed by:

RICHEL B. ONGCOL   **SHIELDON F. HONCULADA**
School Head   Division Research Coordinator

Noted by:

LORENA P. SERRANO
Assistant Schools Division Superintendent

Concurred by:

NIMFA R. LAGO,PhD. CESO VI
Assistant Schools Division Superintendent
OIC,Office of the Schools Division Superintendent