

READY, TEACH, ACTION! IMPROVING LEARNING OF THE LEAST LEARNED MOST ESSENTIAL LEARNING COMPETENCIES IN ENGLISH 2 THROUGH ACTION-BASED APPROACH

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Abstract

English literacy is cited to improve a person's life and the economy. Yet, Filipino learners are challenged in this subject. According to Tomas et al. (2021), the Philippines was one of the countries that elicited a notable low-performance percentage in the Programme for International Student Assessment (PISA). Researchers aimed at improving this situation by offering a new intervention that would enhance teaching and learning English competencies. This paper determined the effectiveness of the Action-Based Approach (ABA) in teaching the least learned most essential learning competencies in English 2. The researchers utilized a quantitative quasiexperimental combination design. Results of the pre-test revealed that learners from both the control and experimental were behind the standard transmuted grade of 75 in the select Least Learned MELCs in English 2. After the implementation of the Action-Based Approach in teaching, data exhibited a total mean difference of 3.56 (p -value = 0.00; α = 0.05) which was statistically different. Action-based teaching was seen as effective since it enhances learning retention and motivation through learners' active participation. A manual/teachers' guide for the implementation of the action-based approach in teaching the select MELCs in English 2 is proposed as an output of this study.

Keywords: MELCs, Intervention, Teaching Innovation, Teaching Strategy, English.

Introduction

The first participation of the Philippines in the 2018 Program for International Student Assessment (PISA) revealed that the country's performance in reading is one of the lowest among the PISA-participating countries and economies. Meanwhile, the World Bank (2022) reported that 9 out of 10 children in the Philippines are not proficient in reading at late primary age. These findings show that there is a learning crisis in the country. In the school where the researchers implemented this study, the data showed that English had received the lowest MPS (82.52%). Also, English had the lowest MPS (83.60%) in the consolidated data from the 15 schools in the district. These data confirmed that English should receive more focus among all subjects since it has the lowest achievement rate. These results also implied that educators should offer more appropriate interventions to help Filipino learners learn reading and comprehension.

To better help Filipino learners improve their reading and comprehension, the DepEd has taken several actions and interventions to address the challenges that hamper English learning. DepEd requires teachers to ascertain if learners have acquired the prerequisite knowledge or skills necessary for understanding. If not, educators should offer suitable interventions to improve low performance. To list a few, the following interventions were carried out to enrich learning competencies. DepEd Order No. 08, Series of 2015 encourages teachers to carry out remediation when learners are already struggling with a topic, as evidenced by low ratings in any learning area supports this.

DepEd's strategy is "Strategic Intervention Materials" to enhance the learners' least-mastered skills in a specific subject area. According to the DepEd Memorandum 117, Series of 2005, SIM is a resource designed by the Department of Education to enhance learners' performance in English. The Department of Education gave instructors training and workshops on creating these intervention tools

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to help elementary and secondary school learners acquire the subject matter successfully.

Another intervention to improve a child's competency is the "Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program," wherein identified learners who need instructional intervention the most participates in remedial classes to address learning gaps. Learners attended remedial classes like this before during the hot, dry season of the country- hence, they were once referred to as summer classes. However, due to the abrupt adjustments brought by the pandemic, the remediation shall now be held at the end of the school year- hence, called End-of-School-Year classes.

In addition to those mentioned above, the following are interventions to enhance English proficiency in the Philippines. One is the "Every Child A Reader Program" (ECARP). ECARP targets to give learners the reading skills they need to become competent, independent readers at their grade level. ECARP enables teachers to become proficient readers; and cultivate a culture of reading in schools, communities, and at all levels of administration, including the DepEd-central office (CO), schools division offices (SDOs), and regional offices (ROs) (DepEd, 2019).

Another intervention the Department executed in the country was the "HAMON: BAWAT BATA BUMABASA (3Bs Initiative)". The said program made every child a proficient and independent reader of English and Filipino. It encloses reading elements: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension. (DepEd Memorandum No. 173 s. 2019) However, given all these interventions, the Department of Education administered a considerable percentage of learners with poor English proficiency skills remain.

Above and over those mentioned interventions is the Technical Assistance Plan on Enhanced Reading Program, which challenges improving learners' reading levels through implementing the Enhanced Reading Program. Moreover, the schools shall conduct a sequence of activities to implement this intervention to improve the learners' reading skills further. Brigada Pagbasa is another DepEd strategy that aims to help improve learners' reading skills and help them become functionally literate with the help of the community and other educational partners. Its target was to foster and emerge the sprouting interest of learners in reading and assist them in acquiring the basics of reading simultaneously.

Furthermore, the following interventions have their main goal: to improve the students' learning

experience. The initial intervention mentioned was the Strategic Intervention Material. SIM is a learning material that helps students to master competency-based skills that they were not able to develop during a regular class. The present study focused on the students' performance before and after implementing SIM-based instruction in Economics. The second intervention is the Conduct of Remedial and Advancement Classes During the Summer for the K to 12 Basic Education Program. This policy aims to standardize the offering of summer classes and provide appropriate directions to all elementary and secondary schools in the public and private sectors. The ECARP aims to develop literacy, numeracy skills, and attitudes in Filipino children, contributing to lifelong learning. With this, the Department's goal is to improve learners' literacy and numeracy skills from Kindergarten to Grade 3 following the K to 12 Basic Education Curriculum by establishing a sustainable and cost-effective professional development system for teachers. Also, since there are still many early-grade learners struggling to meet the learning standards in early language, literacy, and numeracy, the Bawat Bata Bumabasa was launched to make every learner a proficient reader. Schools across the country are tasked to help learners develop their reading skills. The last mentioned intervention was Technical Assistance Plan on Enhanced Reading Program. This intervention includes classroom observation, learning action cell (LAC) sessions, and individual coaching. In those three areas, teachers' weaknesses are being strengthened and improved to address the diverse needs of their learners.

Although the DepEd has mandated many intervention programs to address the lagging performance of learners in learning English, it is still a recurring learning issue. Since the roles of learning and education in people's lives have been significantly impacted by the fundamental changes in the world over the past few decades (Erdem, 2019) [10], there is a need to innovate teaching approaches and strategies that would match the needs of the learners in this generation (Joynes et al., 2019) [15]. Nowadays, learners' attention is more challenging to capture. Hence, there should be a teaching approach that will combat the short-attention span of learners. Research shows that it is important for kids to engage in physical activities. Therefore, the goal is to incorporate movement and physical activity into academic lessons. The practice encourages sound physical and mental health and permits more social interaction in the classroom. All age groups can participate in action-based learning activities, although young children up to age seven benefit most in learning growth. It can also use these learning practices to augment and correct the learning of older pupils and adults (Uibo et al., 2021) [25]. Thus, an action-based approach to teaching English may be explored.

Action-Based Approach or Action-Based Learning is based on brain research that strongly supports the link between movement and learning. Active students make better learners (Reuell, 2019) [22]. Action Based Learning provides educational training focusing on creating an optimal learning environment for all students through movement. ABL strategies are teacher-friendly, time efficient, and, most importantly - make learning interesting for students. Students engaged in Action Based Learning show improved memory retention, increased focus and attention, improved grades, and fewer behavioral issues.

On the other hand, Nguyen (2019) [21] stated that Action-Based learning, also known as kinesthetic or brain-based learning, can help learners succeed and achieve more academically. Through an action-based approach, teachers can improve learners' achievement by utilizing the mind-body connection during learning. Learners are developing more vital neurons in their brains through the movements, which enables them to connect to prior knowledge more quickly and recall memories more quickly. Unlike other research studies, which use an Action-Based approach mainly to gain a learners' attention, this study is unique from others because the researchers translated the content into meaningful actions that learners may find beneficial in retaining the knowledge longer. The Action-Based Approach is a teaching method founded on the premise that learning is influenced by the structure and one of the brain's functions- initiating physical movement.

The main goal of this paper was to determine the effectiveness of the action-based approach in teaching the least learned Most Essential Learning Competency (MELC) in English 2 Quarter 4. The least learned competencies examined in this study are the common sight words, demonstrative pronouns, and frequently used prepositions. In addition, the researchers suggested a manual at the study's conclusion that outlined some suggestions for using an action-based method to teach the covered least learned MELCs. The researchers utilized the Action-Based Approach to encourage student learning, information retrieval, and long-term retention.

After reviewing the literature, the researchers selected the Action-Oriented Approach as an intervention to teach the Least Learned MELCs in English 2 - for it encourages learners to use movement and engage their bodies while learning. Based on the abovementioned issues, learners' engagement is one of the many factors contributing to knowledge acquisition. Accordingly, the Action-Oriented Approach has straightforward instruction and encourages learners' participation. Also, most of the approaches used to teach English stated above

target a broad competency regarding the English language.

The effectiveness of the Action-Oriented Approach in teaching the Least Learned MELCs in English 2 has not yet been studied. Also, there is currently no research that could offer a thorough foundation for an intervention that could increase the learners' proficiency in the Least Learned MELCs in English 2. The fact that this research is a pilot study to examine the efficiency of the Action-Based Approach in instructing the Least Learned MELCs in English 2 makes it even more novel.

Theoretical Framework

John Dewey's theory of Active Learning and Talcott Parson's Action theory were the supporting framework of this study (Debele, 2019) [8]. Active learning is a teaching method where an educator encourages learners to engage in firsthand experiences when it comes to learning. Zireva (2022) [27] believes that when learners associate their previous and future experiences with active learning, acquiring new knowledge, skills, and attitudes becomes more compelling and purposeful. Moreover, this theory focuses more on how learners respond to a situation rather than how it affects them.

Active learning means that to create new knowledge and understanding, learners need to engage in an activity wherein metacognition- or assessing one's ability- plays an essential role in providing relevance to the task and learning (Brame, 2019). What active learning truly brings to a learner is self-reflection in all ways.

According to Lombardi et al. (2021) [19], there are two common pedagogical approaches to active learning: learner-centered and inquiry-based learning. Reif, as cited by Kaput (2018) [16], learner-centered practices consider four elements: a) each learner's learning is personalized; b) learning is competency-based; c) learning can happen anytime and anywhere; the last d) the learner takes complete control of their learning.

On the other hand, inquiry-based learning is another active learning approach. Inquiry-based learning arises from a learner's interest and willingness to seek answers. (Gholam, 2019) [12]

Both approaches, as well as active learning, need the active participation of learners. Ginting (2021) [13] states that the active participation of learners is vital in making learning successful and improving their academic status. Hence, he concluded that the learners must be interested and engaged to achieve successful learning. In addition, Al-shihri (2019) [1] declares that implementing active learning in teaching English is a practical approach.

Another theory this research is anchored to would be the Action-Based Theory. Briscoe & Grush (2017) [5] believe that one must understand the laws of sensorimotor contingency to comprehend the content. The law of sensorimotor contingency is defined as the changes induced by distinct motor movements. This theory shows that one must exhibit physical movement to acquire knowledge. These theories support this study since these theories explain the importance of active learning in developing English proficiency which is a critical variable in this study. This study predominantly focused on developing the proficiency of grade 2 pupils in the Least Learned Most Essential Learning Competencies in the 4th quarter of their English

class while utilizing the active learning or Action-Based Approach.

Conceptual Framework

The figure below illustrated the paradigm of the study. The Action-Based Approach was the independent variable, while the learners' proficiency in the Least Learned Most Essential Learning Competencies was the dependent variable. The arrow in the middle proposes the effects of the Action-Based Approach on the learners' proficiency in the Least Learned Most Essential Learning Competencies.

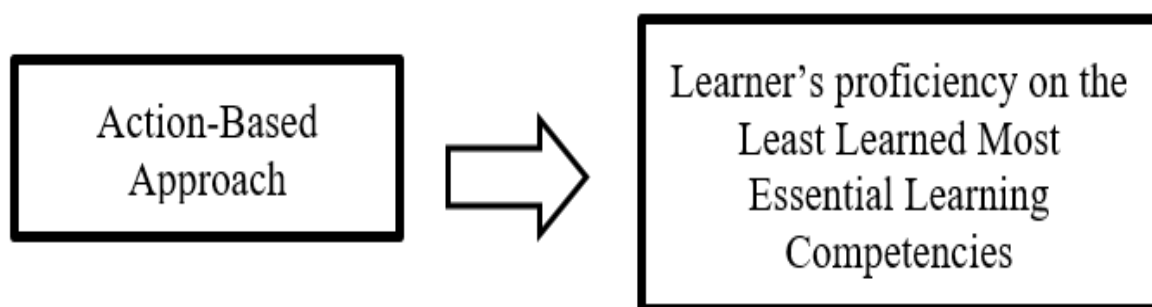


Figure 1: Schematic Diagram of The Study

Statement of the Problem

This research will determine the Effectiveness of the Action-Based Approach in Teaching the Least Learned Most Essential Learning competencies in English 2 in the blended learning modality, the School Year 2021-2022.

Specifically, it sought to answer the following questions:

1. How may the scores of the control and experimental group on Least Learned Most Essential Learning Competencies in Quarter 4 of English 2 in their pre-test be described?

- 1.1 common sight words
- 1.2 demonstrative pronouns
- 1.3 frequently used prepositions

2. How may the scores of the control and experimental group on Least Learned Most Essential Learning Competencies in Quarter 4 of English 2 in their post-test be described?

- 1.1 common sight words
- 1.2 demonstrative pronouns
- 3.3 frequently used prepositions

3. Are the pre-test scores of the control group higher than the target of 68%?

4. Are the pre-test scores of the experimental group higher than the target of 68%?

5. Are the post-test scores of the control group higher than the target of 68%?

6. Are the post-test scores of the experimental group higher than the target of 68%?

7. Is there a significant difference between the post-test scores of the control and experimental group on the Least Learned Most Essential Learning Competencies in Quarter 4 of English 2?

8. Based on the findings, what intervention may be proposed to enhance the learners' achievement of the Least Learned Most Essential Learning Competencies in Quarter 4 of English 2?

Scope and Delimitation

The study started during the implementation of the summer and enhancement learning program for the School Year 2021-2022 amid the Covid-19 Pandemic. The respondents were Grade 2 learners with a final grade of 75 to 79. Moreover, the researchers utilized a transmutation table for the assessment of students' performance. They are the learners who need an enhancement class. The researchers implemented the Action-Based Approach in enhancing the learner's proficiency in

the Least Learned Most Essential Learning Competencies of English 2 (Quarter 4). In the Action-Based Approach, learners are encouraged to be the "social agents" or the doers of a situation rather than observers. In the Action-Based Approach, learners utilize physical movements as a link to content acquisition.

Topics were limited to common sight words, demonstrative pronouns, and frequently used prepositions. The researchers selected these three topics based on an achievement test and item analysis that revealed the Least Learned MELCs of English 2.

Words used in teaching the common sight words are the following: baby, bird, chain, crab, draw, fish, flag, food, friend, house, one, plant, read, ring, shoe, sing, sleep, wash, watch, and write. The words used for the demonstrative pronouns are this, that, these, and those. Finally, the frequently used prepositions utilized in the intervention were in, on, over, above, under, below, in front, behind, beside, between, and inside.

Other grade levels' contributions, as well as those from Grade 2 learners who do not need enhancement programs and have an average grade of 80 or higher, were not considered. Competencies aside from the researchers' chosen topics from the 4th quarter of the Least Learned Most Essential Learning Competencies of English 2, as well as other subjects, were not covered. Words apart from those stated above are beyond the scope of this study.

Methodology

● Research Design

The researchers chose the quantitative quasi-experimental combination design as the suitable research method for this study since it is often used to test the causal relationship between dependent and independent variables and requires subjects that are not randomly assigned (Rogers and Révész, 2019) [23]. A quasi-experimental design includes intervention and manipulation of the independent variable. Quasi-experimental research methods involve nonexperimental variation in the primary independent variable of interest, essentially replicating experimental conditions in which some individuals are randomly exposed to treatment while others are not (Gopalan et al., 2020) [14].

The key motivation for this design is to determine whether the Action-Based approach-the independent variable- is effective in improving learners' knowledge acquisition of the Least Learned MELCs in English 2- the dependent variable. It used the learners' raw test scores from the pre-test and post-test to collect the data for this study. With the primary objective of analyzing and mathematically associating the variables through statistical analysis,

the researchers used quantitative methods to observe the relationship between the variables. The study tested the effectiveness of an Action-Based approach in teaching the Least Learned MELCs of English 2 through the control and experimental groups. The disadvantage of this method is that it does not use random assignment.

● Participants/Respondents of the Study

This study used purposive sampling in selecting respondents. Purposive sampling is also known as purposeful sampling or judgmental sampling. It is employed when the population is small and the researcher understands that the target population meets their needs; in this instance, judgmental sampling is the ideal sample. It is also employed when it is necessary to filter the samples chosen by other methods; this sampling approach is the best because it depends on the researcher's expertise and experience (Bhardwaj, 2019) [4].

The following criteria were used to establish in selecting the respondents: (1) respondents should come from grade 2 pupils only, (2) learners who attend English summer and enhancement classes, and (3) learners with an average of 79 and below for the School Year 2021-2022.

The respondents were divided into experimental and control groups. Members of the control group were from one school in the same district, with at least 25 learners attending the enhancement and summer classes. The teachers of these Grade 2 learners have a performance rating of Outstanding. On the other hand, the experimental group came from one school in the same district. Likewise, teachers who taught the experimental group were those with Outstanding performance ratings

After grouping the respondents, the experimental group was taught the Least Learned MELCs using an Action-Based approach, whereas the control group was not. The control group was taught using their teachers' existing practices and strategies.

● Instrument/s of the Study

The primary goal of this study is to evaluate how well the Action-Based approach promotes the acquisition of grade 2 pupils in the Least Learned MELCs in the fourth quarter of their English subject. A detailed pre-test and post-test were utilized to measure learners' understanding of this study's selected competencies-done before and after the intervention. Both assessments contain 30 questions on common sight words, demonstrative pronouns, and frequently used prepositions using various assessments like identifying the picture, word hunt, matching type, and multiple-choice. Also, for each competency, there are six 5-item quizzes and one 10-item quiz- which was implemented during the duration of the study. Considering the learners' age,

the researchers utilized Century Gothic 12 as the typography of the pre-test and post-test: as standards set by the Bureau of Learning Resources, the ADM standards and Guidelines of the Bureau of Learning Delivery, and the placement of cover elements mentioned in page 67 of the DepEd Order No.31, s.2019: The Department of Education Service Marks and Visual Identity Manual (DSMVIM).

The contents of the pre-test and post-test were based on the fourth quarter modules of English 2 from weeks 2 through 4, as those were the target competencies for this study. The respondents answered a post-test with parallel questions-questions that are not similar- from their pre-test to avoid various effects that may jeopardize the effectiveness of the intervention.

Since content validity is critical in ensuring an assessment's overall validity, the researchers utilized the Content Validity Index to lessen the threats that may affect the study's internal validity. Content Validity is a form of assessment that determines whether the measuring instrument measures what it is supposed to measure (Sürücü and Maslakçı, 2020 [24]). Moreover, content validity shows whether the items of the pre-test and post-tests utilized in this study measure the effectiveness of the Action-Based Approach in teaching the Least Learned MELCs in English 2.

These research-created tests were validated numerous times. A legitimate test is generally dependable if the study accurately reflects genuine physical or social reality features, qualities, and variances (Middleton, 2019 [20]). As a result, this study established the test's validity by addressing the challenges to validity. The history, maturation, instrumentation, and testing challenges to single-group research. The pre-test and post-test schedules were not disclosed to minimize threats to internal validity. The items on the pre-test and post-test were similar but not identical.

Experts in the field also validated the pre-test and post-test. These experts included a Master Teacher teaching English, a research coordinator, an Early Childhood specialist, and a language expert. The experts checked each item's content validity using the content validity index for relevancy and clarity (I-CVIs). I-CVI is simple to use. Content specialists were asked to score each instrument item on a 4-point scale for relevancy and intelligibility. The number of experts who score each instrument item as relevant or clear (3 or 4 scales) would be divided by the number of experts who rated each instrument item. Only items with an I-CVI of more than 79 percent were considered suitable. Things with CVIs between 70 and 79 were amended, while items with CVIs less than 70 were removed. The content validity index for relevancy and clarity (I-CVIs) was

1 for the pre-test and post-test. Hence, both tests were considered valid instruments.

Internal consistency reliability testing was also performed using the Split half reliability coefficient. Kopp et al. (2021) [17] stated that a test with an alpha of at least .90 is excellent; between .80 and .89 is good, and between .70 and .79 is acceptable. Meanwhile, a coefficient lower than .70 means the instrument is questionable, poor, or unacceptable. The split-half reliability coefficient of the pre-test (.83) and post-test (.86) show that both instruments have good reliability scores.

• Data Collection and Analysis

In the implementation of this study, a request letter addressed to the Schools Division Superintendent and Public Schools District Supervisor of Apalit in the Division of Pampanga to be recommended by the school head was prepared to ask permission to conduct the study. Upon approval, the researcher convened the Grade 2 teachers to identify learners who qualify for the criteria to be the respondents of the study. The researchers prepared a list of these qualified respondents. The total number of respondents participated in the Action-Based Learning Approach using purposive sampling techniques. Then, the researcher obtained informed consent from the respondents' parents, and the researchers asked for informed permission from the respondents who are Grade 2 learners. The researchers informed parents and learners that they would participate in the study.

A total of 50 respondents participated in completing this study. The control and experimental group participants come from 2 schools in the District of Apalit, Pampanga. Each group consists of 25 learners. The researchers asked for their adviser's help in training the experimental group teachers about implementing the Action-Based approach since they would be using this strategy in teaching the said competencies. On the other hand, the teachers in the control group utilized their usual strategies in teaching the same competencies.

Competencies were limited to common sight words, demonstrative pronouns, and frequently used prepositions. The researchers selected these three topics since these were the MELCs that were identified lowest in the item analysis of the English 3 achievement test.

Moreover, due to the restrictions brought by the pandemic, the researchers asked their research adviser for help implementing the intervention to have a safe and conducive learning environment. The Action-Based intervention was implemented with the teachers of Sulipan Elementary School. To ensure the proper implementation of the intervention, the teachers who implemented the

intervention were trained accordingly. At the same time, the pre-test and post-test were conducted by other Grade 2 teachers who were also well-trained to ensure that all followed one procedure to limit other threats to validity.

Before implementing the intervention, the teachers administered a pre-test to determine the respondents' knowledge about the Least Learned MELCs in English 2. The researchers used formative and summative assessments to assess the target competencies. The formative and summative assessments were the same for all the respondents. The respondents were informed that they would participate in an Action-Based learning approach. The respondents were scored based on the number of correct answers.

After three weeks of implementing the Action-Based Approach in teaching the Least Learned MELCs in English 2 for the selected topics, a post-test was conducted.

The statistical techniques that were employed through the use of Statistical Package for Social Sciences (SPSS) to analyze and interpret data to determine the effectiveness of the Action-Based Approach in teaching the Least Learned MELCs in English 2 are the following:

Weighted Mean. When a group of numerical values are added and divided by the total number of terms, the average of those values is what is meant. The mean was used to assess the respondents' level of the Least Learned Competencies in Quarter 4 English 2. **Standard deviation.** It measures how widely distributed a dataset is with its mean. This statistics was used to determine the range of respondents' levels on the least learned competencies in Quarter 4 English 2.

One-sample T-test. This is a statistical test used to determine whether the mean of a population is statistically different from the hypothesized value.

This is a parametric test. This is used to test whether the means of the control and experimental groups in the pre-test and post-test are significantly different from the postulated value of 76% (23) of 30. This tested the following hypotheses: a) the pre-test scores of the control group are equal to the target of 76%. Hence, the pre-test scores of the control group are equal to the transmuted grade of 85; b) the pre-test scores of the experimental group are equal to the target of 76%. Hence, the pre-test scores of the experimental group are equal to the transmuted grade of 85. c) the post-test scores of the control group are equal to the target of 76%. Hence, the post-test scores of the control group are equal to the transmuted grade of 85. d) the post-test scores of the experimental group are equal to the target of 76%. Hence, the post-test scores of the control group are equal to the transmuted grade of 85.

T-test for Independent Samples. This was utilized to determine whether there is statistical evidence that the means of two independent groups are significantly different. This is also a parametric test. To use this, the data of the dependent variable should be continuous, approximately normally distributed, and variances are homogeneous. This would be used in this study to test the hypothesis that there is no significant difference between the post-test scores of the control and experimental group even after the implementation of the action-based approach intervention in teaching the least learned competencies in Quarter 4 English 2.

Shapiro-Wilk Test. This was done to determine whether the data are normal, which is necessary before employing parametric testing like the one-sample t-test and the independent sample t-test. The result of the Shapiro-Wilk test showed p-value of 0.08, not significant at 0.05 alpha. Hence, the sample are normally distributed.

Results and Discussions

Table 1: Pre-test Scores of the Control and Experimental Group

Topic	Control				Experimental			
	Mean	Standard Deviation	Transmuted Grade	Description	Mean	Standard Deviation	Transmuted Grade	Description
Common Sight Words	3.36	0.81	68	Did not meet expectations	3.20	0.76	68	Did not meet expectations
Demonstrative Pronouns	3.16	0.75	67	Did not meet expectations	2.96	0.45	67	Did not meet expectations
Frequently used Prepositions	3.52	0.65	68	Did not meet expectations	3.24	0.52	68	Did not meet expectations

Total	10.04	1.31	68	Did meet expectations	not	9.40	1.08	67	Did meet expectations	not
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Table 1 displays the pre-test scores of the control group. The control group's data in the table shows that the sub-competency, *common sight words*, has a mean of 3.36 and a standard deviation of 0.81. The mean of the first sub-competency is transmuted as 68 and is described as **did not meet expectations**. Comparably, the second sub-competency *demonstrative pronouns* reported a mean of 3.16 and a standard deviation of 0.75. The mean of the second sub-competency is transmuted as 6 and is described as **did not meet expectations**. The final sub-competency that the researchers tested was the *frequently-used prepositions*. The final sub-competency obtained a mean of 3.52 and a standard deviation of 0.75. The mean of the third sub-competency is transmuted as 68 and is described as **did not meet expectations**.

The experimental group's data for the pre-test is also shown in the table above. The experimental group obtained a mean of 3.20 and a standard deviation of 0.76 for the first sub-competency- *common sight words*. The mean of the first sub-competency is transmuted as 68 and is described as **did not meet expectations**. A mean of 2.96 and a standard deviation of 0.45 was noted for the second sub-competency. Its mean is transmuted as 67 and is described as **did not meet expectations**. For the final competency- *frequently-used prepositions*, the experimental group acquired a mean of 3.24 and a standard deviation of 0.52. The mean of the third sub-competency is transmuted as 68 and is described as **did not meet expectations**.

Generally, the control group garnered a sum of 10.04 for its mean and a total of 1.31 for its standard deviation. The mean of the total of all the sub-competencies in the control group is transmuted as 68 and is described as **did not meet expectations**. Meanwhile, the experimental group got a mean total of 9.40 and a total standard deviation of 1.08. The mean of the total of all the sub-competencies in the experimental group is transmuted as 67 and is described as **did not meet expectations**.

Overall, the means of the control group's three sub-competencies indicate that learners were unable to attain the competencies since their transmuted grades were less than 75. It can also be observed in the table that the highest sub-competency is the third sub-competency, *frequently-used prepositions*, and the lowest sub-competency is the second sub-

competency, *demonstrative pronouns*. Moreover, their transmuted grades for the three sub-competencies failed to meet the presumed average of 85. The standard deviation of the control group ranges from 0 to 1. This suggests that the groups' scores are not dispersed. As a result, the group's performance is consistent.

Furthermore, the means of the experimental group's three sub-competencies indicate that learners could not achieve the competencies since their transmuted grades were lower than 75. It can also be observed in the table that the highest sub-competency is the third sub-competency, *frequently-used prepositions*, and the lowest sub-competency is the second sub-competency, *demonstrative pronouns*. Moreover, their transmuted grades for the three sub-competencies failed to meet the postulated average of 85. The standard deviation of the experimental group ranges from 0 to 1. This implies that the groups' scores are not dispersed. As a result, the group's performance is consistent.

Based on the data presented, it may be interpreted that the learners from the control group fall behind the standards in the sub-competencies such as common sight words, demonstrative pronouns, and frequently-used prepositions.

Numerous elements cause poor performance among learners in the English language. According to Anwari (2019) [3], some reasons why learners' performance in the English language was poor were because of lack of qualified English teachers, a lack of Standard English curriculum materials in schools, and a lack of effective learning methodologies or approaches. Anwari further stated that a lack of support for using English at home and in the community has an impact on the learners' performance.

Furthermore, another factor affecting the level of proficiency in the English language among students is language anxiety. Language anxiety can be defined as the feeling of anxiety toward second language acquisition according to Dukhayel (2022) [9]. In a study conducted by Matsuda & Gobel as cited by Valizadeh (2022) [26], a little anxiety can be motivating and gives benefit the students, however, if it passes a certain limit, it would affect students' focus on language learning which results in poorer performance.

Table 2: Post-test Scores of the Control and the Experimental Group

Topic	Control				Experimental			
	Mean	Standard Deviation	Transmuted Grade	Description	Mean	Standard Deviation	Transmuted Grade	Description
Common Sight Words	6.56	0.77	78	Fairly Satisfactory	7.80	1.08	85	Very Satisfactory
Demonstrative Pronouns	6.72	0.84	79	Fairly Satisfactory	7.80	0.91	85	Very Satisfactory
Frequently-used Prepositions	7.04	1.06	81	Satisfactory	8.28	0.84	88	Very Satisfactory
Total	20.32	1.80	79	Fairly Satisfactory	23.88	1.69	87	Very Satisfactory

Table 2 exhibits the post-test scores of the control group. The control group's data in the table shows that the sub-competency, *common sight words*, has a mean of 6.56 and a standard deviation of 0.77. The mean of the first sub-competency is transmuted as 78 and is described as **fairly satisfactory**. Comparably, the second sub-competency *demonstrative pronouns* reported a mean of 6.72 and a standard deviation of 0.84. The mean of the second sub-competency is transmuted as 79 and is described as **fairly satisfactory**. The final sub-competency that the researchers tested was the *frequently-used prepositions*. The final sub-competency obtained a mean of 7.04 and a standard deviation of 1.06. The mean of the final sub-competency is transmuted as 81 and is described as **fairly satisfactory**.

The experimental group's data for the post-test is also shown in the table above. The experimental group obtained a mean of 7.80 and a standard deviation of 1.08 for the first sub-competency-*common sight words*. The mean of the first sub-competency is transmuted as 85 and is described as **very satisfactory**. A mean of 7.80 and a standard deviation of 0.91, were noted to be the experimental group's data for the second competency-*demonstrative pronouns*. The mean of the second sub-competency is transmuted as 85 and is described as **very satisfactory**. For the final competency-*frequently-used prepositions*, the experimental group acquired a mean of 8.28 and a standard deviation of 0.84. The mean of the second sub-competency is transmuted as 88 and is described as **very satisfactory**.

Collectively, the control group accumulated a mean total of 20.32 and a standard deviation of 1.80. The mean of the total of all the sub-competencies in the control group is transmuted as 79 and is described as **fairly satisfactory**. On the other hand, the experimental group accrued a sum of 23.88 for its mean and a total standard deviation of 1.69. The

mean of the total of all the sub-competencies in the experimental group is transmuted as 87 and is described as **very satisfactory**.

The means of the three sub-competencies of the control group indicate that the learners were able to achieve the competencies since their transmuted grades are higher than 75. The table above also shows that the highest sub-competency is the third sub-competency, *frequently-used prepositions*, and the lowest sub-competency is the second sub-competency, *common sight words*. Nevertheless, the control group failed to achieve the expected average grade of 85 despite escalating their total mean to 20.32 which is transmuted to 79. The standard deviation of the control group ranges from 0 to 1. Therefore, the scores of the group are not scattered and the performance of the group is homogenous.

Moreover, the means of the three sub-competencies of the experimental group indicate that the learners were able to achieve the competencies since their transmuted grades are higher than 75. The table above also indicates that the highest sub-competency is the third sub-competency-*frequently-used prepositions* and that *common sight words* and *demonstrative pronouns* as the lowest sub-competency. The experimental group achieved and surpassed the postulated value of 85, their total mean being 87. The standard deviation of the control group ranges from 0 to 1. Therefore, the scores of the group are not scattered and the performance of the group is still homogenous.

Per the study of Gayo et. al. as referenced by Cadime et. al. (2022) [6], post-intervention results reveal significant variations in the test scores of the intervention group, which had previously been equivalent to the comparison group. This demonstrates that an intervention results in improvements.

Table 3: Pre-test Scores of the Control Group Compared to the Postulated Value

One-Sample Test		Test Value = 23 (Total scores) Test Value = 7.6 (each area)					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Common Sight Words		-26.162	24	.000	-4.24000	-4.5745	-3.9055
Demonstrative Pronouns		-29.755	24	.000	-4.44000	-4.7480	-4.1320
Frequently Used Prepositions		-31.231	24	.000	-4.08000	-4.3496	-3.8104
Total		-49.602	24	.000	-12.96000	-13.4993	-12.4207

Table 3 illustrates the one-sample t-test results of the pre-test scores of the control group. The table exhibits that *common sight words* have a mean difference of -4.24 compared to the postulated value of 7.6. Similarly, *demonstrative pronouns* obtained a mean difference of -4.44 and *frequently-used prepositions* acquired a mean difference of -4.08, compared to the postulated value of 7.6. Overall, the mean of the total scores reported a mean difference of -12.96.

Every sub-competency, including the mean of the total scores, has a negative mean difference. This indicates that the means are less than the postulated value of 7.6. It can also be observed in the table that the competencies' means are not too far off. As a result, learners' performance in each sub-competency is nearly identical.

It can be viewed in the table that the control group's associated probability (p-value) of the sub-competencies- *common sight words*, *demonstrative pronouns*, and *frequently-used prepositions* is 0.00

at a 0.05 significance level. Since the associated probability (p-value) of the computed value for each sub-competency is less than the alpha (0.05), the researchers reject the null hypothesis in favor of the research hypothesis.

This means that the pre-test scores of the control group in each sub-competencies are significantly not equal to the target of 76% (7.6 out of 10). This denotes that the total mean difference of -12.96 is significant since this implies that the mean of the pre-test scores of the control group is significantly lower than the target of 76% (23 out of 30). In a recent study, Samlesh Chand (2021) claimed that the continual trend of poor achievement in academics is a function of cross-factors related to students, teachers, and schools. It is evident from several studies that student, teacher, and curriculum factors seem to have a significant effect on academic achievements. Furthermore, the possible reasons why the learners' scores did not meet the desired percentage are the teaching methods and/or learning strategy of the students.

Table 4: Pre-test Scores of the Experimental Group Compared to the Postulated Value

One-Sample Test		Test Value = 23 (Total scores) Test Value = 7.6 (each area)					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Common Sight Words		-28.805	24	.000	-4.40000	-4.7153	-4.0847
Demonstrative Pronouns		-51.033	24	.000	-4.64000	-4.8277	-4.4523
Frequently used Prepositions		-41.698	24	.000	-4.36000	-4.5758	-4.1442
Total		-62.956	24	.000	-13.60000	-14.0459	-13.1541

Table 4 exemplifies the one-sample t-test results of the pre-test scores of the experimental group. The table shows that *common sight words* have a mean difference of -4.44 compared to the postulated value of 7.6. Similarly, *demonstrative pronouns* obtained a mean difference of -4.64 and *frequently-used*

prepositions acquired a mean difference of -4.36, compared to the postulated value of 7.6. Overall, the mean of the total scores reported a mean difference of -13.6.

Each sub-competency, including the mean of the total scores, has a negative mean difference. This conveys that the means of the experimental group's pre-test are less than the postulated value of 7.6. It can also be observed in the table that the competencies' means are not too far from each other. For that reason, learners' performance in each sub-competency is nearly the same.

It can be seen in the table that the experimental group's associated probability (p-value) of the sub-competencies- *common sight words*, *demonstrative pronouns*, and *frequently-used prepositions* is 0.00 at a 0.05 significance level. Since the associated probability (p-value) of the computed value for each sub-competency is less than the alpha (0.05), the researchers reject the null hypothesis in favor of the research hypothesis.

This means that the pre-test scores of the experimental group in each sub-competency are significantly unequal to the target of 76% (7.6 out of 10). This signifies that the total mean difference of -

13.06 is significant since this expresses that like the control group, the mean of the pre-test scores of the experimental group is significantly lower than the target of 76% (23 out of 30).

The study of Anwar (2017) found that the schools had inadequate teaching materials and capacity to warrant effective teaching, and teacher competence was very important and its absence affected the performance of students in the English language. The study concludes that the causes of poor performance of students in English language Examination include the level of income of the parent, parent level of education, socio-economic status, and parents' working experience.

Other related factors could be lack of instructional materials in the school, class size, insufficient library materials, lack of language laboratory, and inadequate preparation of the teachers as well as a poor method of teaching.

Table 5: Post-test Scores of the Control Group Compared to the Postulated Value

One-Sample Test		Test Value = 23		Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
		t	df			Lower	Upper
Common Sight Words		-6.770	24	.000	-1.04000	-1.3571	-.7229
Demonstrative Pronouns		-5.222	24	.000	-.88000	-1.2278	-.5322
Frequently Used Prepositions		-2.642	24	.014	-.56000	-.9975	-.1225
Total		-7.460	24	.000	-2.68000	-3.4215	-1.9385

Table 5 shows the one-sample t-test results of the post-test scores of the control group. The table infers that *common sight words* acquired a mean difference of -1.04 compared to the postulated value of 7.6. On the other hand, *demonstrative pronouns* have a mean difference of -.88 and *frequently-used prepositions* have a mean difference of -.56. Overall, the total scores reported a mean difference of -2.68. All the sub-competencies, even the mean of the total scores, have a negative mean difference. This reveals that the means of each sub-competency are lower than the postulated value of 76% (7.6 out of 10). However, the mean difference of the sub-competencies of the control group exhibited a slight improvement compared to the results of their pre-test. The table also indicates that the means of the competencies are not too far from each other. Hence, the performance of learners in each sub-competency is almost identical.

It can be seen in the table that the control group's associated probability (p-value) of the sub-

competencies- *common sight words*, *demonstrative pronouns*, and *frequently-used prepositions* ranges from 0.00 to 0.01 at a 0.05 significance level. Since the associated probability (p-value) of the computed value for each sub-competency is less than the alpha (0.05), the researchers decline the null hypothesis in favor of the research hypothesis. This means that the post-test scores of the control group in each sub-competencies are significantly unequal to the target of 76% (7.6 out of 10). This expresses that the total mean difference of -2.68 is significant since this indicates that the mean of the post-test scores of the control group is significantly lower than the target of 76% (23 out of 30).

In connection with the study of Kuehn (2022) [18], scores are expected to be higher on the post-test because the students have already studied the tested material. Unfortunately, if the results show that the scores are still the same or even lower than the pre-test, this could indicate that the student did not review or study before the test.

Table 6: Post-test Scores of the Experimental Group Compared to the Postulated Value

One-Sample Test		Test Value = 23 (Total scores) Test Value = 7.6 (each area)					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Common Sight Words		.926	24	.364	.20000	-.2459	.6459
Demonstrative Pronouns		1.095	24	.284	.20000	-1.768	.5768
Common Prepositions		4.035	24	.000	.68000	.3322	1.0278
Total		2.602	24	.016	.88000	.8800	1.5781

Table 6 evinces the one-sample t-test results of the post-test scores of the experimental group. The table shows that *common sight words* have a mean difference of 0.20 compared to the postulated value of 7.6. Similarly, *demonstrative pronouns* obtained a mean difference of 0.20 and *frequently-used prepositions* acquired a mean difference of 0.68, compared to the postulated value of 7.6. Overall, the total scores reported a mean difference of 0.88.

Each sub-competency has a positive mean difference, including the mean of the overall scores. The means, however, are less than the postulated value. Additionally, it can also be noted that the means of the competencies are somewhat close. Hence, learners' performance in each sub-competency is nearly identical.

It can be seen in the table that the experimental group's associated probability (p-value) of the sub-competencies such as common sight words (0.364) and demonstrative pronouns (0.284) are higher than the alpha of 0.05. Hence, the researchers failed to reject the null hypothesis. Meaning, that the scores of the experimental group on these sub-competencies are not significantly different from the estimated value. Although the means show a positive difference from the estimated value, the p-values indicate that it is not significant. Meanwhile,

the sub-competency "*frequently-used prepositions*" has a p-value of 0.00 at a 0.05 significance level. Since the associated probability (p-value) of this sub-competency is less than the alpha (0.05), the researchers reject the null hypothesis in favor of the research hypothesis. This means that the scores of the experimental group in this sub-competency are significantly higher than the target value of 76%.

In general, the total scores of the post-test revealed a p-value of 0.016 significant at 0.05 alpha. This means that the overall post-test scores of the experimental group are significantly not equal to the target of 76% (23 out of 30). This signifies that the total mean of the post-test (0.88) score is significantly higher than the target score. This means that the experimental group's scores on the post-test covering the three sub-competencies after the implementation of the action-based approach in teaching is unlikely to be due to chance.

With reference to Dimitrov and Rumrill, Chang et. al (2022) mentioned that when the pre-test and post-test scores don't have the same variation and dependability, the reliability of gain scores is high in many practical situations. This means that, in most cases, a group's post-test score is reliable especially when an intervention was implemented.

Table 7: Compared Post-test Scores of the Control Group and Experimental Group

Independent Samples Test		Levene's Test for Equality of Variances t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Common Sight Words	Equal variances assumed	5.166	.028	4.678	48	.000	1.24000	.26508	1.77298	.70702
	Equal variances not assumed			4.678	43.331	.000	1.24000	.26508	1.77446	.70554

Demonstrative Pronouns	not assumed Equal variances	1.52 7	.223	4.347	48	.000	1.08000	.24846	1.5795 7	.58043
	assumed Equal variances			4.347	47.69 5	.000	1.08000	.24846	1.5796 5	.58035
Frequently- used Prepositions	not assumed Equal variances	7.82 2	.007	4.579	48	.000	1.24000	.27080	1.7844 8	.69552
	assumed Equal variances			4.579	45.67 8	.000	1.24000	.27080	1.7852 0	.69480
Total	not assumed Equal variances	.205	.653	7.215	48	.000	3.56000	.49342	4.5520 9	2.5679 1
	assumed Equal variances			7.215	47.82 6	.000	3.56000	.49342	4.5521 9	2.5678 1
	not assumed									

Table 7 illustrates the post-test scores of the control and experimental group. It can be seen in the table that the scores of the control and experimental groups on the sub-competency "common sight words" elicited a mean difference of 1.24. As for demonstrative pronouns, a mean difference of 1.08 was reported. Lastly, the mean difference of frequently used prepositions was 1.24. Overall, the total mean difference is 3.56.

It can be gleaned from the table that the control group's associated probabilities (p-value) of the sub-competencies- common sight words, demonstrative pronouns, and frequently-used prepositions registered at 0.00 at a 0.05 significance level. Since the associated probability (p-value) of each sub-competency is lower than the alpha (0.05), the researchers reject the null hypothesis in favor of the research hypothesis. This means that the post-test scores of the control and experimental group in each sub-competency are significantly different. This means that learners from the experimental group yield higher scores than learners from the control group. Moreover, the significant difference in scores between the post-test scores of the control and experimental groups may not be due to chance only.

Moreover, Alaye (2019) [2] expressed that knowledge emerges from the interaction between speakers and listeners and that students may gain confidence in using the English language due to the increased responsibility to participate. Students become responsible for their own learning. Therefore, as seen in the results of the experimental group's post-test, the implementation of the Action-Based Approach is deemed effective in improving the "frequently-used prepositions" and the overall

competencies. However, ABA is not as effective when executed for "common sight words" and "demonstrative pronouns".

Based on the findings of this research, a manual for the Implementation of an Action-Based Approach in Teaching Select Least Learned Competencies in English 2 may be proposed to enhance learners' knowledge acquisition.

This manual seeks to improve learners' literacy of the Least Learned Most Essential Learning Competencies (MELCs) through an Action-Based Approach (ABA). ABA is an approach where physical movement is encouraged to enhance learners' content acquisition. ABA encourages the learners to use motion and engage their bodies while learning.

The manual provides a collection of content translated into meaningful and easy-to-remember actions for common sight words, demonstrative pronouns, and frequently used prepositions. This manual aims to help learners understand the Least Learned MELCs in English 2. Furthermore, teachers and parents can use the content of this manual in teaching common sight words, demonstrative pronouns, and frequently used prepositions to their learners.

Conclusion

The researchers of the study observed that the pre-test performance of the learners from both the control and experimental is behind the standard transmuted grade of 75 in the select Least Learned MELCs in English 2. Hence, it can be inferred that

the respondents have low performance in the select least learned MELCs before the intervention. After the duration of the intervention, the post-test scores showed that both groups of learners who received the action-based approach in teaching the MELCs and those who received the traditional and usual way of teaching increased the test scores. Yet, there is a higher increase in the mean scores of those taught with ABA. Thus, ABA was concluded to be an effective intervention in improving the respondents' learning, specifically in learning the English 2 least learned MELCs. ABA was deduced effective since action-based teaching enhances student motivation and visualization of the concepts. Also, ABA is an engaging teaching style that attracts learners and plays a positive role in learners' motivation, which yields better results in learning. Teaching approaches impact learning; therefore, it is vital to know the learning method of the learners to provide them with the proper learning materials. Lastly, the researchers found ABA as an effective intervention to enhance the select competencies of the least learned skills in Quarter 4 English 2.

Recommendations

The researchers recommend that teachers integrate the action-based approach in teaching English competencies by translating concepts into meaningful actions. Teachers may adopt the manual in teaching the use of common sight words, demonstrative pronouns, and frequently used prepositions along with their usual teaching approaches. Teachers may also implement another intervention to enhance learners' skills in the covered competencies. Also, educational institutions may conduct teacher training programs on an action-based approach to enhance teachers' teaching skills. Parents/Guardians may also encourage their children to engage in activities and support them in learning English skills. As for future research, studies may be conducted in all disciplines on different levels to validate this study's result.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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28. (Please click the link to redirect to the manual of the Implementation of the Action-Based Approach in Teaching Select Least Learned Competencies in English 2: https://drive.google.com/file/d/1nHGzSRhckmss-QFhKLsU_8rPQ36faxW3/view?usp=sharing)