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VOCABULARY SIZE AND STRATEGIES EMPLOYED BY GRADE 7 STUDENTS IN PUBLIC SECONDARY SCHOOLS

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ABSTRAK : This study investigated the vocabulary size and vocabulary learning strategies of Grade 7 students in public secondary schools. Specifically, it examined the respondents' demographic profile, assessed their vocabulary proficiency across four domains, identified the strategies commonly used in learning vocabulary, and determined the significant differences and relationships among the variables. The study utilized a descriptive-correlational research design involving 324 Grade 7 students as respondents. Data were gathered through a researcher-made Vocabulary Size Test and the Vocabulary Learning Questionnaire (VLQ Version 6.4). Findings revealed that students generally attained an Instructional (High) level of vocabulary proficiency, suggesting that they possess moderate to high vocabulary competence but still require teacher guidance and support. Among the four domains, Vocabulary in Context obtained the highest mean score, while Synonyms and Antonyms recorded the lowest. The results also showed that students frequently used various vocabulary learning strategies, particularly inferencing, dictionary use, encoding, and activation strategies. Furthermore, sex did not significantly affect most vocabulary domains, whereas the language or dialect used in the classroom significantly influenced vocabulary performance. A low but significant positive relationship existed between vocabulary size and strategy use. Based on the findings, an intervention program was proposed to strengthen students' vocabulary development through meaningful language exposure and strategy-based instruction.

I. BACKGROUND

Vocabulary learning plays a vital role in language acquisition because limited vocabulary can hinder communication even when learners possess adequate grammar knowledge. Studies show that vocabulary learning strategies (VLS), such as cognitive, metacognitive, and social strategies, help improve vocabulary acquisition and language proficiency. Effective techniques including keyword methods, pictorial associations, and mind mapping significantly enhance vocabulary retention among English learners. In the Philippines, research revealed that students commonly use strategies such as word encoding, note-taking, self-initiation, and selective attention to support vocabulary learning. However, learners often overestimate their vocabulary knowledge, indicating the need for improved instructional support. Studies also emphasized the importance of vocabulary development in strengthening reading, writing, listening, and speaking skills. Furthermore, interactive learning strategies and vocabulary word mapping were found effective in improving learners' vocabulary performance. These findings highlight the importance of implementing targeted vocabulary instruction and strategy-based learning interventions in schools.

Statement of the Problem

This research investigated the vocabulary size and learning strategies employed by Grade 7 Junior High School students in acquiring and applying new vocabulary. Specifically, it answered the following questions:

1. What is the demographic profile of the respondents in terms of:
    - 1.1. sex; and
    - 1.2. language and/or dialect used in the English classroom.
2. What is the vocabulary size of the Grade 7 students as measured by the Vocabulary Size Test in terms of:
    - 2.1. vocabulary in context;
    - 2.2. synonyms and antonyms;
    - 2.3. meaning through context; and
    - 2.4. academic and school vocabulary?
3. What are the strategies employed by the students?
    - 3.1. Metacognitive Strategies
    - 3.1.1. Beliefs about Vocabulary Learning
    - 3.1.2. Metacognitive Regulation

3.2. Cognitive Strategies
3.2.1. Inferencing (Guessing Strategies)
3.2.2. Using Dictionary (Dictionary Strategies)
3.2.3. Taking Notes
3.2.4. Rehearsal
3.2.5. Encoding Strategies
3.2.6. Activation Strategies

4. Is there a significant difference on the vocabulary level of the students when grouped according to their profile variables?
5. Is there a significant difference between the strategies employed by the students when grouped according to their profile variables?
6. Is there a significant relationship between the vocabulary level and the strategies used by the students?
7. What intervention program may be developed to promote vocabulary learning to the respondents?

Scope and Limitations of the Study

This research investigated the vocabulary size and learning strategies employed by Grade 7 Junior High School students in acquiring and applying new vocabulary in the from the Secondary Public High School in Zone 3, Division of Zambales for the school year 2025-2026. Specifically, it focused on ascertaining the (a) vocabulary level of the students; and (b) the strategies employed by the students. Moreover, the researcher developed an intervention program to promote vocabulary learning of the students.

The respondents of this study were the Grade 7 Junior High School students of the four Public High School from the Zone 3, DepEd, Division of Zambales. This study was conducted during the 4th Quarter of the school year 2025–2026.

The study employed a descriptive-correlational research method with a test questionnaire and survey questionnaire as the research instrument both of which are already standardized test. The test questionnaire utilized is a researcher-made multiple-choice test. While on the variable of vocabulary learning strategies, this study necessitated the adoption of the VLQ questionnaire of Gu (2018) consisting of 62 indicators. The statistical treatment of this study utilized descriptive and inferential statistical tools.

The aspect which could possibly limit the findings in the study was the scope since it will only include one zone (Zone 3) in the Division of Zambales. Results could be different if all schools in the Division of Zambales were included.

Research Design

This study employed a descriptive-correlational quantitative research design to determine the relationship between Grade 7 students' vocabulary proficiency levels and the vocabulary learning strategies they utilized. Quantitative research involves the systematic collection and analysis of numerical data to identify relationships and patterns among variables. Meanwhile, a descriptive-correlational design is appropriate for examining the degree of association between measurable variables without manipulating them. Through this approach, the study objectively analyzed how vocabulary learning strategies relate to students' vocabulary proficiency. The study utilized two research instruments: a researcher-made multiple-choice vocabulary test and the Vocabulary Learning Questionnaire (VLQ) developed by Gu. The VLQ contained 62 indicators that measured students' vocabulary learning strategies, including beliefs, metacognitive strategies, inferencing, dictionary use, note-taking, rehearsal, encoding, and activation.

For data analysis, descriptive statistics such as frequency, percentage, and mean were used to summarize the participants' demographic profile and responses. Inferential statistical tools, including Analysis of Variance (ANOVA) and Pearson's correlation coefficient (r), were employed to determine the significant differences and relationships between vocabulary proficiency and vocabulary learning strategies. This methodological approach ensured a systematic and data-driven examination of vocabulary learning among Grade 7 students in San Antonio, Zambales.

Respondents and Location

The respondents of this study were Grade 7 Junior High School students from the public high schools of Zone 3 in the Schools Division of Zambales. Grade 7 learners were selected because they are in the early stage of secondary education, where students experience the transition from elementary to high school and are required to engage with more complex academic texts and subject-specific vocabulary. At this level, vocabulary development is essential for improving comprehension, communication, and overall academic performance. Their learning experiences provide important insights into the challenges and strategies involved in vocabulary acquisition during the junior high school years.

The study used Slovin's formula to determine the sample size from a total population of 1,729 Grade 7 students, resulting in 324 respondents. Stratified random sampling was used to ensure proportional representation

across schools. Table 1 presents the distribution of respondents from various public secondary schools in Zone 3, including schools from San Antonio, San Narciso, San Felipe, and Cabangan. The largest sample came from San Antonio National High School (60), followed by Cabangan National High School (54), while smaller schools such as Namatacan High School (6) and Consuelo Integrated School (7) had the lowest representation. This distribution ensured balanced participation across different school contexts.

The study was conducted in selected public secondary schools in Zone 3, Division of Zambales, specifically in the municipalities of Cabangan, San Felipe, San Narciso, and San Antonio. These schools represent a mix of coastal and inland communities, ensuring diversity in socio-economic and learning environments. This geographical coverage strengthened the representativeness of the study and provided a broader understanding of Grade 7 students' vocabulary learning contexts.

The municipality of San Narciso included three (3) schools in the study: Lapaz National High School, Namatacan High School, and Consuelo Integrated School. These schools reflect both the central and remote learning environments within the municipality.

Lastly, in San Antonio, four (4) schools participated in the study: Angeles National High School, Pundakit High School, San Antonio National High School, and Dalmacio-Pablo Carpio National High School. These schools collectively provide insights into the vocabulary level and vocabulary learning practices within the coastal and urban areas of San Antonio.

The Instruments

The research instrument used in this study consisted of three main parts, each designed to address specific variables: students' demographic profile, vocabulary proficiency level, and vocabulary learning strategies.

The first part focused on the demographic profile of the respondents, including sex and the language or dialect used in the English classroom. These variables were included to determine whether demographic factors are significantly related to students' vocabulary proficiency and strategy use. Participation was voluntary, and respondents were not required to indicate their names to ensure confidentiality. The data collected served as a basis for analyzing possible differences in vocabulary performance across groups.

The second part was a researcher-made 60-item multiple-choice Vocabulary Proficiency Test aligned with the DepEd MATATAG Grade 7 English curriculum. It assessed students' vocabulary knowledge in context, synonyms and antonyms, contextual clues, and academic vocabulary. The test was guided by established principles in vocabulary assessment and structured using a Table of Specifications. It also followed Bloom's Revised Taxonomy to measure different cognitive levels such as remembering, understanding, and applying. The results were used to determine students' vocabulary proficiency levels.

The third part used the Vocabulary Learning Questionnaire (VLQ Version 6.4) developed by Gu, a validated instrument widely used in vocabulary research. It measured metacognitive and cognitive strategies, including inferencing, dictionary use, note-taking, rehearsal, encoding, and activation strategies. The VLQ used a 4-point Likert scale to determine the frequency and strength of students' strategy use. Encoding strategies focused on mental organization of vocabulary, while activation strategies assessed actual use of learned words in communication.

Overall, the instrument provided comprehensive and reliable data for analyzing vocabulary proficiency and learning strategies among Grade 7 students.

Data Analysis

The data collected in this study were processed, analyzed, and interpreted using SPSS and Microsoft Excel to address the research problems and test the hypotheses. Several statistical tools were applied depending on the nature of the data.

First, frequency and percentage distribution were used to describe the demographic profile of the respondents, such as sex and language or dialect used in the English classroom. This helped identify patterns that may influence vocabulary learning. Second, the weighted mean was used to determine students' vocabulary proficiency levels and the extent of their use of vocabulary learning strategies based on the questionnaire responses.

Third, the Vocabulary Size Test Scoring Scale was used to classify students' vocabulary proficiency into four levels: Outstanding, Very Satisfactory, Satisfactory, and Did Not Meet Expectations. These levels were aligned with Phil-IRI reading standards to ensure consistency with reading proficiency benchmarks.

Fourth, Likert scales were used in the Vocabulary Learning Questionnaire (VLQ). Two formats were applied: one for metacognitive strategies (Strongly Agree to Strongly Disagree) and another for cognitive strategies (Very True of Me to Not True of Me at All), measuring students' beliefs and actual vocabulary learning behaviors.

Fifth, one-way Analysis of Variance (ANOVA) was used to determine significant differences in vocabulary proficiency and strategies when grouped by profile variables. Lastly, Pearson Product-Moment Correlation Coefficient (Pearson r) was used to examine the relationship between vocabulary proficiency and vocabulary learning strategies.

Result and Discussion

This chapter presents the gathered and processed data using tabular form, interpreted and analyzed in order to provide a better and clear understanding on the problems stated in Chapter 1.

1. Profile of the Respondents

Table 2
Profile of the Respondents

Profile	**Frequency**	**Percent**	
Sex	Female	176	54.32
	Male	148	45.68
Total		**324**	**100.00**
Language and/or Dialect Used in the English Classroo	English	121	37.35
	Filipino	193	59.57
Sambal	Sambal	7	2.16
Ilocano	Ilocano	3	0.93
Total		**324**	**100.00**

Table 2 presents the demographic profile of the 324 Grade 7 respondents in terms of sex and language or dialect used in the English classroom. In terms of sex, 176 (54.32%) are female and 148 (45.68%) are male, indicating a slightly higher number of female respondents, though the distribution remains relatively balanced. This suggests that both genders are fairly represented in the study.

Regarding language use in the English classroom, the majority of students (193 or 59.57%) reported using Filipino, followed by English (121 or 37.35%). Only a small number use Sambal (7 or 2.16%) and Ilocano (3 or 0.93%). This indicates that Filipino is the dominant language used for communication during English classes, despite English being the subject of instruction.

2. Vocabulary Size of the Respondents

Table 3
Summary on the Vocabulary Size of the Respondents

	Mean	**Descriptive Rating**	**Rank**
Vocabulary	3.55	Instructional (High)	1
Synonyms and Antonyms	3.10	Instructional (High)	4
Meaning Through Context	3.23	Instructional (High)	3
Academic & School Vocabulary	3.40	Instructional (High)	2
Overall Weighted Mean	**3.32**	**Instructional (High)**	

Table 3 presents the vocabulary size of Grade 7 students across four components, all of which were rated as Instructional (High). Vocabulary in Context ranked first (Mean = 3.55), indicating that students perform best in understanding words based on sentence context. Academic & School Vocabulary ranked second (Mean = 3.40), showing that learners are proficient in commonly used academic terms encountered in classroom instruction. Meaning Through Context ranked third (Mean = 3.23), suggesting that students have a moderate ability to infer word meanings using contextual clues. Synonyms and Antonyms ranked last (Mean = 3.10), indicating that students find word relationships and lexical opposites more challenging compared to other areas.

3. Strategies Employed by the Respondents

Table 4 : Summary of Strategies Employed by the Respondents

METACOGNITIVE STRATEGIES	**Mean**	**Descriptive Rating**	**Rank**
Beliefs about Vocabulary Learning	3.23	Agree	1
Metacognitive Regulation	2.76	Agree	2
Overall Weighted Mean	**2.99**	**Agree**	
COGNITIVE STRATEGIES	**Mean**	**Descriptive Rating**	**Rank**

Inferencing (Guessing Strategies)	3.29	Very true of me	3
Using Dictionary (Dictionary Strategies)	3.35	Very true of me	1
Taking Notes	3.27	Very true of me	5
Rehearsal	3.20	Mostly true of me	6
Encoding Strategies	3.28	Very true of me	4
Activation Strategies	3.32	Very true of me	2
Overall Weighted Mean	**3.28**		

In the metacognitive domain, Beliefs about Vocabulary Learning ranked first (Mean = 3.23), followed by Metacognitive Regulation (Mean = 2.76), suggesting that students have strong positive beliefs about vocabulary learning but weaker self-regulation skills such as planning, monitoring, and evaluating their learning.

In terms of cognitive strategies, Dictionary Use ranked highest (Mean = 3.35), followed by Activation Strategies (3.32) and Inferencing (3.29), indicating that students frequently rely on practical and direct strategies to understand and use new words. Encoding Strategies (3.28), Taking Notes (3.27), and Rehearsal (3.20) also showed relatively high usage, though slightly lower compared to dictionary-based and activation strategies.

4.Test of Significant Difference on the Vocabulary Size of the Respondents When Grouped According to Profile Variables

Table 4
Summary of Test of Significant Difference on Vocabulary Size According to Profile Variables

Vocabulary Compone	Profile Variable	F-value	Sig.	Decision	Interpretation
Vocabulary	Sex	0.71	0.40	Accept Ho	Not Significant
Vocabulary	Language/Dialect	10.37	0.00	Reject Ho	Significant
Synonyms & Antonym	Sex	4.17	0.04	Reject Ho	Significant
Synonyms & Antonym	Language/Dialect	5.78	0.00	Reject Ho	Significant
Meaning Through Context	Sex	0.04	0.84	Accept Ho	Not Significant
Meaning Through Context	Language/Dialect	13.09	0.00	Reject Ho	Significant
Academic & School Vocabulary	Sex	12.92	0.00	Reject Ho	Significant
Academic & School Vocabulary	Language/Dialect	12.08	0.00	Reject Ho	Significant

In terms of sex, no significant difference was found in overall vocabulary size ($F = 0.71$, $p = 0.40$) and meaning through context ($F = 0.04$, $p = 0.84$), indicating that male and female learners demonstrate comparable vocabulary performance in general and contextual inferencing tasks. This aligns with findings that gender differences in vocabulary acquisition have become minimal in modern classroom settings due to equalized learning opportunities and exposure. However, significant differences were observed in synonyms and antonyms ($F = 4.17$, $p = 0.04$) and academic and school vocabulary ($F = 12.92$, $p = 0.00$), suggesting that female learners tend to perform better in tasks requiring deeper lexical processing and academic language use.

In terms of language or dialect used in the English classroom, all vocabulary components showed significant differences, including vocabulary size ($F = 10.37$, $p = 0.00$), synonyms and antonyms ($F = 5.78$, $p = 0.00$), meaning through context ($F = 13.09$, $p = 0.00$), and academic and school vocabulary ($F = 12.08$, $p = 0.00$). This indicates that the classroom linguistic environment significantly influences vocabulary development across all domains. This finding is consistent with Cross-Linguistic Influence theory, which explains that interaction between L1 and L2 can facilitate or hinder vocabulary acquisition. It also supports research highlighting the role of translanguaging and L1 scaffolding in improving English vocabulary learning in multilingual classrooms.

Descriptive trends further show that students who use Filipino and Ilocano in classroom communication tend to perform better in vocabulary tasks compared to those using English or Sambal. This suggests positive lexical transfer from stronger first-language foundations, which supports English vocabulary development.

5. Test of Significant Difference on the Vocabulary Size of the Respondents When Grouped According to Profile Variables

Table 5 : Summary of Test of Significant Difference on Vocabulary Size According to Profile Variables

Vocabulary Component	Profile Variable	F-value	Sig.	Decision	Interpretation
Vocabulary	Sex	0.71	0.40	Accept Ho	Not Significant
Vocabulary	Language/Dialect	10.37	0.00	Reject Ho	Significant
Synonyms & Antonyms	Sex	4.17	0.04	Reject Ho	Significant
Synonyms & Antonyms	Language/Dialect	5.78	0.00	Reject Ho	Significant
Meaning Through Context	Sex	0.04	0.84	Accept Ho	Not Significant
Meaning Through Context	Language/Dialect	13.09	0.00	Reject Ho	Significant
Academic & Scho Vocabulary	Sex	12.92	0.00	Reject Ho	Significant
Academic & Scho Vocabulary	Language/Dialect	12.08	0.00	Reject Ho	Significant

Table 5 summarizes the test of significant difference on the vocabulary size of Grade 7 respondents when grouped according to sex and language or dialect used in the English classroom. The results indicate that sex has a limited influence on vocabulary performance. No significant differences were found in overall vocabulary size ($F = 0.71$, $p = 0.40$) and meaning through context ($F = 0.04$, $p = 0.84$), suggesting that male and female learners demonstrate comparable performance in general vocabulary knowledge and contextual inferencing. However, significant differences were observed in synonyms and antonyms ($F = 4.17$, $p = 0.04$) and academic and school vocabulary ($F = 12.92$, $p = 0.00$), indicating that female learners tend to perform better in tasks requiring deeper lexical and academic processing.

In contrast, language or dialect used in the English classroom consistently showed significant effects across all vocabulary components, including vocabulary size ($F = 10.37$, $p = 0.00$), synonyms and antonyms ($F = 5.78$, $p = 0.00$), meaning through context ($F = 13.09$, $p = 0.00$), and academic and school vocabulary ($F = 12.08$, $p = 0.00$). This suggests that the classroom linguistic environment plays a crucial role in shaping vocabulary development. The findings support Cross-Linguistic Influence theory, which explains that interaction between a learner's first language (L1) and second language (L2) can either facilitate or hinder vocabulary acquisition. It also aligns with studies emphasizing the benefits of translanguaging and L1 scaffolding in multilingual classrooms.

Overall, the results imply that sex has a selective but limited effect on vocabulary development, while language or dialect used in the classroom is a strong and consistent predictor of vocabulary performance, highlighting the importance of multilingual instructional practices in enhancing English vocabulary acquisition among Grade 7 learners.

6. Test of Significant Relationship between Vocabulary Size and Strategies Used by the Respondents

Table 6

Test of Significant Relationship between Vocabulary Size and Strategies Used by the Respondents

Source of Correlations	Level of Vocabulary	Strategies	Decision/ Interpretation	
Level of Vocabulary	Pearson Correlation	1	0.149**	**Low Relationship Reject Ho**
	Sig. (2-tailed)		0.007	**Significant**
	N	324	324	
Strategies	Pearson Correlation	0.149**	1	
	Sig. (2-tailed)	0.007		
N			324	324
*. Correlation is significant at the 0.05 level (2-tailed).				

This suggests that vocabulary learning strategies contribute to vocabulary development, but only to a limited extent. The results imply that other factors such as exposure to English, reading frequency, classroom instruction, and language environment may play a more substantial role in vocabulary growth. Thus, while strategy use is beneficial, it is not sufficient on its own to strongly predict vocabulary size.

Overall, the findings indicate that vocabulary learning strategies have a meaningful but limited relationship with vocabulary size. This highlights the need for a more comprehensive approach in vocabulary instruction that combines strategy training with increased language exposure, reading activities, and interactive learning experiences to further enhance students' lexical development.

1. 7.Proposed Intervention Program to Enhance Vocabulary Proficiency and Learning Strategies of Grade 7 Students

Table 7 presents the proposed intervention program to enhance the vocabulary proficiency and learning strategies of Grade 7 students in public secondary schools.

Summary of Proposed Intervention Program (Table 7)

Key Area	Objective	Core Intervention	Success Indicator
Vocabulary Proficien Enhancement	Improve vocabulary size (conte synonyms/antonyms, academic words)	Weekly vocabulary enrichment using contextual reading and wor lists	≥75% improvement i post-test scores
Context Clue & Inferencing Skills	Strengthen meaning inference skills	Guided reading, think-aloud, grou discussion	≥70% improved inferencing performance
Language-Sensitive Instruction	Address language/dialect differences	Bilingual/multilingual scaffolding (Filipino/English)	≥80% participation; improved group performance
Note-Taking Strategie	Improve retention and organization	Vocabulary notebooks, graphic organizers, word mapping	≥75% improved notes and quiz performance
Strategy Integration	Increase use of vocabulary strategies	Mini lessons on inferencing, encoding, activation, rehearsal	≥70% use of at least 3 strategies
Vocabulary Activatio	Promote real-life use of vocabulary	Speaking and writing tasks (journals, storytelling, peer talk)	≥80% correct usage o target words
Monitoring & Assessment	Track progress and outcomes	Pre-test, post-test, journals, teache observation	Significant increase i mean scores

The program is organized into key areas including vocabulary enrichment, inferencing skills, language-sensitive instruction, note-taking strategies, strategy integration, vocabulary activation, and continuous monitoring and assessment. Each area is paired with specific objectives, interventions, success indicators, and implementation requirements.

The intervention emphasizes improving students' vocabulary knowledge across contextual, semantic, and academic domains while also strengthening their ability to use effective learning strategies such as inferencing, encoding, rehearsal, note-taking, and activation. It also highlights the need for differentiated instruction, particularly in response to variations in learners' language or dialect backgrounds.

Instructional activities included in the program are learner-centered and practical, such as reading comprehension tasks, vocabulary journals, graphic organizers, storytelling, group discussions, and speaking and writing exercises. These activities are designed to promote meaningful engagement with vocabulary and encourage consistent strategy use.

Success indicators focus on measurable outcomes such as improved post-test scores, increased application of vocabulary learning strategies, and enhanced ability to use newly learned words in communication tasks. These indicators ensure that student progress can be systematically monitored and evaluated.

Overall, the intervention program reflects the need for continuous enhancement of vocabulary proficiency despite already satisfactory performance levels among Grade 7 students. It supports the idea that vocabulary learning should move beyond basic knowledge acquisition toward strategic, autonomous, and contextualized language use.

Summary of Findings

1. Profile of Respondents

The respondents are mostly female (54.32%) and predominantly use Filipino (59.57%) in English classes, followed by English, while only a small number use Sambal and Ilocano. This indicates that Filipino serves as the primary

instructional bridge in the classroom.
2. Vocabulary Size
Overall, students demonstrate moderate to high vocabulary proficiency across all components:
Most students are at the independent level in vocabulary-in-context, synonyms/antonyms, meaning through context, and academic vocabulary.
However, a notable number still fall under instructional and frustration levels, indicating the need for targeted support.
3. Vocabulary Learning Strategies Students frequently use a variety of strategies:
Strong use: inferencing, dictionary use, encoding, and activation
Moderate use: rehearsal and note-taking Overall, students show high learner autonomy and strategic awareness, especially in applying vocabulary in communication and comprehension tasks.
4. Differences in Vocabulary Size by Profile
Sex: Generally not significant, except in synonyms/antonyms and academic vocabulary where females slightly outperform males.
Language/Dialect: Significant influence across most vocabulary areas, with Filipino and Ilocano users tending to perform better due to bilingual advantage and L1 transfer.
5. Differences in Vocabulary Strategies by Profile
Sex: No significant differences across most strategies.
Language/Dialect: Some significant effects (e.g., inferencing and note-taking), but overall differences are minimal after post hoc testing. This suggests that vocabulary learning strategies are generally uniform across groups.
6. Relationship Between Vocabulary Size and Strategies
There is a significant but low positive relationship ($r = 0.149$, $p = 0.007$) between vocabulary size and strategy use. This means strategies contribute to vocabulary development, but other factors (exposure, reading, instruction) play a stronger role.
7. Proposed Intervention Program
A school-based intervention program was developed focusing on:
Vocabulary enrichment sessions
Inferencing and context clue training
Note-taking and encoding strategies
Activation through speaking and writing
Multilingual scaffolding (Filipino-English integration)
Continuous monitoring and assessment
This aims to strengthen vocabulary proficiency and strategic learning.

Conclusions

1.Respondents are mostly female, with Filipino as the dominant classroom language.
2.Students generally have moderate to high vocabulary proficiency, but some still need support.
3.Learners actively use a variety of vocabulary strategies, showing strong autonomy.
4.Sex has minimal influence, while classroom language significantly affects vocabulary performance.
5.Vocabulary strategies have a positive but weak relationship with vocabulary size.
6.Strategy use alone is insufficient; broader instructional approaches are needed.
7.The proposed intervention program is necessary to enhance vocabulary development and strategic learning.

Recommendations

1.Use Filipino strategically as a scaffolding tool in English instruction.
2.Provide targeted support for weaker areas such as synonyms/antonyms and inferencing.
3.Strengthen consistent use of vocabulary learning strategies in classrooms.
4.Apply differentiated instruction based on learners' linguistic backgrounds.
5.Integrate vocabulary strategies with broader language exposure activities.
6.Implement holistic vocabulary development programs combining reading and communication.
7.Adopt the proposed intervention program in Grade 7 instruction.
8.Encourage extensive reading inside and outside the classroom.
9.Engage parents and community in supporting language-rich environments.
10.Conduct further studies across other grade levels and contexts.

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