



ENRICH: The Developed English Grade 8 Most Essential Learning Competencies-Based and Integration-Focused Worksheets

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Abstract

This paper presents the development and validation of an English Grade 8 Worksheet aligned with the Most Essential Learning Competencies (MELCs) and emphasizing integration across subjects. A quantitative research design was employed to assess these worksheets' content validity and acceptability. The evaluation used simple mean and four-point Likert scales to gauge validity and acceptability. Additionally, a T-test was conducted to determine if there was a significant difference in learner performance between their pretest and posttest. The assessment involved various education professionals, including head teachers, master teachers, subject-specific teachers, and program supervisors. Remarkably, all evaluators unanimously rated the content validity of the worksheets as "Highly Valid," encompassing criteria such as objectives, content, format, language, and presentation. Similarly, the worksheets received unanimous acclaim as "Very Acceptable" regarding functionality, accuracy, suitability, and usability. Statistical analysis revealed a significant improvement in learner performance from the pretest to the posttest, with a probability value below the 0.05 significance threshold. This suggests that the designed instructional material is well-prepared for implementation in the upcoming school year. In conclusion, this study aimed to create and validate English Grade 8 MELCs-based worksheets that seamlessly integrated content from Science and TLE subjects. The research recognized the need for learning materials that effectively blend English with other subjects while adhering to the K-12 MELCs. By developing and validating these integrated worksheets, the study contributes to enhancing English language education, promoting subject integration, and elevating the quality of interdisciplinary instruction.

Keywords *Most Essential Learning Competencies, development and validation, integration-focused worksheets*

INTRODUCTION

In today's educational landscape, there is a growing acknowledgement of the significance of integrated learning methods that foster interdisciplinary connections and enhance students' grasp of various subjects (Campbell & Henning, 2010). Furthermore, the Department of Education (DepEd) has introduced the Most Essential Learning Competencies (MELCs) to guide curriculum development. These MELCs act as a framework to ensure students acquire the necessary knowledge, skills, and attitudes across different subject areas. Additionally, the new normal in education presents challenges in creating instructional materials that support learning and student well-being. Therefore, educators must demonstrate resourcefulness, creativity, determination, responsiveness, and self-sufficiency to engage learners effectively.

The government's implementation of the K-to-12 program aims to equip high school students with essential skills for their future careers. Hence, employing effective and pertinent teaching methods becomes crucial in cultivating these skills. DepEd Order No. 31s. 2020 emphasizes the importance of pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative. This directive encourages the integration of competencies within or across disciplines to create unified and comprehensive learning experiences. DepEd Order No. 39, S.2016, titled Adoption of the Basic Education Research Agenda, advocates for child-friendly, gender-sensitive, safe, and motivating learning environments and urges educators to conduct evidence-based studies under this research agenda.

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Fajriah and Suryaningsih (2020) assert that worksheets are essential teaching materials that students must master through learning activities aligned with the desired curriculum. Well-structured worksheets establish an environment that enables systematic learning through both written and non-written activities. Furthermore, proficiency in the English language is crucial for effective communication and understanding of scientific concepts and technical skills. By integrating English language instruction into Science and TLE subjects, students can enhance their language skills while simultaneously grasping the fundamental principles and applications of these subjects.

In response to existing gaps and opportunities within the current education system, this study aims to develop and validate English 8 MELCs-based worksheets that seamlessly integrate content from Science and TLE subjects. The researcher identified the absence of specific learning materials that integrate English with other subjects while aligning with the K-12 MELCs. Through this study, the researcher aims to contribute to enhancing English language education, the integration of subjects, and the quality of interdisciplinary instruction. By crafting well-designed and validated integrated worksheets, educators can provide students with comprehensive learning experiences that bridge language proficiency with subject-specific competencies, rendering learning more engaging, relevant, and meaningful for students.

Additionally, the significance of instructional materials in influencing student performance is evident. Adeogun (2021) discovered that schools utilizing diverse instructional resources tended to exhibit superior academic performance. Babayomi (2019) underscored the enhanced performance of private schools, partly attributed to the availability of abundant and high-quality teaching and learning resources. Hence, educational institutions are encouraged to furnish sufficient and high-quality instructional materials to bolster students' academic achievements.

Furthermore, Basal (2022) added that TLE was taught to Grade 7 and 8 students during the exploratory phase, where they could delve into a minimum of four TLE courses. These courses focus on five common competencies, including using materials, tools, and equipment, measurements and calculations, product design interpretation, basic maintenance, and occupational health and safety practices. The specific TLE offerings may vary across schools and localities based on their needs and available resources.

In addition, an integrated approach to teaching STEM subjects has been found to enhance students' motivation and learning, as observed in previous research by Becker and Park (2015). Students who experienced an integrated STEM curriculum showed improved scientific comprehension, higher-order thinking skills, and a more positive attitude toward mathematics.

Moreover, according to Gabriel et al. (2022), the DepEd provided these competencies as the main resources for schools and higher offices to choose and implement appropriate learning techniques and strategies for diverse learners in the new normal environment. Educators were now instructed to consult the provided competencies when creating learning materials. Furthermore, Lumanog et al. (2021) emphasized that by adhering to these competencies, schools could prioritize essential skills, modify learning materials, and overcome the obstacles presented by limited school days and diverse delivery schemes. The Department's dedication to delivering quality education was in line with UNESCO's principles, and the introduction of the MELCs aims to assist teachers in meeting the instructional needs of learners while promoting advancements in teaching approaches.

LITERATURE REVIEW

The development and validation of ENRICH: The Developed English 8 Most Essential Learning Competencies-based and Integration-Focused Worksheets have drawn significant insights from the reviewed literature. Integrated curriculum, as advocated by Malik and Malik

(2018), Mustafa (2018), and Ring et al. (2018), proves advantageous by combining subjects that are traditionally taught separately. This integration not only boosts motivation and learning outcomes but also fosters higher-order thinking skills and proficiency in the English language. ENRICH adopts this integrated curriculum framework, seamlessly blending language skills with subject-specific content.

Moreover, the emphasis on instructional materials' role in supporting student learning aligns with the perspectives of Campbell (2021), Remillard and Heck (2019), and Lindsay and Knight (2020). ENRICH, designed as instructional materials tailored to individual student needs, complements textbooks by offering tasks and exercises that encourage independent practice, comprehension, and engagement. Their utilization enhances the teaching-learning process and contributes to enhanced academic performance.

Furthermore, the fusion of Technology and Livelihood Education (TLE) with English language instruction, as emphasized by Calanog (2021), nurtures practical skills alongside English language proficiency, providing a holistic learning experience. As English assumes the role of the medium of instruction across various subjects, it aids in enhancing students' communicative competence, fostering an appreciation for literature, and nurturing a deeper understanding of diverse cultures. This alignment seamlessly integrates with the insights presented by Estanislao (2013) and Sioco and De Vera (2018).

Lastly, Lee (2019) passionately advocates for the interdependence of Science and language instruction, asserting that this approach fosters collaborative learning and deepens disciplinary understanding. ENRICH diligently incorporates this perspective, presenting a context where communication is imbued with purpose and where critical thinking, conceptual connections, and scientific comprehension are actively promoted.

In conclusion, the ENRICH: The Developed English 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets promote the development of essential language skills, critical thinking, conceptual connections, and scientific comprehension. By aligning with the Most Essential Learning Competencies (MELCs) and addressing the limitations of limited school days and diverse delivery schemes, the worksheets prioritize essential skills and adapt learning materials to optimize student learning and academic achievement. This study aims to provide a comprehensive and integrated learning experience for Grade 8 students, equipping them with the necessary skills and knowledge across multiple subjects while enhancing their proficiency in the English language.

Similarly, Ravina et al. (2021) cited that, by adhering to the MELCs, schools could concentrate instruction on the necessary skills students need to master and adapt learning materials for online delivery. Expanding on the concept of individualized learning, as discussed by Rodelas and Valencia (2018), the study incorporated principles that aligned with this approach. Firstly, it emphasized the importance of tailoring learning to meet students' individual needs and abilities, creating a child-centered learning environment where the teacher guided learners to explore and discover the subject. Secondly, it recognized and valued the uniqueness of each individual rather than attempting to change them. Lastly, the study promoted knowledge development through individual reflection, engagement with external stimuli and sources, and the collaborative re-elaboration of knowledge with others and the environment.

RESEARCH METHOD

The study employed the Design and Development Research Method to systematically investigate the processes of creating and validating ENRICH: The Developed English 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets. This method, coupled with adherence to the ADDIE Model, ensured a meticulous and structured approach to

worksheet development and validation. This process encompassed data collection, interpretation, validation, revision, and pilot testing, ultimately creating instructional materials aligned with the specified learning competencies. According to Ismail et al. (2020), Design and Development Research (DDR) primarily focuses on the process of product development. This process involves conducting context and situation analysis, as well as evaluating the product. The products developed through DDR can take various forms, such as models, techniques, modules, or training programs. DDR serves as a guiding approach in several ways: (a) creating a new theory for problem-solving, (b) designing and developing new models across different fields of study, (c) developing innovative methods and processes to implement existing models or equipment, and (d) adapting previously untested techniques, frameworks, and methods to solve problems in new contexts.

Additionally, 50 experts with diverse roles in English, Science, and TLE education were purposefully selected. Furthermore, 42 Grade 8 students from Calamba Integrated School were involved in the try-out and evaluation of the developed material.

The study employed two standardized survey questionnaires for development and validation. Part 1 evaluated the content validity of the worksheets, focusing on Objectives, Content, Format, Language, and Presentation. This section drew from Rizal's (2018) study on curriculum-aligned instructional material. Part 2 assessed the acceptability of the worksheets in terms of functionality, accuracy, suitability, and usability, using Aniciete's (2022) work on E-Modules as a reference.

- The mean level of proficiency was used to determine the student's performance in the Pretest and Posttest.
- The mean score was used to determine the validity and acceptability of ENRICH: The Developed English 8 Most Essential Learning Competencies (MELCs) - Based and Integration-Focused Worksheets.
- The T-test for dependent samples was used to establish the effectiveness of ENRICH: The Developed English 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets.

FINDINGS AND DISCUSSION

Table 1 shows that the content validity of the designed English Grade 8 Worksheets in terms of Objectives had a general composite of 3.82 which was verbally interpreted as Highly Valid. In detail, the indicator stating "The objectives are relevant to the topics of each lesson of the worksheets" had the highest mean, which was 3.90, and was interpreted as Highly Valid. On the other hand, "The objectives are well-planned, formulated, and organized" had the lowest mean of 3.76 and was also interpreted as Highly Valid.

The findings revealed that the objectives used in each module are clearly stated and easy to understand. This clarity benefits students, especially those studying through modular methods, as it provides a clear overview of what they need to accomplish and allows them to track their progress. Additionally, the positive results indicate that the learning objectives in the study were carefully developed and aligned with the MELCs, ensuring their relevance, measurability, attainability, and focus on producing results.

In support of this, Rizal (2018) suggested that teachers should choose a precise behavioural term representing the desired student learning outcomes when creating objective statements. While the selection process can be intricate, learning experiences can be designed to target various levels of complexity. Bloom's taxonomy of objectives served as a valuable framework for crafting behavioural-based objectives as it categorizes learning into different complexity levels. The researcher applied this taxonomy in formulating objectives for this module, ensuring the standards for well-written objectives were satisfied.

Table 1. The content validity of ENRICH: The Developed English Grade 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets in terms of Objectives

Indicators	Mean	Interpretation
1. The objectives are clearly stated in behavioural form.	3.84	HV
2. The objectives are well-planned, formulated, and organized.	3.76	HV
3. The objectives stated are specific, measurable, and attainable.	3.84	HV
4. The objectives are relevant to the topics of each lesson of the worksheets.	3.90	HV
5. The objectives consider the needs of the students.	3.78	HV
Composite	3.82	HV
Legend: 3.25-4.00 Highly Valid (HV)	2.50-3.24 Valid (V)	
1.75-2.49 Slightly Valid (SV)	1.00-1.74 Not Valid (NV)	

Table 2 shows that the content validity of the designed English Grade 8 Worksheet in terms of content had a general composite of 3.75, which was verbally interpreted as Highly Valid. In detail, the indicator stating "The content's simplicity and ease of understanding, as well as the support provided by illustrative examples and practice tasks suited to the student's level" had the highest mean, which is 3.78 and was interpreted as Highly Valid. On the other hand, "The topics of each lesson are fully discussed" had the lowest mean of 3.76 and was also interpreted as Highly Valid.

The results showed that the content of the worksheets is designed to be accessible and understandable for students. The inclusion of examples and practice tasks at the appropriate level enhanced students' understanding and engagement. Giving equal emphasis to each topic ensured a balanced learning experience.

Table 2. The content validity of ENRICH: The Developed English Grade 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets in terms of content

Indicators	Mean	Interpretation
1. The content of each lesson is directly relevant to the defined objectives.	3.74	HV
2. The content of each lesson is simple and easy to understand.	3.78	HV
3. The topics of each lesson are fully discussed.	3.70	HV
4. The topics are supported by illustrative examples, and the practice tasks are suited to the level of the students.	3.78	HV
5. Each topic is given equal emphasis in the lesson	3.76	HV
Composite	3.75	HV

detail, the indicators stating "The topics are presented in a logical and sequential order," "The learning activities are presented clearly," and "The presentation of each lesson is attractive and interesting to the students" had the highest mean, which was 3.78 and was interpreted as Highly Valid. On the other hand, "The lessons of the worksheets are presented in a unique and original form" had the lowest mean of 3.60 and was also interpreted as Highly Valid.

In general, the findings demonstrated that the worksheets' presentation demonstrated a high level of content validity. They presented the topics effectively, logically and sequentially, provided clear instructions for learning activities, and engaged students with attractive and interesting materials.

Similarly, according to Podolak et al. (2018), content validity is an essential aspect of instructional materials as it ensures the accurate representation of the intended content. The presentation of the worksheets in this study aligns with the principles of content validity by providing clear instructions and presenting the topics logically and engagingly. Additionally, Sioco et al. (2018) emphasized the importance of attractive and interesting materials in enhancing students' motivation and learning experience, which is evident in the visually appealing design of the worksheets in this study.

Table 4. The content validity of ENRICH: The Developed English Grade 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets in terms of presentation

Indicators	Mean	Interpretation
1. The topics are presented in a logical and sequential order.	3.78	HV
2. The lessons of the worksheets are presented in a unique and original form.	3.60	HV
3. The learning activities are presented clearly.	3.78	HV
4. The presentation of each lesson is attractive and interesting to the students.	3.78	HV
5. Adequate examples are given to each topic.	3.68	HV
Composite	3.72	HV
Legend: 3.25-4.00 Highly Valid (HV)	2.50-3.24 Valid (V)	
1.75-2.49 Slightly Valid (SV)	1.00-1.74 Not Valid (NV)	

Table 5 shows that the acceptability of the designed English Grade 8 Worksheet in terms of functionality had a general composite was 3.75 and interpreted as Very Acceptable. The functionality indicator stating that the "Worksheets serve their purpose." had the highest mean of 3.90, interpreted as Very Acceptable; however, the functionality indicator stating that the "Worksheets are free of errors" had the lowest mean of 3.58 and was still interpreted as Very Acceptable.

Specifically, the functionality indicator "Worksheets serve their purpose" received the highest mean score of 3.90, which indicated that the worksheets effectively fulfil their intended objectives and functions. This suggests that the designed worksheets are successfully meeting the needs of the learners and supporting their learning process.

Table 5. The acceptability of ENRICH: The Developed English Grade 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets in terms of functionality

Indicators	Mean	Interpretation
1. Worksheets are free of errors.	3.58	VA
2. Worksheets are self-instructed.	3.70	VA
3. Graphics and color increase the instructional value of the worksheets.	3.72	VA
4. Worksheets serve their purpose.	3.90	VA
5. Worksheets provide authorized easy access.	3.84	VA
Composite	3.75	VA

Legend: 3.25-4.00 Very Acceptable (VA) 2.50-3.24 Acceptable (A)
 1.75-2.49 Slightly Acceptable (SA) 1.00-1.74 Not Acceptable (NA)

Table 6 shows that the acceptability of the designed ENRICH: The Developed English 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets in terms of accuracy had a general composite of 3.77 and was interpreted as Very Acceptable. The accuracy indicator stating that the "Worksheets provide learners with the best choices for their answers" had the highest mean of 3.86, interpreted as Very Acceptable; however, the Accuracy indicator stating that the "Choices reflect a certain degree of similarity in meaning but have distinct syntactic uses" had the lowest mean of 3.72 and was still interpreted as Very Acceptable.

Table 6. The acceptability of ENRICH: The Developed English Grade 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets in terms of accuracy

Indicators	Mean	Interpretation
1. Worksheets contain correct information about the topic.	3.76	VA
2. Worksheets provide learners with the best choices for their answers.	3.86	VA
3. Choices reflect a certain degree of similarity in meaning but have distinct syntactic uses.	3.72	VA
Composite	3.77	VA

Legend: 3.25-4.00 Very Acceptable (VA) 2.50-3.24 Acceptable (A)
 1.75-2.49 Slightly Acceptable (SA) 1.00-1.74 Not Acceptable (NA)

The results indicate that the designed English Grade 8 Worksheet was Very Acceptable in accuracy. The designed worksheets successfully provided learners with choices that enabled them to choose the correct answers. This implies that the options presented in the worksheets were clear and well-constructed, allowing learners to make accurate selections.

Additionally, even though some of the choices may have had similarities in meaning, they still effectively guided learners to differentiate and choose the appropriate answer based on the

distinct syntactic uses. This means that the worksheets not only tested the learners' understanding of the meanings of words or expressions but also their knowledge of how those words or expressions are used grammatically or syntactically.

Overall, the design of the worksheets allowed learners to engage with the material meaningfully, encouraging them to make informed choices based on their comprehension of meaning and syntax. This approach promotes a more comprehensive understanding of the English language and enhances the learners' ability to apply their knowledge in practical contexts.

In support, Popham (2018) emphasizes that well-designed answer choices can contribute to the validity and reliability of assessments. When learners are presented with a range of well-crafted options, it allows for a more accurate measure of their understanding and reasoning abilities. High-quality answer choices provide students with the opportunity to demonstrate their knowledge and skills, leading to more accurate assessment results.

Table 7 shows that the acceptability of the study in terms of suitability had a general composite was 3.75 and was interpreted as Very Acceptable. The suitability indicator stating that the "Activities are appropriate to the subject matter." had the highest mean of 3.86, interpreted as Very Acceptable; however, the suitability indicator stating that the "Activities consider the varying attitudes and capabilities of the learner had the lowest mean of 3.64 and was still interpreted as Very Acceptable.

Table 7. The acceptability of ENRICH: The Developed English Grade 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets in terms of suitability

Indicators	Mean	Interpretation
1. Activities consider the varying attitudes and capabilities of the learner.	3.64	VA
2. Activities are appropriate to the subject matter.	3.86	VA
3. Activities are relevant, interesting, and self-motivating to the learner.	3.68	VA
4. Use of enrichment activity is adaptable to classes with large number of learners.	3.76	VA
5. The language of the worksheets is within the vocabulary range of the target learners.	3.82	VA
Composite	3.75	VA
Legend: 3.25-4.00 Very Acceptable (VA)	2.50-3.24 Acceptable (A)	
1.75-2.49 Slightly Acceptable (SA)	1.00-1.74 Not Acceptable (NA)	

Table 8 shows the acceptability of the designed ENRICH: The Developed English 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets in terms of usability had a general composite was 3.83 and interpreted as Very Acceptable. The usability indicator stating that the "The worksheets provide the opportunity for the development of language skills." had the highest mean of 3.94, interpreted as Very Acceptable; however, the usability indicator stating that the "The worksheets prepare the learners to think logically and critically.", The worksheets enhance the learners' comprehension and reading skills, Activities seek to relate new concepts from previous learning". The learning contents provided adequate information on the

topics presented, had the lowest mean of 3.78 and were still interpreted as Very Acceptable.

In addition, McFarland et al. (2019) assert that teachers need a method for levelling the playing field. Therefore, language and literacy instruction must be linked to a content area, such as Science, so students can simultaneously develop discipline-specific knowledge and language and literacy skills.

Table 8. The acceptability of ENRICH: The Developed English 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets in terms of usability

Indicators	Mean	Interpretation
1. The worksheets prepare the learners to think logically and critically.	3.78	VA
2. The concepts in the worksheets are simple and comprehensible.	3.86	VA
3. The worksheets enhance the learners' comprehension and reading skills.	3.78	VA
4. The worksheets provide the opportunity for the development of language skills.	3.94	VA
5. The learning contents provide adequate information on the topics presented.	3.86	VA
6. The worksheets encourage the learners to become actively involved in intellectual activities.	3.80	VA
7. Activities seek to relate new concepts from previous learning.	3.78	VA
8. As a whole, activities are teachable.	3.86	VA
Composite	3.83	VA
Legend: 3.25-4.00 Very Acceptable (VA)	2.50-3.24 Acceptable (A)	
1.75-2.49 Slightly Acceptable (SA)	1.00-1.74 Not Acceptable (NA)	

Table 9 shows the evaluation of the study using the pretest and posttest. The probability value of .000 is less than the level of significance at .05. Thus, the results indicate that there is a meaningful and statistically significant improvement in the learners' performance after using the designed English Grade 8 Worksheets.

Furthermore, the results indicate that the exposure to the developed worksheets led to a noticeable improvement in the knowledge of the student participants regarding the study. The mean posttest score surpassing the mean pretest score provides sufficient evidence to support this conclusion. The findings also demonstrate that utilizing well-designed instructional modules can effectively enhance students' knowledge and understanding. The significant differences observed between the mean pretest and posttest scores affirm the efficacy of the developed instructional materials.

Table 9. The Evaluation of ENRICH: The Developed English Grade 8 Most Essential Learning Competencies - based and Integration-Focused Worksheets using the Pretest and Posttest.

Indicators	Test	Paired Differences				Remarks	Decision
		Mean	SD	t	P-value		
English 8 Integrative Most Essential Learning Competencies (MELCS)- Based Worksheets	Pretest-	-	4.0448	-	.000	Significant	Reject
	Posttest	3.071		4.92			ho

CONCLUSIONS

The study's conclusions reveal significant achievements in developing and implementing the designed worksheets. Notably, the high content validity and acceptability scores obtained across various metrics are a testament to the meticulous design and organization of the worksheets. These results affirm that the worksheets were thoughtfully crafted to align seamlessly with the targeted learning competencies, demonstrating their effectiveness as instructional materials.

Furthermore, the comprehensive evaluation process undertaken to establish content validity showcased impressive outcomes. The scrutiny encompassed key aspects such as objectives, content relevance, format, presentation, functionality, accuracy, suitability, and user-friendliness. The findings highlighted that the worksheets excelled in these areas, effectively addressing the specified learning objectives and garnering positive reception from the learners.

Most notably, the pretest-posttest analysis yielded compelling evidence of the worksheets' impact on learning outcomes. The discernible improvement in the learners' performance post-utilization indicates a tangible enhancement in their knowledge and understanding of the targeted English competencies. The substantial differences in mean scores between the pretest and posttest results serve as a robust validation of the efficacy of the developed instructional materials.

The study's conclusions not only affirm the success of the worksheet development process but also underscore their significant positive impact on learning outcomes. These findings hold substantial implications for educators and instructional designers seeking to optimize the learning experiences of students in the realm of English language acquisition.

LIMITATION & FURTHER RESEARCH

The study on the development and validation of the study provides valuable insights, but it comes with certain limitations. Firstly, while significant for Grade 8 learners in the Division of Calamba City, the findings may not be readily applicable to other educational settings or grade levels. Each context carries unique characteristics that can impact the effectiveness of these worksheets.

Additionally, the study's focus on the least mastered competencies for the 1st to 3rd quarter may not fully capture the entirety of the English learning experience. Future research could consider broader competencies for a more comprehensive understanding. Lastly, the study did not collect detailed data on learners' baseline language proficiency levels and prior knowledge. A more in-depth analysis of these factors could provide a clearer picture of the impact of the worksheets.

To address these limitations, future research endeavours could consider conducting longitudinal studies to explore the long-term impact of the worksheets on learning outcomes,

retention, and application of knowledge over an extended period. It is also recommended to replicate the study in diverse educational settings to assess the generalizability of the findings. Additionally, gathering direct feedback from learners about the worksheets' usability, engagement, and overall effectiveness would offer valuable insights. Exploring additional outcome measures like learner motivation, satisfaction, and engagement could provide a more comprehensive understanding of the impact of the worksheets.

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