

# Development of Supplementary Material for Vocabulary Expansion toward Effective Word Choice

Jeffrey B. Raymundo

Department of Education  
Schools Division of City of Meycauayan  
Meycauayan City, Bulacan, Philippines  
jeffrey.raymundo@deped.gov.ph

**Abstract:** *This study sought to develop supplementary material for vocabulary expansion to address poor communication skills due to inadequate vocabulary of Filipino students. The researcher utilized descriptive method of research and used three different data-gathering tools which included a 60-item vocabulary test aligned with vocabulary development competencies for junior high school. Also considered were some selected vocabulary learning concepts adapted from quarterly assessments conducted by the Schools Division of City of Meycauayan, a checklist on vocabulary learning concepts and the Learning Resources Management and Development System (LRMDS) evaluation and review criteria for development of new print resources. The population of this study for needs analysis consisted of 85 randomly selected students from two Grade 10 sections handled by the researcher at Meycauayan National High School-Annex for S.Y. 2019-2020 and 20 selected junior high school English teachers from the Schools Division of City of Meycauayan. The material evaluators were composed of a curriculum specialist, a professor with experience in preparation of materials, and five specialists in English language education. The researcher developed the supplementary material based on results of the vocabulary test and checklist on vocabulary learning concepts. Using the LRMDS evaluation and review criteria for development of new print resources with a 4-point Likert scale, the material evaluators evaluated the material based on content, format, presentation and organization, and accuracy and up-to-dateness of information. The material obtained a grand mean of 3.89, interpreted as Very Satisfactory, suggesting that they can be used for their intended purpose.*

**Keywords**—material development, vocabulary expansion, word choice

## 1. INTRODUCTION

Words are potent tools in conveying thoughts. Words can make or break a person depending on how intelligible his utterances are. Certainly, knowledge of words makes a lot of difference in effective communication.

Picture an eloquent speaker. He overflows with ideas expressed in a variety of ways. He exudes confidence and wit. He has a plethora of words up his sleeves. Expression is limitless.

Now picture a stutterer. His speech is halted as he runs out of words to say. He has jittery movements and mannerisms. He repeats and prolongs sounds to make up for what is apparently lacking. Expression is limited.

Indisputably, there exists a clear difference in the linguistic competence of a stutterer and an eloquent speaker. The disadvantage of the former is attributed to lack of communication skills. Because most people engage in communication every day, the ability to send across messages clearly and convincingly must always be evident among speakers of a certain language. Native speakers of a language seldom experience difficulties in communicating their ideas. However, speakers of a second language usually end up with problems in communication.

Knowledge of words is a vital component of language that a learner must acquire. Cayubit (2011) defines vocabulary as the process of recognizing the meaning of words. It may also refer to the set of words that a person is familiar with. It is

involved in reading comprehension and other language processes.

Vocabulary is one of the major issues in language education. The academic struggle that majority of second language students face can be attributed to lack of vocabulary. A learner who only has but a limited vocabulary may find it hard to flourish in an English class. What is worse, these few words that a learner knows and recognizes cannot be translated and used in productive tasks.

Truly, having adequate vocabulary is a requirement in English language learning as it allows learners to understand others and be understood. Garcia (2017) asserted that vocabulary is needed to be taught to allow learners to communicate effectively and expressively. Thus, teachers of language must be equipped with knowledge and skills in vocabulary instruction.

Since language proficiency is considered essential in performing academic tasks, how a student performs academically hinges on how well he recognizes and uses the language. While vocabulary is unconsciously acquired, conscious effort must be exerted to expand word knowledge on the part of teacher and learner.

Sad but true, vocabulary learning was given little priority in English classes (Alghamdi, 2019). In the K to 12 curriculum, vocabulary lessons are not directly taught. Instead, they are inserted in parts where they are almost unrecognizable. Thus, vocabulary learning is only incidental in nature. Students pick up words by reading texts, but these lexical items are not explicitly given to them in formal lesson. Hanson and Padua (2019) emphasized that students learn new

words through explicit vocabulary instruction aside from the words they incidentally learn. This suggests that materials for explicit vocabulary learning must be available for teachers' use.

This is because vocabulary instruction will not be as effectual as expected without the reinforcement of vocabulary learning materials. Afitska (2015) stresses that language needs of learners can only be catered to through teacher-training courses and the use of contextualized and language-based materials. These materials should complement the strategies to achieve desired language learning outcomes. Using learning materials for vocabulary development without careful consideration may be disastrous. It bears stressing that the material to be used must be tailored to suit needs and learning strategies of students.

Since language teachers sometimes feel that textbooks are insufficient for the attainment of learning objectives, they access additional resources available online. The problem is that some of these resources are not suitable to the linguistic level of learners because the words in the materials are far too advanced for them. Worse, some materials contain obsolete information and erroneous grammar, and are not for free which will require teachers to shell out money. Clearly, language materials are inadequate specifically those dealing with vocabulary instruction. This inadequacy may compel teachers to craft supplementary materials that support vocabulary learning.

Although materials for language learning in general are provided by the Department of Education for the attainment of essential learning competencies in English, materials solely for vocabulary learning have to be prepared and created. The vocabulary development competencies set in the K to 12 curriculum guide in English are realistic and attainable if language teachers are provided with sufficient materials intended for explicit vocabulary instruction. Because vocabulary may be perceived as one of the most overlooked components of language, teachers should look for ways on how to enrich learners' vocabulary as it is vital to success.

This convinced the researcher that a supplementary material for vocabulary expansion has to be developed to help students in learning new words.

## **2. LITERATURE REVIEW**

Language is a broad concept. It includes components which must be focused on before dealing with the language in general terms. One of these components is vocabulary. The knowledge of words helps an individual understand others and be understood. Vocabulary learning is part and parcel of language learning.

As Zhou and Dai (2016) believe, vocabulary is central to second language acquisition. It is pivotal in language learning as it definitely affects language proficiency, correlated as it is with the macro skills of reading, writing, listening and speaking. Vocabulary knowledge is the heart of language, and it cannot be learned easily. It entails a long process as learners

encounter words upon words, become familiar with them, and eventually store them in memory (Karakas and Saricoban, 2011).

To promote the development of word knowledge, teachers must first identify what hinders students from learning new word. The number of words that they need to learn runs to thousands. This bombards them and makes vocabulary development overwhelmingly hard. The materials available for vocabulary instruction are sometimes difficult for them to use. The complexity of vocabulary can only impede the process of learning lexical items. On many occasions, students should go beyond the literal meaning of words, an arduous task.

If appropriate language materials will be used systematically, it may yield desired outcomes. Truly, exposing learners in authentic learning resources will help them in expanding their word knowledge.

Indeed, teaching materials are indispensable. Hamdani (2011) defines teaching materials as a set of systematized written and unwritten materials that aim to provide an environment conducive to learning. These unified, whole and systematic materials concentrate on building competencies. Seftiana, Jaya and Darsono (2019) point out that teaching materials constitute learning media. Learning is likely to occur if these materials are utilized properly.

For Supriyadi (2013) teaching material is a predictor of success in the teaching-learning process. This material is beneficial for both the teacher and the students; it guides the teacher in teaching whereas it assists the students in learning the target lessons. He identifies two steps in the preparation of teaching materials: (1) identifying standard competence and base competence, and (2) identifying types of teaching material. Each competence requires a specific type of material so the teacher must be knowledgeable about this.

Arianto and Adisaputera (2017) describe teaching materials as indispensable in learning because they act as messengers of things relevant to learning. These materials affect the interest and motivation of the students. If new materials are used to replace or supplement existing one, students become more enthusiastic to learn.

Learning materials are readily available nowadays mostly provided by the Department of Education, but it seems that a mismatch in some case exists between their content and the learning needs of students. Because of this, teachers must know how to adapt existing materials or better yet, come up with their own considering the skills that learners ought to acquire.

Edwards & Burns (2016) assert that teachers continually create, adapt and evaluate instructional materials to implement the new curricula and meet learners' needs. This is observable among teachers especially in public schools where learning resources are often insufficient, making it difficult for them to impart knowledge. For teachers, who venture into material

writing, several factors like learners, teachers and other contextual variables are taken into consideration.

Although textbooks are the main instructional materials for teachers, language teachers often feel that textbooks are not enough to achieve learning outcomes in an English class. This calls for the development of additional materials to support learning. Thakur (2015) stresses supplementary materials in language learning are abounding and everywhere. Teachers only have to be ingenuous and resourceful to access them productively and use them as guide in crafting their own. Using supplementary textbooks or materials can only result in language development and motivation. These additional materials are important in language learning as they guide students in learning grammar, vocabulary and the four macro skills. (Abbasi, Azizifar, Gowhary, and Heidari, 2017)

Tomlinson (2011) describes his model of material development which consists of six basic stages namely: description of respondents, exploration of results, contextual realization, pedagogical realization, production, and evaluation of the materials.

Indeed, materials can create a huge impact on language learning. The need to develop learning materials must always be a priority. In Indonesia, Supriyadi (2013) developed a material in teaching writing of scientific paper using constructivism approach. The material was systematically developed based on the established sequence of learning process order and it followed the format for adaptation of material prescribed by the Ministry of Education. This material was assessed by practitioners and experts – practitioners were lecturers teaching Indonesian scientific subject and writing scientific paper while the experts included an expert on learning content of scientific paper, another expert on learning of methodology of writing scientific paper, and another expert on learning technologists. Their material assessment focused on the following: (a) lesson topics/subject, (b) base competence (c) learning objective, (d) learning guidance, (e) description of teaching material, (f) learning activities 1,2 and 3, (g) individual activity, (h) individual assessment, and (i) material deepening. The following criteria were used in the assessment: (a) cover, (b) feasibility of content, (c) presentation, (d) layout, (e) graphics, and (f) language. Other aspects such as font type, consistency of terminology, physical appearance, display graphic, and layout were also evaluated. The material revision was done after the assessment and pilot testing was conducted in both small and large groups.

Arianto and Adisaputera (2017) produced a module on expository text writing material. The research was conducted at SMA Negeri 1 Hamparan Perak. The subjects in the study were Grade 10 Indonesian students. The developed material was validated by an expert team using the prototype instructional material design and the assessment used a rubric developed by the researcher. The criteria were based on conformity to literacy-based materials prescribed by the syllabus. The effectiveness of the material was determined from the questionnaire. The data collection instruments were

composed of a questionnaire for validation of a team of experts, essay writing exposition text, and questionnaire answered by teachers and students. These points were carefully considered in developing the material: (a) book cover, caricatures, drawing and poems by local and overseas local writers and drawing with striking colors as preferred by the students, (b) preface, (c) table of content, (d) competencies in the literary exposition-based literacy module, (e) concept maps, (f) introduction of expository texts, (g) expository text material, (h) exercises, (i) summaries and competence question, (j) key answer and glossary annexes, and (i) references. Teachers and students' feedback on the developed module was favorable.

Kristanto (2017) worked on the development of instructional materials for blended learning. This research was conducted for students majoring in curriculum and educational technology in the State University of Surabaya, Indonesia and the material was for the audio/media course. The first stage in the material development was the modification of semester lesson plan to meet learning needs and achieve course goals. The instructional material, an e-learning media production design, was constructed by the researcher in consultation with experts. It was tried through with the experts. The criteria used in the validation were: (a) practicability of model, (b) materials feasibility, and (c) media feasibility. No revision was done because modifications was not indicated during the validation. Results indicated that the material has a positive impact on the advanced implementation of the blended learning syllabus.

Meanwhile, Seftiana, Jaya and Darson (2019) developed teaching supplement books based on learning models to develop learning. The population in the study consisted of grade four students in public elementary schools in Penengahan South Lampung Regency. Teachers and students were asked to fill out questionnaires during the preliminary stage in the developing material. The researchers carefully planned the development of supplementary textbooks following these steps: (1) curriculum analysis, (2) preparation of the so-called local wisdom based on supplementary book framework using inquiry learning model, (3) systematic determination, and (4) planning evaluation tools. Experts' validation followed the material development as it focused on media/design aspects and usability. Suggestions from the experts included: improvement of learning objectives, arrangement of activities based on the stages of inquiry, inclusion of sources in the image. The media expert validation suggested that the picture in the cover page should be replaced with a brighter image and color and researchers made the revisions. Testing of the material in small groups revealed an increase in student learning outcomes.

In the Philippine setting, researchers have also developed language materials. For examples, Bauza (2017) developed learning resource materials in reading for Grade 7 students. A pretest taken from the Philippine Informal Reading Inventory had revealed that students are within frustration level as comprehension falls below 50%. This finding served as basis

in developing the materials which underwent validation by eight reading experts who evaluated them based on objective, content, language and style, usefulness, and organization and presentation. The materials were rated 'Excellent' in all these categories.

Similarly, Tongol (2017) developed activity-based instructional materials for English for Academic and Professional Purposes (EAPP) for senior high school students in Apalit High School. The study involved 71 student-respondents and 10-teacher respondents who answered questionnaires as the main data-gathering tool. Tomlinson's model for material development was used. As evaluated, the materials were and rated 'Very Great Extent' with a grand mean of 4.88 out of the highest possible score of 5.

Morelos (2018) developed learning resource materials to upgrade comprehension skills of Grade 11 students in Doña Candelaria Meneses Duque National High School. The researcher utilized questionnaires in gathering data which included a reading diagnostic test and an evaluation tool for the material. The instructional material got an overall mean of 4.72, interpreted as 'Excellent.'

Pascual (2019) developed contextualized drills to enhance grammar skills. The participants of the study were composed 86 selected Grade 8 students of Parada National High School who answered a 75-item diagnostic test; six English 8 teachers who answered a test checklist; and five specialist who evaluated the material based on objectives, learning content, usefulness, organization and presentation and grammar drills. Based on the evaluation, the contextualized drills gained an overall mean of 4.84, interpreted as 'Very Acceptable.'

The literature and studies dealing with the language learning provided the baseline in developing material for vocabulary expansion. These also provided the present researcher an idea on how to go about his work.

### **3. RESEARCH QUESTIONS**

The general problem of this study was: What supplementary material for vocabulary expansion may be developed?

Specifically, this study sought to answer the following questions:

1. What is the level of vocabulary knowledge of the student-respondents?
2. What are the vocabulary learning concepts that must be taught to students?
3. What are the procedures in developing supplementary material for vocabulary expansion?
4. How may the developed supplementary material for vocabulary expansion be described in terms of:

4.1 content

4.2 format

4.3 presentation and organization

4.4 accuracy and up-to-dateness of information?

### **4. RESEARCH METHODOLOGY**

The study aimed to develop supplementary material for vocabulary expansion. The descriptive method helped the researcher gather information about the vocabulary knowledge of the student-respondents and the vocabulary learning concepts that the teacher-respondents perceived to be important. These were the bases in developing the proposed material. This method was also suitable in evaluating the merits of the work.

The population of this study for needs analysis consisted of two groups. The first group was composed of 85 students from two Grade 10 sections handled by the researcher at Meycauayan National High School-Annex for S.Y. 2019-2020. The researcher used purposeful random sampling in selecting students who answered the vocabulary test aligned with the vocabulary development competencies and some vocabulary learning concepts set by DepEd.

The second group consisted of 20 selected junior high school English teachers who answered a checklist on vocabulary learning concepts needed in constructing the material.

Ten teachers from Bancal Integrated School, five from Ubihan High School, and five from Meycauayan National High School – Annex make up the group. The checklist consisted of 20 vocabulary learning concepts. Only 12 of these concepts were used as indicated by teacher-respondents as most applicable for the purpose.

The material evaluators were a curriculum specialist, a professor with experience in preparation of materials, and five specialists in English language education. This group is known for expertise, instructional competence, and valued experiences in the field of English language education, curriculum implementation and preparation of materials. Unmistakably, they possess knowhow in assessing and evaluating material in terms of content, format, presentation and organization, and accuracy and up-to-dateness of information. The evaluation and review criteria for development new print resources of Learning Resources Management and Development System (LRMDS) was the tool.

The researcher utilized three tools primarily to gather data. The first tool was a 60-item vocabulary test adapted from quarterly assessments conducted by the Schools Division of City of Meycauayan. This test is aligned with vocabulary development competencies for junior high school and selected vocabulary learning concepts. It was answered by 85 randomly selected Grade 10 students.

The second tool was a checklist on vocabulary learning concepts answered by teacher-respondents. The checklist covered twenty (20) vocabulary learning concepts called by



the researcher from DepEd's vocabulary development competencies for junior high school and other vocabulary topics. Only 12 of these concepts were included in the supplementary material as recommended by the teacher-respondents.

The third tool was the Learning Resources Management and Development System (LRMDS) evaluation and review criteria for development of print resources. This was used to evaluate and validate the material using the following criteria: (a) content, (b) format, (c) presentation and organization, and (d) accuracy and up-to-dateness of information. A curriculum specialist, a professor with experience in preparation of materials and five specialists in English language education validated the supplementary material upon request.

### Ethical Issues

All the procedures to be conducted was strictly compliant with the fundamental ethical principles. A consent letter signed by the Schools Division Superintendent was secured by the researcher to make sure that the research activities were allowed. The welfare of all subjects was taken into account to ensure that they were protected from unnecessary risks, or mental and physical discomfort that the research activities may cause them. The data concerning each subject were gathered and treated with utmost confidentiality to prevent untoward effects to them and their families.

Moreover, all research procedures were conducted with the permission from the school administration.

### Data Analysis

#### Part I. The Level of Vocabulary Knowledge of Grade 10 Students

The vocabulary level of Grade 10 students is presented in the frequency and distribution of their scores in the 60-item vocabulary test from quarterly assessments conducted by the Schools Division of City of Meycauayan. This test is aligned with vocabulary development competencies for junior high school and uses selected vocabulary learning concepts. Table 1 presents the data in the vocabulary test.

**Table 1**  
**Frequency and Percentage Distribution of Vocabulary Knowledge of Student-Respondents**

Scores	Frequency (f)	Percentage (%)	Verbal Interpretation
49-60	0	0	
37-48	7	8.24%	Knowledgeable
25-36	25	29.41	Slightly Knowledgeable
13-24	53	62.35	Lacking Knowledge
0-12	0	0	
Total	85	100%	
Mean Score	24.0059		Lacking Knowledge

Standard Deviation	7.7576
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It is readily seen in the table that the student-respondents obtained a mean score of 24.0059, interpreted as 'Lacking Knowledge.' This confirms that students lack knowledge of vocabulary and suggests the need for vocabulary instruction because as Zhang (2016) affirmed, learners must be exposed to significant words and this should be the focus of vocabulary instruction. Majority of the respondents (62.35%) got scores within the 13-24 range. No one obtained a score within the 49-60 and 0-12 ranges.

#### Part II. Vocabulary Learning Concepts

To determine the vocabulary topics for inclusion in the supplementary material, the researcher sought out the opinions of selected junior high school English teachers through a checklist.

**Table 2**  
**Vocabulary Learning Needs of Students**

Vocabulary Lessons	According to Teachers' Perception	According to Vocabulary Test	Ave	Rank
Word formation (e.g clipping)	2	2	2	1
Figures of speech	4.5	1	2.75	2
Confusing words (e.g. compliment – complement)	1	8	4.5	3
Literal and figurative language	6	4	5	4
Homonyms, homophones, homographs and heteronyms	4.5	6	5.25	5
Structural analysis (root word and affixes)	3	11	7	6
Cline / Shades of meaning	7.5	7	7.25	7
Synonyms and antonyms	10	5	7.5	8
Collocations	7.5	10	8.75	9.5
Context clues	14.5	3	8.75	9.5
Word pair analogy	12.5	9	10.75	11
Idiomatic expressions	11	12	11.5	12
Word derivation	9	15	12	13
Technical vocabulary for drama and theatre	14.5	14	14.25	14.5

Formal and informal definition	12.5	16	14.25	14.5
Technical and operational definition	19.5	13	16.25	16
Terms in research	16.5	17	16.75	17
Part of speech word analysis	16.5	19	17.75	18
Slang and colloquial expressions	18	18	18	19
Expanded definition	19.5	20	19.75	20

Table 2 presents the vocabulary learning concepts that the supplementary material must convey based on perceptions of the teacher-respondents and the scores of the student-respondents in the vocabulary test.

As the table shows, the most needed topics are word formation; figures of speech; confusing words; literal and figurative language; homonyms, homophones, homographs and heteronyms; structural analysis; cline / shades of meaning; synonyms and antonyms; collocations; context clues; word pair analogy; and idiomatic expressions. These topics were taken up in the supplementary material.

*Part III. Procedures in the Development of Supplementary Material for Vocabulary Expansion*

Because of results of the vocabulary test taken by Grade 10 students, and perceptions of the teachers on the most needed vocabulary concepts to be taught, the researcher saw the need to develop supplementary material for vocabulary expansion. The researcher used Tomlinson’s model (2011) as his guide in developing the material. He followed the steps: determination of the target skill, exploration of results, contextual realization, pedagogical realization, production, and evaluation of the material.

Following Tomlinson’s model, the researcher developed supplementary material with the following parts: (1) Vocabulary Target, which presents the vocabulary objective congruent with the competency that the lesson seeks to achieve, (2) Vocabulary Warm-up, which features striking questions and/or statements with pictures related to the lesson providing the students a foretaste of the vocabulary concept to be discussed, (3) Vocabulary in Text, which aims to develop awareness of students on the vocabulary lesson by exposing them to relevant texts showing vocabulary concepts, (4) Vocabulary Concept, which presents the vocabulary lesson defining of important terms and giving examples for better understanding and retention (5) Vocabulary Drills, which contains drills and exercise to enhance students’ knowledge of the vocabulary lesson presented, and (6) Vocabulary Task, which provides students productive tasks like sentence and paragraph construction applying the vocabulary concept.

The researcher humbly believes that the use of this supplementary material will promote the development of vocabulary knowledge through learning essential vocabulary lessons.

Hopefully, this material will incite the interest of students in learning vocabulary toward effective word choice communication. Poor communication will be addressed by this material as learners pick up unfamiliar words and expressions by use them in their utterances. They may also clarify words which most students find confusing and arrive at correct usage henceforth.

*Part IV. Evaluation of Supplementary Material for Vocabulary Expansion*

A curriculum specialist (Evaluator A), a professor with experience in preparation of materials (Evaluator B) and five English specialists (Evaluators C, D, E, F and G) were requested to evaluate the developed supplementary material using the LRMSD evaluation and review criteria for development of print resources with the following factors: (1) content, (2) format, (3) presentation and organization, and (4) accuracy and up-to-dateness of information.

The LRMSD evaluation tool utilizes point system. The material should score a particular number of points to pass each criterion. The material with passing marks in all four factors measured in the evaluation tool is approved for public use and can be reproduced if necessary.

The frequency distribution and descriptive measures of content are evident in Table 3. The points obtained in each factor from all the evaluators are also presented. Results show that the content of the supplementary material is ‘Very Satisfactory’ as it obtained a total mean of 3.82. All of the indicators in Factor 1 are rated “Very Satisfactory” suggesting that the content of the supplementary material is appropriate to the learning needs of students.

For Factor 1, the material should score at least 21 points to pass the criterion. Content was scored 28 points each by Evaluators A, C, D and F, 26 points by Evaluator G, 24 points by Evaluator E, and 21 points by Evaluator B. The content of the developed supplementary material received passing marks from all evaluators.

**Table 3**  
**Frequency Distribution and Descriptive Measures of Content of Developed Supplementary Material**

Factor 1: Content	4	3	2	1	Mean	Verbal Interpretation
1. Content is suitable to the students’ level of development.	7	-	-	-	4.00	Very Satisfactory
2. Material contributes to the achievement of specific objectives of	6	1	-	-	3.86	Very Satisfactory

the subject area and grade/year level for which it is intended.						
3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	6	1	-	-	3.86	Very Satisfactory
4. Material is free of ideological, cultural, religious, racial and gender biases and prejudices.	5	2	-	-	3.71	Very Satisfactory
5. Material enhances the development of desirable values and traits.	6	1	-	-	3.86	Very Satisfactory
6. Material has the potential to arouse interest of target reader.	6	1	-	-	3.86	Very Satisfactory
7. Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.	4	3	-	-	3.57	Very Satisfactory
Total Mean					3.82	Very Satisfactory

Table 4 presents the frequency distribution and descriptive measures of format of developed supplementary material. As reflected in the table, the material got a total mean of 3.82, interpreted as 'Very Satisfactory.' This signifies that the printing, illustrations, design and layout, paper and binding, and size and weight of the supplementary material are acceptable though some revisions have to be made as suggested by the evaluators.

**Table 4**  
**Frequency Distribution and Descriptive Measures of Format of Developed Supplementary Material**

Factor 2: Format	4	3	2	1	Mean	Verbal Interpretation
1. Prints						
1.1 Size of letters is appropriate to the intended user.	7	-	-	-	4.00	Very Satisfactory
1.2 Spaces between letters and words facilitate learning.	7	-	-	-	4.00	Very Satisfactory
1.3 Font is easy to read.	7	-	-	-	4.00	Very Satisfactory

1.4 Printing is of good quality	5	2	-	-	3.71	Very Satisfactory
2. Illustrations						
2.1 Simple and easily recognizable	5	2	-	-	3.71	Very Satisfactory
2.2 Clarify and supplement the text	6	1	-	-	3.86	Very Satisfactory
2.3 Properly labelled or captioned (if applicable)	6	1	-	-	3.86	Very Satisfactory
2.4 Realistic / appropriate colors	7	-	-	-	4.0	Very Satisfactory
2.5 Attractive and appealing	6	1	-	-	3.86	Very Satisfactory
2.6 Culturally relevant	5	1	1	-	3.57	Very Satisfactory
3. Design and Layout						
3.1 Attractive and pleasing to look at	6	1	-	-	3.86	Very Satisfactory
3.2 Simple (i.e., does not distract the attention of the reader)	5	2	-	-	3.71	Very Satisfactory
3.3 Adequate illustration in relation to text.	4	3	-	-	3.57	Very Satisfactory
3.4 Harmonious blending of elements (e.g., illustrations and text)	6	1	-	-	3.86	Very Satisfactory
4. Paper and Binding						
4.1 Paper used contributes to easy reading.	6	1	-	-	3.86	Very Satisfactory
4.2 Durable binding to withstand frequent use.	6	1	-	-	3.86	Very Satisfactory
5. Size and Weight of Resource						
5.1 Easy to handle	6	1	-	-	3.86	Very Satisfactory
5.2 Relatively light	4	3	-	-	3.57	Very Satisfactory
Total Mean					3.82	Very Satisfactory

For Factor 2, the material should score at least 54 points to pass the criterion. Format was scored 72 points each by Evaluators A and D, 70 points by Evaluator C, 68 points by Evaluator G, 65 points by Evaluator B, and 58 points by Evaluator E. This suggests that the format of the developed supplementary material passed the evaluation of all evaluators.

Table 5 presents the frequency distribution and descriptive measures of the third factor, presentation and organization.

**Table 5**  
**Frequency Distribution and Descriptive Measures of Presentation and Organization of Developed Supplementary Material**

Factor 3: Presentation and Organization	4	3	2	1	Mean	Verbal Interpretation
1. Presentation is engaging, interesting and understandable.	6	1	-	-	3.86	Very Satisfactory
2. There is logical and smooth flow of ideas.	6	1	-	-	3.86	Very Satisfactory
3. Vocabulary level is adapted to target reader's likely experience and level of understanding	7	-	-	-	4.0	Very Satisfactory
4. Length of sentences is suited to the comprehension level of the target reader.	6	1	-	-	3.86	Very Satisfactory
5. Sentences and paragraph structures are varied and interesting to the target reader.	7				4.0	Very Satisfactory
<b>Total Mean</b>					3.92	Very Satisfactory

As Table 8 shows, the supplementary material was presented and organized very satisfactorily as they obtained a total mean of 3.92. All the items in factor 3 were rated 'Very Satisfactory' implying that the material is interesting and logically arranged.

For Factor 3, the material should score at least 15 points to pass the criterion. Presentation and organization were scored 20 points each by Evaluators A, C, D, E, and F, 19 points by Evaluator B, and 18 points by Evaluator G. Clearly, the presentation and organization of the developed supplementary material meets the set standards.

Presented in Table 6 are the frequency and descriptive measures of the last factor for the evaluation of the supplementary material, accuracy and up-to-dateness of information.

**Table 6**  
**Frequency Distribution and Descriptive Measures of Accuracy and Up-to-Dateness of Information of Developed Supplementary Material**

Factor 4: Accuracy and Up-to-Dateness of Information	4	3	2	1	Mean	Verbal Interpretation
1. Conceptual errors	7	-	-	-	4.0	Not Present
2. Factual errors	7	-	-	-	4.0	Not Present
3. Grammatical errors	7	-	-	-	4.0	Not Present
4. Computational errors	7	-	-	-	4.0	Not Present
5. Obsolete information	7	-	-	-	4.0	Not Present
6. Typographical and other minor errors	7	-	-	-	4.0	Not Present
<b>Total Mean</b>					4.0	Not Present
<b>Grand Mean of All Factors</b>					3.89	Very Satisfactory

The table shows that the different types of errors are 'Not Present' as the material gained a total mean of 4.0. This means that the material is free of conceptual errors, factual errors, grammar errors, computational errors, obsolete information, typographical and other minor errors.

For Factor 4, the material should score 24 points to pass the criterion. Accuracy and up-to-dateness of information received 24 points each from all the evaluators. The material indeed is free from errors.

Overall, Table 7 presents the points obtained by the developed supplementary material in all factors from each evaluator.

**Table 7**  
**Summary of Evaluation of the Developed Supplementary Material (Points Per Factor)**

Evaluator	Content (28 points)	Format (72 points)	Presentation and Organization (20 points)	Accuracy and Up-to-dateness of Information (24 points)	Remarks
A	28	72	20	24	Passed
B	21	65	19	24	Passed
C	28	70	20	24	Passed
D	28	72	20	24	Passed
E	24	58	20	24	Passed
F	28	70	20	24	Passed
G	26	68	18	24	Passed



As evident in Table 7, the material passed all four factors in the judgment of evaluators implying acceptability and fitness for use in public schools.

Meanwhile, Table 8 summarizes the evaluation of every aspect of the developed supplementary material based on each criterion following the 4-point Likert scale. The content, format, and presentation and organization of the material were rated ‘Very Satisfactory’.

**Table 8**  
**Summary of Evaluation of the Developed Supplementary Material**

Factors	Mean	Verbal Interpretation
1. Content	3.82	Very Satisfactory
2. Format	3.82	Very Satisfactory
3. Presentation and Organization	3.92	Very Satisfactory
4. Accuracy and Up-to-Dateness of Information	4.00	Not Present (Errors)
Grand Mean	3.89	Very Satisfactory

It is readily seen in Table 8 that the supplementary material for vocabulary expansion is ‘Very Satisfactory’ as they obtained a grand mean of 3.89. This means that the material is acceptable for use as intended.

## 5. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are humbly and respectfully offered:

1. English teachers may utilize the developed supplementary material to help students learn essential vocabulary lessons and acquire competencies leading to effective word choice, vital in communication.
2. School administrators may promote the use of this developed material among teachers and consider vocabulary expansion and material development in their programs, activities, and seminars to address problems related to vocabulary and language in general.
3. Curriculum planners and material developers may address language difficulties due to inadequate vocabulary. They may consider promoting rigorous vocabulary instruction, which should be included in the curriculum and learning materials.
4. Future researchers may conduct studies related to vocabulary instruction and create customized materials for other grade levels.

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