

Use of Emojis for Vocabulary Enhancement

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Abstract: *Vocabulary learning using emojis is fun and would enable the expanding of students' knowledge on words be it previous learnings or new sets of words. This integration in cloze tests makes the level of vocabulary skills increase. Compared to traditional or simple cloze test where students shall supply and fill in the missing words from a pool of words, this innovative cloze test presents emojis as representation of the missing words that the students will supply to complete the thought of the sentence and the paragraph.*

To ascertain such contention, this study explored the effectiveness of the use of emojis to enhance vocabulary skills of Grade 10 students. The researcher employed quasi-experimental research design to examine the effectiveness of the use of emoji in cloze test as compared to traditional cloze test. Grade 10 students of Balite National High School (n=40 for experimental group, and n=40 for control group) for the school year 2021-2022, comprised the respondents for this study. To collect the data, the researcher used a Cloze Test. A pre-test was administered before the researcher gave treatment to the experimental class, and a post-test held afterward. For data analysis, the researcher used mean and independent t-test. The findings indicated that there was a significant difference in the level of vocabulary skills of the students between the pretest and posttest of both groups. However, in the control group, the level remained static in low level despite the increase in scores after the posttest. On the other hand, the students' level of vocabulary skills leaped one level higher after the treatment and in the posttest from average level in the pretest to high level in the posttest. Generally, the integration of emoji in cloze test to enhance vocabulary skills was found better and more effective than the traditional cloze test. Results suggested that the participants have positive perception and attitude towards the use of emojis, viewed this as a tool in improving their vocabulary skills, and kept them motivated.

Keywords: Vocabulary learning

I. INTRODUCTION

Learning English has been a perpetual and challenging endeavor for many students. They often struggled in expressing their thoughts and ideas or comprehend the meaning of words used in paragraph because of their insufficient vocabulary skills. Teachers devote their time in searching for best and suitable strategies to address this particular need of the students. One effective strategy is the use of media in teaching vocabulary skills.

Words that are replaced by pictures – emojis – are innovative way of conveying a message that need not be written. Through transcriptions, students will discover the emojis' word meaning, its uses, and its relationship among words in the sentence. Integration of emojis in vocabulary enhancement tests is fun to students and effective for provoking a response since *emoji is one of the most important communication tool in this present generation* (Richards, 2019).

Emojis can replace many words of text because it is easier and quicker to understand than a written explanation. No longer confined to messages between friends, these colorful faces, objects and symbols are now common in emails, texts, instant messages and in social media. For instance, the “No Guns” symbol has no alphabetic text and no sound. Like many signs, it relies for its meaning on visual information. However, we might be able to say that the sign uses the spatial mode as well, since the gun appears behind the red bar that signals “no” or “not allowed” (Pagulongan & Cerantes, 2020).

In an educational perspective, emojis are considered a picture, that is, a visual representation or image that is painted, drawn, or photographed, and rendered on a flat surface – that is used by teachers to draw students' attention and interest in the teaching and learning process (Harjuno, 2009).

Teaching students that will motivate them to listen and perform performance tasks is a challenge to teachers especially on teaching literature and English subjects. There are a lot of available strategies that would enhance students' knowledge on a particular competency or skill. For instance, vocabulary enhancement. Students may find this lesson difficult because it has to do with new words and texts, but teaching this may not be that difficult because of integration of pictures that would represent a written text or idea. *The main advantage of a picture is its obvious visibility to learners* (Lavalle & Briesmaster, 2017).

This study is interested in investigating the effectiveness of emojis in enhancing the vocabulary of Grade 10 students of Balite National High School.

II. REVIEW OF RELATED LITERATURE

This section provides the concepts, writings, and findings of experts, which are relevant to the present study. Cited literatures and studies are synthesized to point out links, provide insights, and establish relationships between and among the variables under investigation.

2.1 Emoji

In a study conducted by Ghazali, et. al (2020), other skills are developed in using emojis in enhancing vocabulary. The study revealed the following skills that have improved: understand the meaning and use the word better, enhance and promote the use of English language through vocabulary, apart from learning vocabulary, students will also learn about culture and heritage, and it is a fun and interesting way to learn vocabulary for the students. Their study shows that over 90% agreed that learning English through emoji could help them learn words better using images (97%) acquire the English language (91%), understand other cultures better (92%).

Teachers of English encourage students to take a more active role in the both vocabulary and oral activities in the classroom through different strategies. So, the use of picture descriptions as a strategy to enhance vocabulary and develop communication skills of students.

To support this, a study of Lavalle & Briesmaster (2017) suggest that the students' communication skills increased as result of integrating picture descriptions in classroom activities, which in turn enhanced the students' overall participation.

2.2 Vocabulary

Ghazali, et. al (2020) believes that we tend to overlook the fact that one of the main reasons why our ESL learners are not doing well in applying the language is because they lack in vocabulary. Overemphasis on grammar in teaching has also affected learners' mastery of the English language.

Therefore, with this in mind the study believe before we start teaching them grammar, we first need to make them learn as many words as possible. Studies have shown that if one manages to learn at least a thousand words of the new language, they will be able to communicate already in the language. The one approach that we are focusing on in teaching vocabulary is by using emoji, as they have now become a part our daily communication tool. We use emoji in almost all social media platforms and communication applications to express and emphasize our needs.

On the other hand, Harjuno (2009) has found out that the students' progress during the teaching and learning activity by using the pictures was good, and most of the students said that the activities by using pictures could help them in mastering vocabulary. Besides, they can increase the students' motivation in learning English.

Synthesis. The foregoing ideas, concepts, and findings from various authors reflect similarities to the present study particularly on enhancing the vocabulary of students through the integration of emoji: how they add description to the whole idea of the sentence. Moreover, the ideas presented by the authors of the foregoing reviews of literature provide significant information, relevant concepts and valuable concepts to supports the present study on evaluating the effectiveness of the use of emoji in vocabulary enhancement of Grade 10 students of Balite National High School, Anao-aon District, Division of Surigao del Norte.

2.3 Theoretical and Conceptual Framework of the Study

This study was grounded on the Schema Theory as it refers to the cognitive and conceptual structure and representation of knowledge (Moody, et. al 2018). Schemas can be thought of as mental filing cabinets that allow individuals to process, encode, organize, and retrieve information. Comprehension results from the activation of schemas, which provide a framework for explaining objects and events within a text.

Schema theory demonstrates the active role of learners when constructing meaning and play a role in vocabulary instruction when students are asked to connect new words to synonyms and antonyms, analyze the morphological features of words, create concept maps, graphic organizers, and semantic maps, and when using prior knowledge to determine word meanings (Moody, et. al 2018).

The conceptual framework of this study outlines the ordered series of steps to carry out the completion and accurate result. This includes the assessments of the Grade 10 student before and after the implementation and use of emoji in their activity tasks. The two groups of respondents enumerated as control and experimental avail and receive different instructions in which the teacher utilizes the traditional cloze test to the control group while utilizing emoji integration to the experimental group.

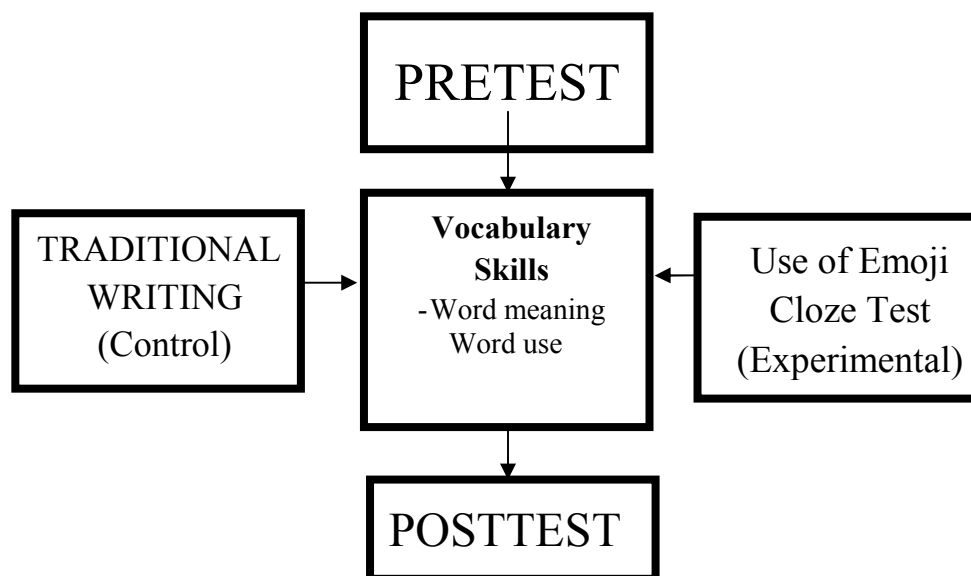


Figure 1: Research Paradigm

The results of the pretest and posttest of the two groups were tallied and treated using the mean to reveal the learning level of the Grade 10 students before and after the implementation and utilization of emoji in cloze test. Furthermore, the difference of the vocabulary learning level of the Grade 10 students in vocabulary skills we compared through utilizing the independent t-test statistical tool.

The result of the findings of the study would be of great help in planning and crafting of lesson in English-related subjects in Junior High School particularly in integrating emoji in cloze tests of the Grade 10 students in Balite National High School – Anao-aon District, Surigao del Norte Division.

2.4 Statement of the Problem

The study aimed to determine the effectiveness of integrating emoji in cloze tests for vocabulary enhancement of the Grade 10 students of Balite National High School - Anao-aon District, Surigao del Norte Division. Specifically, it sought to answer the following questions:

What is the level of vocabulary skills among students in the control group and experimental group before and after the integration of emoji in cloze tests?

Is there a significant difference in the level of vocabulary skills among students in the control group and experimental group before and after the integration of emoji with respect to their gained scores?

Is there a significant difference in the level of vocabulary skills between the students in control group and experimental group with respect to their gained scores?

2.5 Hypothesis

Problem 1 of the statement of the problem is hypothesis free. While, problem 2 and 3 are hypothesized in the following manner:

Ho1: There is no significant difference in the level of vocabulary skills among students in the control group and experimental group before and after the integration of emoji with respect to their gained scores.

Ho2: There is no significant difference in the level of vocabulary skills between the students in control group and experimental group with respect to their gained scores.

2.6 Significance of the Study

The study on the “Use of Emoji in Vocabulary Enhancement of Grade 10 Students of Balite National High School” would be significant and beneficial to the following:

- **School Administrators.** The study would guide every school administrator to support the Junior High School teachers in designing and enhancing the lesson and conduct of vocabulary tests particularly cloze tests in English-related subjects’ learning sessions. Through this study, school administrators may understand more and support the needs of the Junior High School’ students through encouraging the teachers to enthusiastically utilize and integrate emoji as they teach the lessons in English-related subjects.
- **Junior High School Teachers.** Results of the study would serve as facts and verification that would professionally suggest the most appropriate teaching strategy in the recent era of education. This would help the Junior High School teachers to run the English-related subjects’ lessons in a thematic but comprehensive manner. This study would also acquaint the JHS teachers to equip themselves with the proper procedure on utilizing emoji in their cloze tests.
- **Students.** Results of the study would give benefits to the developing learners since they serve as the direct beneficiaries that will avail and enjoy the positive effect of using emoji in enhancing their vocabulary skills. Moreover, the findings of the study would also provide the information needed in dealing with the young millennial learners to increase their level of understanding and learning acquisition in a very facilitative and effective way.
- **Parents.** The data that would be gathered through the recorded observations and outcomes, which would assist the parents to evaluate and monitor their own children’s ability towards their studies.
- **Future Researchers.** The outcome and recommendations of the study would enable them to gain information and insights about the problem being studied and if they would like to make further study, it would serve as an essential reference for them.

2.7 Scope and Limitation of the Study

The scope and limitation of this study are thoroughly discussed below to provide a clearer and specific understanding regarding on the topic of the study. The following terms give an overview of the study and these are can be enumerated as:

- **Focus.** This study focused on the effectiveness of using emoji in enhancing the vocabulary skills of Grade 10 students of Balite National High School – Anao-aon District, Surigao del Norte Division.
- **Content.** Use of emoji in cloze tests is a modern and novel teaching strategy that teachers can utilize in improving the vocabulary skills of the students. It can be a classroom activity that provides students with autonomous and meaningful vocabulary exercises.
- **Respondents.** The respondents of the study were the Grade 10 students of Balite National High School – Anao-aon District, Surigao del Norte Division.
- **Source of Data.** The gathered data that were obtained from the distributed cloze tests and then answered by the research participants served as the basis of the result and discussion of the study.

- **Place and Time.** This study was conducted among the Grade 10 students in 5 sections of Grade 10 of Balite National High School – Anao-aon District, Division of Surigao del Norte during the academic year 2021 – 2022.

2.8 Definition of Terms

To facilitate better understanding of the study, the following terms are defined conceptually and operationally:

- **Cloze Test.** A cloze test is a way of testing comprehension and word meaning by removing words (usually every 5th word or so) from a passage or sentence and then asking the reader/learner to supply the missing elements. For this reason, it is also sometimes referred to as a gap-fill exercise. In this study, the removed words will be replaced with emojis.
- **Emoji.** Any of various small images, symbols, or icons used in text fields in electronic communication (as in text messages, email, and social media) to express the emotional attitude of the writer, convey information succinctly, communicate a message playfully without using words. These are widely used in social media platforms such as Facebook, FB Messenger and Twitter to express feelings or ideas.
- **Integration.** The act or process or an instance of integrating emoji in traditional cloze test to enhance students’ vocabulary skills.
Vocabulary skills. Vocabulary skills are specific abilities (word meaning) which help students put their thoughts into words through emoji integration and to mentally interact with the word represented.

III. RESEARCH METHODS

This chapter presents the research design, research environment, respondents, research instrument, ethics and data gathering procedure and data analysis employed in the course of the investigation.

3.1 Research Design

This study applied a quantitative approach and used a Quasi-Experimental Research Design which is deemed to find the significant difference in the level of vocabulary skills of Grade 10 students both in control and experimental groups. This research design had two groups that were tested during the pretest and posttest assessments to obtain the overall learning level of the participants before and after the integration of emoji in traditional cloze tests.

Quasi-experimental research design identifies a comparison group that is as similar as possible to the treatment group in terms of pre-intervention characteristics. The comparison group (control group) captures what would have been the outcome if the intervention had not been implemented. Hence, the intervention can be said to have caused any difference in results between the control and experimental groups (White & Sabarwal, 2020).

3.2 Research Respondents

The respondents of the study were directly chosen from the 5 Grade 10 classes of the teacher-researcher in Balite National High School-District of Anao-aon, Division of Surigao del Norte. The Grade 10 student-respondents were selected based on the purposive or judgmental sampling technique which the 80 Grade 10 learners in 4 successive sections are officially included in the study as respondents. Moreover, the final selection and distribution of the Grade 10 student-respondents is shown in Table 1.

Table 1. Distribution of Grade 10 Student-Respondents

Group	No. of Grade 10 students		Total
	Male	Female	
Control	23	17	40
Experimental	23	17	40
Total	46	34	80

Table 1 shows the distribution of the Grade 10 student-respondents which consisted of 80 learners who were equally distributed to control and experimental groups. Moreover, there were 23 male learners and 17 female learners in both control and experimental groups.

3.3 Research Environment

The study was conducted to 5 Grade 10 classes of Balite National High School in Anao-aon District, Division of Surigao del Norte. The chosen school is where the researcher is currently teaching as a secondary high school teacher. Balite National High School is located at Purok 6, Barangay Balite, Municipality of Anao-aon, Surigao del Norte. This institution is situated adjacent to Balite Elementary School. It is currently headed by a Secondary School Principal II with 29 teaching staff for both Junior High School and Senior High School, and 6 non-teaching personnel. Presently, the school has a total population of more than 450 officially enrolled students.

The school offers Senior High School specializing in General Academic Strand (GAS) with Housekeeping, Food and Beverages as electives, and Technical-Vocational Livelihood (TVL) in Beauty and Nail Care. Below is the map that will direct Balite National High School:

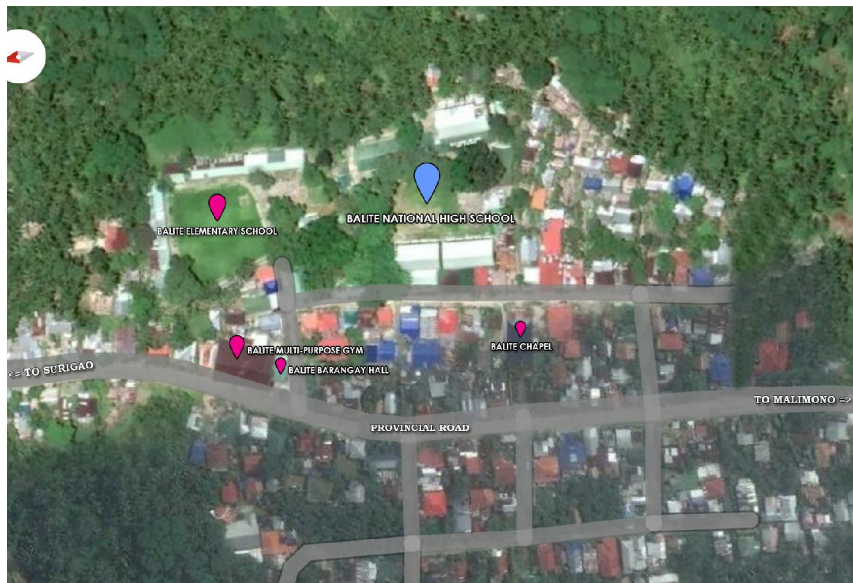


Plate 1: Location Map of Balite National High School

3.4 Research Instrument

A researcher-made questionnaire was used as the major instrument in gathering the needed data in the study which is in a form of Cloze Test. This instrument was crafted using the standard vocabulary skills test that covers word meaning which were answered by the Grade 10 student-participants within a given timeframe. This helped a lot in obtaining the necessary information regarding the level of vocabulary skills of the Grade 10 students before and after the integration of emoji in cloze tests.

The researcher-made instrument was composed of 30-item cloze test, stating a direction of transcribing the emoji and giving the word that the emojis are representing. Moreover, the research instrument was reproduced and distributed to the 80 students in 4 Grade 10 classes of Balite National High School.

Validity. A draft of the research instrument was prepared by the researcher in which the contents were based on the vocabulary skills test that includes word meaning, researches and experiences during classes. Moreover, the content validity that indicated the extent to which items were adequately measured or represented and the content of the property or trait that the researcher wished to measure were basically reviewed by the experts of this study who were the Grade 10 teachers of Balite National High School. This analyzes that the questions indicated in the research instrument would appear once, making sure that there would be no duplication of the items that would appear in the questionnaire. A criterion-related validation was also given a consideration in crafting the research questionnaire to which the instrument's scores correlate with an external criterion. With this, a correlation was used to determine if criterion-related validity existed.

The crafted questionnaire was ready to be submitted to the research adviser for a thorough review and suggestions that would be carried out during the revision process of the research instrument. The revised questionnaire was presented to the board of panelists during the proposal defense.

The researcher always followed the correct procedure and protocol in making the research instrument very valid and concrete, such as noting the scholarly suggestions and comments of the board of panelists during the proposal period which were the basis for the instruments' distribution to the research participants.

Reliability. The reliability of the research instrument was always connected to the process of pilot testing of the questionnaire to the research participants. The researcher administered one set of research instrument to a single set of participants in two different points in time. The obtained result from the initial distribution of the research instrument was then compared using the test-retest method and was analyzed using the Pearson-Product Moment Correlation Coefficient, indicating the significant and consistent responses of the research participants.

3.5 Ethics and Data Gathering Procedure

The researcher avoided certain issues that may arise anytime, especially that people were involved in the study conducted. To fully run the study with stability and continuity, the researcher addressed in advanced the possibilities of problems that may hinder the conduct of the study, and even worst, having predicaments in making the study incomplete. The researcher also prepared and tendered letters to the people who needed to be asked for permission; information regarding the roles to take part in the study; data secrecy obtained from the respondents' answers; and confidentiality of the respondents' identities were indicated in the sent letter to respondents. Moreover, considerations were given to the respondents as to the freedom in answering, and the time consumed in answering the questionnaire.

The preparation of the research questionnaire was the first step to be taken by the researcher and this took ample time to assure the quality of it, guaranteeing security of the required data in completing the study. The thorough processes of crafting, finalizing, and reproducing the research questionnaire took enough time.

A protocol of sending information to the Surigao del Norte Division Administration education officials was put into writings through the Letters of Request to be handed to the following people: a). Schools Division Superintendent; b). Public School District Supervisor; c). School Principal of Balite National High School; and d). Grade 10 Teachers and Students of Balite National High School.

Questionnaires were given to the respective advisers to be given to the respondents along with their self-learning module distribution. The researcher together with the advisers in giving out and retrieving questionnaires, observed safety and health protocols i.e. social distancing and hand sanitation.

The dissemination of the letters to the authorities took one week, afterwhich, upon the approval of the Schools Division Superintendent, the distribution of the research instrument to the research participants followed. The answered questionnaires were then collected and checked as to which participants' scores would be tallied, treated, and analyzed using the appropriate statistical tools, that later on were discussed and interpreted.

3.6 Data Analysis

Gathered data from the study conducted were treated and analyzed in a systematic manner in order to gain a correct and accurate result. The following statistical tools were used in this study:

- **Mean.** This tool was used to determine the vocabulary skills level of the Grade 10 students in both control and experimental groups. Following the standard format for determining the vocabulary skills level of the research participants, a Likert-Scale is attached to Appendix B that serves as the basis of measurement.
- **T-test.** This statistical tool was used to determine the significant difference between the level of vocabulary skills of the Grade 10 students before and after the integration of emojis in cloze tests.

IV. RESULTS AND DISCUSSIONS

This chapter contains the data and discussions leading to the answers of the problems in this study.

Level of Vocabulary Skills Among Students in the Control Group and Experimental Group Before and After the Integration of Emoji

The study looked into the level of vocabulary skills among students in the control group and experimental group before and after the integration of emoji.

Table 2: Vocabulary Skills Before and After the Integration of Emoji in both Control and Experimental Groups

Group	Test	Mean	Qualitative Description
Control Group	Pre-Test	11.15	low
	Post Test	12.80	low
Experimental Group	Pre-Test	13.43	average
	Post Test	23.85	high

Scale: 1-6 Very Low; 7-12 Low; 13-18 Average; 19-24 High; 25-30 Very High

As shown in the table, it is evident that there is an improvement of vocabulary skills in both control and experimental groups, noting that the scores increased in the post-test in both groups.

In the control group, the students obtained the mean score of 11.15 in the pre-test which is qualitatively described as *low*. In the post-test, their mean score increased to 12.80, however, it is still described as *low*. There is an increase in the mean scores but it is comparatively small.

In the same manner, the students in the experimental group obtained the mean score of 13.43 in the pretest (*average*) and it increased to 23.85 in the post-test which is qualitatively described as *high*. This also means that after the integration of emoji in cloze test, the level of vocabulary skills of the students increased far greater than the increase in the control group.

This increase is justified by Ghazali, et. al (2020) stating that the integration of emoji makes learning vocabulary from lower to higher levels possible.

Table 3: Difference in the Level of Vocabulary Skills Among Students in the Control Group and Experimental Group Before and After the Integration of Emoji with respect to their Gained Scores

Group	Compared Test	Mean Difference	t (df=78)	p	Decision on Ho	Interpretation
Control Group	Pre-Test and Post Test	1.65	-2.50	0.015	reject Ho	significant
Experimental Group	Pre-Test and Post Test	10.43	-12.64	0.000	reject Ho	significant

Table 3 reveals the mean difference of compared tests in both control and experimental groups. In the control group, the mean difference is 1.65 with 0.015 level of significance. The obtained p-value is less than 0.05 hence the hypothesis is rejected. This means that the level of vocabulary skills of students increased in simple and traditional cloze test without the integration of emoji.

On the other hand, the mean difference in the experimental group is 10.43 with 0.000 level of significance. The obtained p-value is less than 0.05, therefore, the hypothesis is rejected. This also means that the integration of emoji in simple and traditional cloze test helped the students in gaining higher scores.

It is important to consider the big difference between the control and experimental groups in terms of their respective mean differences. Though there are significant differences in both groups as to students' level of vocabulary skills, the mean difference in the experimental group (10.43) is far greater than of the control group's mean difference of 1.65. This means that the use of emoji enhances more the students' vocabulary skills.

This result further indicates that *visual cues – through emoji – help students to better retrieve and remember information* in learning words or vocabulary (Ghazali, et. al 2020).

Table 4: Difference in the Level of Vocabulary Skills Between the Students in Control Group and Experimental Group With Respect to their Gained Scores

Compared Group	Mean Difference	t (df=78)	p	Decision on Ho	Interpretation
Control Group and Experimental Group	8.78	-15.33	0.000	reject Ho	significant

Based from the result in Table 4, there is a significant difference in the mean gain score of the control and experimental group based on the 0.000 p-value obtained which is less than the required level of significance at 0.05. Thus, the hypothesis is rejected. It can be said that the use of emoji in cloze test is significantly better than the simple/traditional cloze test. This result is justified by Ghazali, et. al (2020) that students learn words better using images, specifically, emoji. Moreover, *students enjoyed incorporating the pictures as they captured their attention, developed their imagination, and made learning process more interesting and entertaining all at the same time* (Lavalle & Briesmaster, 2017).

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the results and findings of the study. On the basis of the findings, conclusions were drawn and recommendations were given.

5.1 Summary

The study aimed to determine the effectiveness of integrating emoji in cloze test to enhance vocabulary skills of Grade 10 students of Balite National High School. It also determined the level of increase between pretest and posttest results in control and experimental groups, the significant difference on the vocabulary skills of the students in the control group and experimental group before and after experimentation, and if the vocabulary skills in the experimental group better than the control group after experimentation.

The study employed quasi-experimental research design. Data were gathered from the 80 Grade 10 students of Balite National High School using Cloze Test. Statistical tools used in analyzing data were Weighted Mean, Paired-sample t-test, and Independent-sample t-test.

5.2 Findings

Generally, the integration of emoji in cloze test was found better than the traditional or simple cloze test in enhancing the vocabulary skills of students. Specifically, the following are the findings of the study:

1. Before and after the integration of emoji in cloze test, the students' vocabulary skills in the Control group were in the **low level**. Although there was an increase in the posttest, the mean difference is comparatively small. In the Experimental Group, students' vocabulary skills were qualitatively described as **average** in the pretest. In the posttest, their scores increased and was described **high**.
2. In the control group, there was a **significant difference** in the level of vocabulary skills, but the increase was not a changing factor in augmenting the students' level of vocabulary skills. Meanwhile, in the experimental group, it was also found out that there was a **significant difference** in the students' vocabulary skills. The difference was comparatively bigger after the integration of emoji in cloze test.
3. There is a **significant difference** in the mean gain scores of the control and experimental groups. Meaning, the students' level of vocabulary skills after the integration of emoji in cloze test was way higher than the students' vocabulary skills in the control group.

VI. CONCLUSION

Based on the findings, the study concludes that the integration of emoji for vocabulary enhancement is proven effective in teaching vocabulary skills to Grade 10 students. Specifically, the following conclusions were drawn:

1. In the control group, the students have experienced challenges making them maintained their scores in low level, noting that there was not an aid of emoji to complete the cloze test. In the Experimental Group, students' vocabulary skills leveled up from **average to high**.
2. Integration of emoji in cloze test is more effective than the simple cloze test, as the former improves the vocabulary skills of the students by replacing the missing words with emojis, giving them the hint to identify the words; while the latter simply requires students to fill in words to complete the idea.
3. The use of emojis improves the vocabulary competency of the students.

VII. RECOMMENDATIONS

Use of emoji in cloze test to enhance students' vocabulary is highly encouraged. In the light of the findings and conclusions, the following recommendations are given:

- **Curriculum Development Planners.** They are encouraged to integrate emojis in designing curriculum guides and formative assessments for English subjects especially in teaching vocabulary.
- **School Administrators.** They are prompted to strengthen school policies to sustain the vocabulary skills of the students by providing variety of teaching strategies specifically in word recognition and meaning.
- **English Teachers.** They are requested to nurture the potential of the students and upgrade their classroom instruction on teaching vocabulary skills. They may introduce emoji in cloze tests. In that way, students may find cloze test enjoyable and fun because aside from the satisfaction they may feel for unlocking emoji representations, it will also boost their vocabulary bank by gaining new words and recall previous information.
- **Future Researchers.** They are urged to use the results of the study as springboard for their future researches. They are suggested to conduct further research to emphasize on the challenges of integrating emoji in cloze tests for teaching and improving vocabulary. To add, they are also prompted to further study on other teaching strategies that will improve the vocabulary skills of the students.

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**APPENDIX A
QUESTIONNAIRES**



Republic of the Philippines
DEPARTMENT OF EDUCATION
Caraga Administrative Region
Schools Division of Surigao del Norte
BALITE NATIONAL HIGH SCHOOL
Balite, San Francisco, Surigao del Norte
School ID No. 304814



Name: _____

Score: _____

Directions: Transcribe the given emojis into plain text. Choose your answers from the word pool below. Use the answer sheet provided.

COVID-19 a 1. _____ Virus

In the last 2. _____ of 2019 there have been reported a spillover of the virus from 3. _____ to 4. _____ in Wuhan, 5. _____. Since then, the entire 6. _____ was affected by the said 7. _____ causing a lot of 8. _____ to be 9. _____ and 10. _____ resulting to some 11. _____.

By the 12. _____ week of March, the virus spread to the different neighboring 13. _____ until it reached the 14. _____ part of the globe. 15. _____ was one of the countries that was badly affected due to the 16. _____ 17. _____ of cases of 18. _____ affected by the Corona virus reported.

The World Health Organization declared a pandemic crisis resulting to the immobilization of the economy of the world, where 19. _____ were forced to 20. _____ due to the quarantine ordered by the 21. _____. This issue made a lot of people to 22. _____ and lose their 23. _____. The 24. _____ government decided that all Filipino citizens are already required to strictly stay at 25. _____ and 26. _____ any physical contact with other 27. _____.

Months later, all the Filipino citizens were required to wear **28.** _____ and practice proper **29.** _____ in order to **30.** _____ the spread of the virus.


<i>establishments</i>	<i>suffer</i>	<i>avoid</i>	<i>virus</i>	<i>jobs</i>	<i>people</i>
<i>home</i>	<i>animals</i>	<i>government</i>	<i>increasing</i>	<i>Philippine</i>	<i>patients</i>
<i>hygiene</i>	<i>number</i>	<i>minimize</i>	<i>world</i>	<i>countries</i>	<i>close</i>
<i>America</i>	<i>China</i>	<i>masks</i>	<i>quarter</i>	<i>deaths</i>	<i>first</i>
<i>Deadly</i>	<i>people</i>	<i>sick</i>	<i>humans</i>	<i>hospitalized</i>	<i>western</i>












Name: _____










Score: _____




Directions: Transcribe the given emojis into plain text. Choose your answers from the word pool below. Use the answer sheet provided.

COVID-19 a 1.  Virus

In the last 2.  of 2019 there have been reported a spillover of the virus from 3.  to 4.  in Wuhan, 5. . Since then, the entire 6.  was affected by the said 7.  causing a lot of 8.  to be 9.  and 10.  resulting to some 11. .

By the 12.  week of March, the virus spread to the different neighboring 13.  until it reached the 14.  part of the globe. 15.  was one of the countries that was badly affected due to the 16.  17.  of cases of 18.  affected by the Corona virus reported.

The World Health Organization declared a pandemic crisis resulting to the immobilization of the economy of the world, where 19.  were forced to 20.  due to the quarantine ordered by the 21. . This issue made a lot of people to 22.  and lose their 23. . The 24.  government decided that all Filipino citizens are already required to strictly stay at 25.  and 26.  any physical contact with other 27. .

Months later, all the Filipino citizens were required to wear 28.  and practice proper 29.  in order to 30.  the spread of the virus.

<i>establishments</i>	<i>suffer</i>	<i>avoid</i>	<i>virus</i>	<i>jobs</i>	<i>people</i>
<i>home</i>	<i>animals</i>	<i>government</i>	<i>increasing</i>	<i>Philippine</i>	<i>patients</i>
<i>hygiene</i>	<i>number</i>	<i>minimize</i>	<i>world</i>	<i>countries</i>	<i>close</i>
<i>America</i>	<i>China</i>	<i>masks</i>	<i>quarter</i>	<i>deaths</i>	<i>first</i>
<i>Deadly</i>	<i>people</i>	<i>sick</i>	<i>humans</i>	<i>hospitalized</i>	<i>western</i>

Likert-Scale Measurement for Vocabulary Skills Level of the Grade 10 students of Balite National High School

<u>Range</u>	<u>Qualitative Description</u>	<u>Verbal Interpretation</u>
30 - 25	Very High (VH)	Very Effective (VE)
24 - 19	High (H)	Effective (E)
18 - 13	Average (A)	Somewhat Effective (SE)
12 - 07	Low (L)	Less Effective (LE)
06 - 01	Very Low (VL)	Not Effective (NE)