



# RECEPTIVE AND PRODUCTIVE VOCABULARY SKILLS AND THE ACADEMIC PERFORMANCE OF GRADE 12 LEARNERS IN ENGLISH

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## Abstract :

The aim of this study was to determine the receptive and productive skills and academic performance of Grade 12 learners in English as basis for an instructional plan in Calasiao II District during the school year 2024-2025. This study employed a quantitative research method in which it uses numbers to explain findings. Specifically, this study used questionnaires to gather the quantitative data through a 2,000 and 3,000 receptive and productive test. The researcher selected 120 respondents the said district to participate in the study. The level of receptive vocabulary skills of the Grade 12 learners is average while their level of productive vocabulary skills is low. The academic performance of Grade 12 learners based on the data gathered is satisfactory. There is a significant difference between the receptive and productive vocabulary skills of Grade 12 learners when grouped according to their grade level and sex.

**Keywords:** receptive, productive skills, academic performance

## INTRODUCTION

Words are essential components in the communication process, it serves as an instrument to get one's message across, and thus, a range of vocabulary is necessary for the learners to acquire in the different stages of learning for academic success.

In line with this, Pullido & Hambrick (2008) found that knowledge of vocabulary can be an indicator of one's vocabulary. Vocabulary knowledge is a benchmark of proficiency in writing, reading, listening and speaking. In fact, knowledge of vocabulary dominated a student influences the quality of their writing and shows that students need to master the word's meaning carefully and contextualized it their writing skills. (Chen et al. 2015).

The aforementioned ideas present that indeed vocabulary acquisition has a big impact in the academic performance of the learners, hence, no matter how good a learner in grammar and can successfully sound out the second language but with a limited vocabulary, the learners will have difficulties in expressing ideas meaningfully.

Furthermore, Mc Carthy (cited in Gu, 2003) stressed that since vocabulary is the biggest building block of any languages, then one will have difficulty in understanding the words conveyed when communicating if one has an ample of vocabulary learned. Thus, some learners feel that teachers did not teach them enough words to converse correctly and easily in the communication process specifically when socializing to people (Anghay, 2007) hence, they think otherwise that teachers may be keen in teaching correct grammar but failed in broadening their word knowledge which is also an essential skill.

And this has been proven to be true if you look closely in the Philippine status quo specifically those in the remote areas where learning materials like books are not distributed on the ratio of 1:1. Hence, most teachers focus more in engaging the students to different collaborative activities like debate, talk shows, broadcasting, role plays and many other related activities without making emphasis on the usage of words and processing the importance of it in the communication process which leads to frustration and even insecurity to some learners when engage to daily conversations.

Moreover, word knowledge is classified into receptive and productive knowledge which is directly connected to the four macro skills. When one understands a word, then it accounts to receptive vocabulary which is closely related to listening and reading while if one produce words in the form of speaking and writing, then this refers to productive knowledge. (Schmitt, 2000). Furthermore, receptive vocabulary knowledge is known and understood its meaning by learners when reading text or listening to the text. This implies that learners only know the words but did not use the words communicatively often (Webb, 2005).

On the other hand, productive vocabulary knowledge assumed that as the learners assimilate the word's meaning and usage, then the learners can already exercise it through writing and speaking. Thus, productive vocabulary is regarded as an active process of words where learners actively generate words meaningfully to express their ideas and feelings towards others (Webb, 2005).

According to Webb (2013) studying the words receptively only entails receptive vocabulary learning while learning vocabulary in a productive way, results and may be accounted to both receptive and productive vocabulary skills. Thus, words are not just learned but are used productively. Both turned out to have a mutual and significant role in developing the vocabulary skills especially in enhancing

the language efficiency of the learners. Consequently, teaching and learning vocabulary also optimizes and broadly benefit both parties to succeed in the communication process.

This was supported by Nation (2001) when he stated that “words are not isolated units of language, but fit into many interlocking systems and levels” (p. 23). Hence, a particular word has many degrees of knowing and there are many things to know and explore following its level, usage and even the contextualization of each word.

Thus, due to the decreasing result of the Philippine Informal Reading Inventory (Phil-IRI) in Anao District which accounts to learners reading comprehension, the researcher came up with the study to know the receptive and productive vocabulary skills and academic performance of Calasiao II District learners as a basis for a vocabulary instructional plan to address the situation. Since comprehension begets word knowledge, if a learner has a wide vocabulary then comprehension follows.

#### **Statement of the Problem**

The aim of this study was to determine the receptive and productive skills and academic performance of Grade 12 learners as basis for an instructional plan in Calasiao II District, Schools Division Office I Pangasinan during the school year 2024-2025.

Specifically, it sought to answer the following sub-problems:

1. What is the level of the receptive vocabulary skills of Grade 12 learners?
2. What is the level of the productive skills of Grade 12 learners?
3. What is the academic performance of the Grade 12 learners in English?
4. Is there a significant difference between receptive and productive skills of the Grade 12 learners when group according to profile?
5. Is there a significant relationship between receptive and productive skills and academic performance of the Grade 12 learners?
6. On the basis of the findings, what instructional plan can be designed to enhance the receptive and productive skills of the Grade 12 learners?

#### **METHODOLOGY**

This chapter discusses the research design, sources of data, instrumentation and data collection and the tools for data analysis.

##### **Research Design**

This study employed a Quantitative research method in which it uses numbers to explain findings (Kowalczyk, 2016). Specifically, this study uses questionnaires to gather the quantitative data through a 2,000 and 3,000 receptive and productive test. In this connection, the researcher uses this method to take a relatively close relationship between the predefined variables and the cause-effect manner it gives to the study's hypotheses (Shuttleworth, 2008).

In this study, the quantitative [data](#) gathered consisted of scores obtained from the validated data-collection instrument known as VLT or Vocabulary levels test that is statistically analyzed. Thus, results were generalized to make predictions using its cause and effect for future use.

##### **Sources of Data**

The researcher used a probability sampling method specifically, the quota random sampling which guarantees that the samples used in this study represent a specific group or strata. According to Fraenkel, Wallen, and Hyun (2012) quota, random sampling is a process in which there is a required representative individuals from different subgroups, which is selected specifically for the sample in the same proportion as they exist in the population. Thus, in this study, the researcher selected 20 respondents from each section from Calasiao II District, Schools Division Office I Pangasinan to participate in the study.

##### **Instrumentation and Data Collection**

The Receptive Vocabulary Levels Test was developed by Webb, S., Sasao, Y., & Balance, O. (2017). The test is consist of 30-items from 2,000, 3,000, and 5,000 level, in which the researcher selected two levels to be used in the study, the 2,000 and 3,000 vocabulary levels test. This level of receptive VLT, the respondents answered a 30-item test matching the three definitions to the six words provided as options.

The Productive Vocabulary Levels Test was developed by Laufer and Nation (1999). The test is consist of 18 items from 2,000, 3,000, 5,000, University Word List (UWL), and 10,000 vocabulary levels test. The researcher used the original levels of test items. The researcher selected the 2,000 and 3,000 productive vocabulary levels test where the respondents are tasked to complete the 18 items by filling in gapped words base from the context clues in the sentence.

The Vocabulary Levels Test questionnaire used in the study is a standardized instrument. Hence, it will not be subjected to undergo pilot testing. Thus, prior to the dissemination of the research instruments, the adapted standardized 2,000 and 3,000 receptive and productive vocabulary levels test from Webb, S., Sasao, Y., & Ballance, O. (2017) and Laufer and Nation (2009) with 95% degree of confidence was checked and validated by experts. These experts are the faculty members of the School of Graduate Studies.

The researcher prepared the materials needed such as the receptive and productive vocabulary acquisition test and letter of permission. The researcher sought permission from the Academic Administrators, concerned Principal and other authorized personnel to conduct the study. A waiver was presented to the respondents to seek their permission to actively participate as respondents of the study. Then, the researcher personally distributes and administer the test. After collecting, the data was checked and examined by the researcher and was hand to the statistician for further data analysis.

##### **Tools for Data Analysis**

In this study, the researcher used the following statistical measures to analyze the data for the problems.

**Frequency counts**, mean, median and mode is employed to get the level of both receptive and productive vocabulary acquisition skills of the respondents.

**T-test** and One-way Analysis of Variance (ANOVA) were utilized to test the significant difference between receptive and productive vocabulary acquisition when respondents are grouped according to their demographic profile.

**Pearson Product Moment** was used in the study to determine the significant relationship between the receptive and productive vocabulary skills and academic performance of the respondents.

##### **Ethical Considerations**

In accordance with the Research Ethics Protocol, the researcher acquired informed consent of the respondents, specifying their expertise on the function of the study, their agreement to take part as respondents, their freedom to divulge or not to divulge information,

their freedom to terminate the participation at any time if they do not feel comfortable, their right to be informed of the results of the study and benefits they will receive if they were following the study and the right to the confidentiality of information and anonymity of their identity.

## RESULTS AND DISCUSSION

This chapter deals in the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

The first research question that this study sought to answer is “What is the level of the receptive vocabulary skills of Grade 12 learners?”

**Table 1**  
**Level of the Receptive Vocabulary Skills using 2,000 VLT of Grade 12 learners**

	Score	F	%	Highest Score	Lowest Score	Mean Score
Very High	25 – 30	2	1.7	30	6	18.65
High	19 – 24	18	15.0			
Average	13 – 18	39	32.5			
Low	7 – 12	37	30.8			
Very Low	0 - 6	24	20.0			

Table 1 shows the level of the receptive vocabulary skills of the respondents using the 2,000 Vocabulary Levels Test. The result shows that out of the 120 respondents 2 or 1.7% got very high scores, 18 or 15.0% got high scores, 39 or 32.5% got average scores, while 37 or 30.8% got low scores and 24 or 20.0% got very low scores. Moreover, out of 30 items, the result shows that 30 is the highest score while 6 is the lowest with the mean score of 18.65 describe as average. This implies, that the respondents have an average level in terms of the 2,000 receptive vocabulary skills.

Receptive vocabulary skill provides a strong foundation in language development which is closely associated with the growth of the learner’s vocabulary size which is relative to one’s reading ability and comprehension, general intelligence and school success (Ricketts, Nation, & Bishop, 2007). Hence, this implies that the higher the level of vocabulary knowledge a learner possess the higher the possibility of success in school which gives us the notion that high level of vocabulary may result to an excellent academic performance as associated to general intelligence.

Vocabulary knowledge is indeed significant as stated above, but it is very surprising that curriculum designers and educators did not focus their attention on it. Thus, one possible explanation for this mismatch is the myth that learners eventually learn even without direct instruction (Folse, 2004). However, in the study of Meara, (2000) she found out that most of the non-native learners of English have experienced difficulty and challenges in the acquisition of the second language which is very evident in the result of the study, hence, the respondents evidently have only average receptive vocabulary skill which means that the respondents skills are still in the middle point of the extremes.

The result further implies that to have a high receptive vocabulary skill, one must go beyond memorizing words as Read (2000), found out that in order to learn the target language the learner needs to learn the needed vocabulary. As a language teacher, this result is very alarming. It shows that learners were not given enough venue and resources to develop their vocabulary skills. Thus, Diamond and Gulohan (2006) point out that, providing multiple exposures to different vocabulary activities is what makes an effective principle of vocabulary learning. Furthermore, the learners must be given various contextualization on the different word meaning to place the words in their long-term memory.

**Table 2**  
**Level of the Receptive Vocabulary Skills using 3,000 VLT of Grade 12 learners**

	Score	F	%	Highest Score	Lowest Score	Mean Score
Very High	25 – 30	6	5.0	28	5	15.01
High	19 – 24	36	30.0			
Average	13 – 18	52	43.3			
Low	7 – 12	23	19.2			
Very Low	0 - 6	3	2.5			

Table 2 shows the level of the receptive vocabulary skills using the 3,000 vocabulary levels test. The result shows that out of 120 respondents there are 6 or 5.0% of the respondents got very high scores, 36 or 30.0% got high scores, 52 or 43.3% got average scores while 23 or 19.2% got low and 3 or 2.5% got very low scores. Based on the result, out of 30 items, 28 is the highest score while 5 is the lowest score obtained which gives the means score of 15.01 described as average which means that the respondents have an average receptive level of receptive vocabulary skills.

The results above show that the respondents have an average receptive vocabulary skill as reflected in the 2,000 and 3,000 vocabulary levels test. This suggests that though they have already acquired most of the words receptively yet still an immediate action must still be taken to increase their vocabulary level.

The findings of the study was supported by Nation (2010) as he points out that a learner has to initially learn two thousand five hundred (2,500) words and have to further learn one thousand (1,000) words a year hence, a wide array of vocabulary is needed to read and catch up with the native speakers of the language (Nation, 2001).

The average 2,000 and 3,000 receptive vocabulary skills of the respondents shows that there is a need for teachers to place a great value in direct and incidental vocabulary learning of the students in the teaching and learning process.

This claim was supported by several studies like (Fan, 2000; Zhou, 2010; and Webb, 2008) where they found out that successful learners have larger receptive vocabulary skills than productive. Thus, vocabulary knowledge, is then regarded as a continuum process where learner’s knowledge on words grow from receptive to productive which means that both receptive and productive serves in the development of the vocabulary skills of the learners.

Moreover, Nation (2007) pointed out that most second language learners must learn much on the receptive than productive since what learners can produce is relative to what is stored in their receptive. Which is proven as true in this study, thus, the receptive vocabulary skills of the respondents tend to be average than the productive vocabulary skills which are described as low. Hence, this

further implies that if the respondent's receptive vocabulary skills increase the higher the possibility that the productive vocabulary skills will also be higher.

The second research question that this study sought to answer is “What is the level of the productive vocabulary skills of Grade 6 learners?”

**Table 3**  
**Level of the Productive Vocabulary Skills using 2,000 VLT of Grade 12 Learners**

	Score	F	%	Highest Score	Lowest Score	Mean Score
Very High	16-18	25	20.8	13	0	5.82
High	12-15	68	56.7			
Average	8-11	22	18.3			
Low	4-7	5	4.2			
Very Low	0-3	25	20.8			

Table 3 shows the level of productive vocabulary skills of the respondents using 2,000 vocabulary levels test. The result shows that out of 120 respondents there are 25 or 20.8% of the respondents got very high scores, 68 or 56.7% got high scores, 22 or 18.3% got average scores, while 5 or 4.2% got low scores and 25 or 20.8% got very low scores. Based on the result, out of 18 items, 13 is the highest score while 0 is the lowest score which gives the means score of 5.82 describes as low.

This implies that the respondents have a low productive vocabulary skill in terms of the 2,000-vocabulary level which further implies that the respondents have a poor vocabulary and therefore have difficulties in expressing words known to write. Based on the result of the respondent's receptive vocabulary levels test, the respondents have an average receptive skill, thus, the researcher relates it to the study of Nation (2001) that describes the complementary relationship between receptive and productive. This indicates that the higher the receptive skills a learner has the higher productive skills the learner may possess.

This claim was also supported by various researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) who said that, for a second language learner to be successful, vocabulary acquisition is in need as it plays an essential role in the speaking and writing skills of the learners which is accounted for productive skills.

**Table 4**  
**Level of the Productive Vocabulary Skills using 3,000 VLT of Grade 12 Learners**

	Score	F	%	Highest Score	Lowest Score	Mean Score
Very High	16-18	40	33.3	14	0	5.17
High	12-15	53	44.2			
Average	8-11	23	19.2			
Low	4-7	4	3.3			
Very Low	0-3	40	33.3			

Table 4 shows the level of productive vocabulary skills of the respondents using the 3,000 vocabulary levels test. The result shows that out of 120 respondents there are 40 or 33.3% of the respondents got very high scores, 53 or 44.2% got high scores, 23 or 19.2% got average scores while 4 or 3.3% got low scores and 40 or 33.3% got very low scores. The result reveals that out of 18 items 14 is the highest score while 0 is the lowest which gives the mean score of 5.17 described as low which means that the respondents have a low productive vocabulary skill.

Based on the results above, the respondents have a low productive vocabulary skill as reflected in the 2,000 and 3,000 vocabulary levels test. The result itself suggests that students must be provided with a rich vocabulary instruction that will broaden their vocabulary. Rich vocabulary instruction must include different levels of Bloom's Taxonomy when teaching higher level vocabulary to promote vocabulary development. Thus, this was supported by Diamond and Gulohan (2006) as they point out that learners must be exposed to different word meaning activities that will heighten their understanding of the contextualized meaning of the word.

Moreover, the researcher also observed that the respondents have spelling problems which likely contributes to the respondent's low productive vocabulary skills. It was then supported by (Templeton, 2003a, 2003b) as they state the significance of spelling ability in productive vocabulary development because it sets out the ability of the learner not just in encoding the words but even decoding the words during the reading and listening activities. Thus, the researcher deduced that, this spelling problems that the respondents encountered is not just accounted in their productive skills but even in their receptive, since most knowledge learned from receptive (listening/reading) is relative to their productive skills (speaking/writing).

The third research question that this study sought to answer is “What is the academic performance of the Grade 12 learners in English?”

**Table 5**  
**Academic Performance of the Grade 12 Learners**

Grade	Verbal Description	f	%	Mean Grade	Sd	Lowest Grade	Highest Grade
90 – 100	Outstanding	28	23.3	84.70	5.87	72.00	95
85 – 89	Very Satisfactory	44	36.7				
80 – 84	Satisfactory	16	13.3				
75 – 79	Fairly Satisfactory	28	23.3				
Below 75	Did not meet Expectation	4	3.4				

Table 5 shows the academic performance of the respondents in English. Based from the data gathered, out of 120 respondents 28 or 23.3% are outstanding, 44 or 36.7% are very satisfactory, 16 or 13.3% are satisfactory, while 28 or 23.3% are fairly satisfactory and 4 or 3.4% did not meet the expectation on which resulted in a mean grade of 84.70 and a standard deviation of 5.87 described as Satisfactory.

This means that students need a vocabulary enhancement program or an improved vocabulary instructions to address the observed factors which include low economic status which results to poor educational materials at home, uneducated parents which is accounted

to lack of academic guidance, lack of vocabulary encounter inside the classroom and lack of exposure and access to literacy materials due to vast school activities that is held annually where some classes were sacrificed to attain the monthly activities and learning facility deficiency.

In addition, a rich vocabulary curriculum must be one of the language teacher's priority to assist learners in developing their language abilities. Most learners' vocabulary growth was achieved through exposure to a collaborative and comprehensible discussion, role play, skit, reading, listening and essay writings and etc. Thus, according to Diamond and Gulohan (2006) learners can widen their word knowledge effectively if they are thoroughly exposed to various language instructional activities where word meaning is emphasized.

Moreover, according to Wang and Daller (2014), English language ability is a major factor for the academic success of students in a wide range of areas. This further implies that the wider the vocabulary knowledge a learner possesses the higher its ability to communicate using the target language, hence academic success is foreseen on an individual's fluency and ability to use the language.

The fourth research question that this study sought to answer is **“Is there a significant difference in the receptive and productive skills of the Grade 12 learners when grouped according to profile?”**

**Table 6**  
**Significant Difference in the Receptive and Productive Skills of the Students in terms of their Section**

Skills	Section	Mean Score	F-value	P-value	Remarks	Decision on Ho
Receptive 2000	1	15.15	4.348	0.001	Significant	Reject Ho
	2	15.70				
	3	19.55				
	4	20.40				
	5	20.00				
	6	21.10				
Receptive 3000	1	10.90	7.573	0.000	Significant	Reject Ho
	2	12.45				
	3	15.80				
	4	16.50				
	5	15.95				
	6	18.45				
Productive 2000	1	4.10	4.468	0.001	Significant	Reject Ho
	2	4.40				
	3	5.90				
	4	6.45				
	5	6.55				
	6	7.50				
Productive 3000	1	3.30	5.740	0.000	Significant	Reject Ho
	2	4.20				
	3	4.40				
	4	5.60				
	5	6.05				
	6	7.45				

Table 6 presents the significant difference between the receptive and productive vocabulary skills of the respondents in terms of section. The findings show that a significant difference exists between the receptive and productive vocabulary skills of the respondents when grouped according to section. The result reveals that the 2,000 receptive vocabulary levels test with F-value of **4.348** and  $\rho = 0.001$ ; 3,000 receptive vocabulary levels test with F-value of **7.573** and  $\rho = 0.000$ ; 2,000 productive vocabulary levels test with the F-value of **4.468** and  $\rho = 0.001$ ; and 3,000 productive vocabulary levels test with the F-value of **5.740** with the probability of occurrence under the null hypothesis less than  $\alpha = 0.05$  level of significance reveals that the suggested hypothesis is rejected, since there is a statistical difference.

This implies that the respondent's sections play an important role in the development of receptive and productive vocabulary skills. It is indeed, observable that learners' in the higher levels perform best than the learners' in the lower level as shown in their different performances in the different activities at school on the other hand learners also in the higher level were given complicated task than the later learners. Thus, the table above shows that as the respondents' grade level becomes higher the receptive and productive vocabulary skills also increases.

This was supported by Beck et al. (2002, 2013) when he stated that another factor that causes the variations in vocabulary size is maturation. Younger children which refers to the respondents in the lower grade level know and understand fewer words than older ones, this refers to the respondents in the higher-grade level whom according to Nation (2001), Beck et al. (2002) and Hoff, et al. (2002) had more time and more opportunities to interact with the language than the younger ones. In addition, older learners have been in the classroom longer, have been exposed to more print through intensive and extensive reading and have developed learning strategies that increase their word power (Nation, 2001).

**Table 7**  
**Significant Difference in the Receptive and Productive Skills of the Students in terms of their Sex**

Skills	Sex	Mean Score	t-value	P-value	Remarks	Decision on Ho
Receptive 2000	Male	17.73	-1.709	0.090	Not significant	Accept Ho
	Female	19.54				
Receptive	Male	13.88				

3000	Female	16.10	-2.415	0.017	Significant	Reject Ho
Productive 2000	Male	4.98	-3.108	0.002	Significant	Reject Ho
	Female	6.62				
Productive 3000	Male	4.47	-2.491	0.014	Significant	Reject Ho
	Female	5.84				

Table 7 presents the significant difference between the receptive and productive vocabulary skills of the respondents in terms of sex. The findings show that a significant difference exists between the receptive and productive vocabulary skills of the respondents when grouped according to their sex. The result reveals that the 3,000 receptive vocabulary levels test with t-value of **-2.415** and  $\rho = 0.017$ ; 2,000 productive vocabulary levels test with t-value of **-3.108** and  $\rho = 0.002$ ; and 3,000 productive vocabulary levels test with the t-value of **-2.491** and  $\rho = 0.014$ ; with the probability of occurrence under the null hypothesis less than  $\alpha = 0.05$  level of significance reveals that the suggested hypothesis is rejected, since there is a statistical difference.

The table above shows that female respondent's receptive and productive vocabulary skills have a significant difference from the male respondents. This implies, that the respondent's sex has a significant influence on the development of receptive and productive vocabulary skills.

The above-mentioned findings were further supported by Meara and Fitzpatrick (2000) and Jiménez and Moreno (2004) who also pointed out that how females are better than males in terms of productive vocabulary skills. In addition, a significant number of differences were also found in favor of females than males in a lexical availability test (Jiménez & Ojeda, 2009).

Furthermore, a set of recent studies compiled in Jimenez (2010) noted a series of studies who emphasized the relationship between female and male in terms of vocabulary skills. Jiménez (2003) further observed how inferior males are compared to females in terms of qualitative and quantitative. This means that most of the female respondents use variety of techniques and strategies to cope with the difficulties experienced in vocabulary development than males. Thus, this further implies why there is a significant difference between the respondent's receptive and productive vocabulary skills.

On the other hand, in the 2,000 receptive vocabulary levels test with the t-value of **-1.709** and  $\rho = 0.090$  with the probability of occurrence under the null hypothesis less than  $\alpha = 0.05$  reveals that the suggested hypothesis is accepted since there is no statistical difference.

This implies that regardless of gender, the receptive and productive vocabulary skills of the respondents is average. Thus, whether the learner is male or female both possessed the ability to acquire and assimilate the words learned.

In connection to this, the study of Terrazas and Llach (2012) made a concrete comparison of student's vocabulary gains in terms of gender. The result suggested that in terms of vocabulary achievement, there is no significant difference between female and male students. And when results were compared to different research studies like Thus, students should be given equal opportunities to grow inside the class, gender equality must be practice to address student's needs specifically in vocabulary acquisition. Hence, if students were exposed to different vocabulary enhancement activities, each student's journey is unique due to their varied vocabulary skills and experiences. Therefore, each student's achievement should be valued and be treated individually.

The fifth research question that this study sought to answer is **"Is there a significant relationship between receptive and productive skills and academic performance of the Grade 12 learners?"**

**Table 8**  
**Significant Relationship between the Receptive, Productive Skills and Academic Performance of the Grade 12 Learners**

x-variable	y-variable	r-value	Interpretation	P-value	Remarks	Decision on Ho
Receptive skills 2000	Productive skills 2000	0.595**	Moderate correlation	0.000	Significant	Reject Ho
Receptive skills 3000	Productive skills 3000	0.668**	Moderate correlation	0.000	Significant	Reject Ho
Receptive Skills 2000	Academic Performance	0.504**	Moderate correlation	0.000	Significant	Reject Ho
Receptive Skills 3000	Academic Performance	0.441**	Low correlation	0.000	Significant	Reject Ho
Productive skills 2000	Academic Performance	0.457**	Low correlation	0.000	Significant	Reject Ho
Productive skills 3000	Academic Performance	0.446**	Low correlation	0.000	Significant	Reject Ho

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows the significant relationship between receptive and productive vocabulary skills and the academic performance of the Grade 12 learners. The result reveals that the 2,000 receptive vocabulary skill is moderately correlated with the 2,000 productive vocabulary skills with the r-value of 0.595; 3,000 receptive vocabulary skills is moderately correlated with the 3,000 productive vocabulary skills with the r-value of 0.668; 2,000 receptive vocabulary skill is moderately correlated with academic performance with the r-value of 0.504; while there is a significantly low correlation between 3,000 receptive vocabulary skills and the academic performance with the r-value of 0.441; 2,000 productive vocabulary skills and the academic performance with the r-value of 0.45; 3,000 productive vocabulary skills and the academic performance with the r-value of 0.446. Since the P-values were all less than 0.01 level of significance this means that there is a significant relationship between variables thus, the null hypothesis is rejected.

The result implies that the respondent's receptive and productive vocabulary skills reflect to their academic performance. Hence, the vocabulary skills of the learners' matter and play an important role in their academic performance inside the classroom specifically in English. This further implies that a learner's vocabulary skills can determine one's academic capabilities and vice versa.

The study by linguistic researchers suggest reading the text containing the target words can encourage students to write well (Chen & Hirsh, 2012; Webb, 2009). Even the vocabulary acquired through direct teaching can improve the knowledge of the words, increase words memory and ability to use the words, especially in writing (Chen & Hirsh, 2012; Lee, 2003; Zimmerman, 1997). These findings confirmed the opinion that the acquisition of receptive words affects words acquisition productively. This case turned out to be that learning process for receptive vocabulary related to productive vocabulary.

In relation to the academic performance of the students, a recent study on intentional comprehension which entails (reading and listening) achievements of the students viewed an essential proof that the weakness of the performance of the students is not just the result of their inability to comprehend or decoding problems but it cause by students poor comprehension ability to high-frequency vocabulary which accounts to words that are often used in the communication process. According to Nation (2003), a hundred words make up about 50% of most English texts, consequently, two hundred words constitute 90% of the running words in materials for the lower grade level; and five hundred words form part of the 90% running words in materials for the higher-grade level. Thus, for a learner to be fluent the range of words mentioned above must be taught effectively, meaningfully and systematically.

### Summary

The aim of this study was to determine the receptive and productive skills and academic performance of Grade 12 learners in English as basis for an instructional plan in Calasiao II District, Schools Division Office I Pangasinan during the school year 2024-2025. This study employed a Quantitative research method in which it uses numbers to explain findings. Specifically, this study uses questionnaires to gather the quantitative data through a 2,000 and 3,000 receptive and productive test. The researcher selected 20 respondents from each section to participate in the study. The level of receptive vocabulary skills of the Grade 12 learners is average.

### Conclusions

Based on the findings of the study, the following conclusions are formulated:

1. The level of receptive vocabulary skills of the Grade 12 learners is average.
2. The level of productive vocabulary skills of the Grade 12 learners is low.
3. The academic performance of Grade 12 learners based on the data gathered is satisfactory.
4. There is a significant difference between the receptive and productive vocabulary skills of Grade 12 learners when grouped according to their grade level and sex.
5. There is a significant relationship between receptive and productive vocabulary skills and the academic performance of the Grade 12 learners.

### Recommendations

Based on the findings, the following recommendations are presented:

**School Heads/ Principals.** Based on the result of the study, the researcher recommends that the Vocabulary Enhancement Instructional Plan must be approved as one of the ICL activities and be incorporated to any English subjects to address the discerning factors that contribute to the development of the receptive and productive skills of the students.

The result of the study is a basis to do immediate action to address the current status quo in terms of the students' receptive and productive skills. Thus, intensive monitoring of the students' academic performance upon the implementation of the Instructional Plan is a must to know if the aforementioned problems are addressed.

**Teachers.** The result of the study is beneficial to teachers as the front line of the learning process. Thus, immense knowledge of the teachers-in-charge of the Vocabulary Instructional Plan is needed for the students to be guided accordingly. The researcher also recommends teachers to modify the plan if needed, depending on the student's learning styles and habits.

**Learners.** The result of the study will further guide the students to improve their receptive and productive vocabulary skills. Thus, the researcher recommends that the students must engage themselves to different vocabulary activities not just in the four corners of the classroom but even when they are outside the community, hence, learning is not contained but shared through constant communication using the target language.

**Future Researchers.** The researcher recommends that future researchers must find out the vocabulary size of the respondents still using the Vocabulary Levels Test for receptive and productive vocabulary skills. In this way, the researcher can find out if the receptive and productive vocabulary skills of the students increase based on the latest findings.

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