

Enhancing Grade 8 English Engagement: Fill My Bag Strategy

Prinzylace Edz N. Baguia., Rosell G. Rock., Genelyn R. Baluyos

College of Education, Misamis University, Philippines

DOI: <https://doi.org/10.51584/IJRIAS.2025.100900077>

Received: 07 Oct 2025; Accepted: 15 Oct 2025; Published: 22 October 2025

ABSTRACT

This classroom-based action research investigated the impact of the "Fill My Bag" strategy on Grade 8 English students' engagement at Ozamiz City National High School. The study employed a pre- and post-intervention design using rubric assessments and checklist observations to measure student participation, comprehension, vocabulary development, writing skills, and collaborative learning. Initial assessments revealed low engagement levels and significant vocabulary and collaborative skills weaknesses. Following the implementation of the "Fill My Bag" strategy, a substantial improvement in student engagement and performance across all assessed areas was observed. Both rubric scores and checklist observations showed statistically significant increases, indicating the strategy's effectiveness in fostering active learning, improving literacy skills, and promoting a more collaborative classroom environment. The research concludes that the "Fill My Bag" strategy enhances student engagement. It should be considered for wider implementation and further research to explore its long-term impact and adaptability across different contexts.

Keywords: classroom-based action research, collaborative learning, fill my bag strategy, literacy development, student engagement

INTRODUCTION

Learning occurs when learners connect new knowledge to their prior experiences, allowing them to make sense of the information in a meaningful way. This continuous process fosters growth and adaptation in students. A major factor linked to academic success is student engagement, which refers to learners' active involvement in academic and extracurricular tasks and their commitment to achieving learning goals (Ginting, 2021).

The concept of engagement has received growing attention because of its strong association with positive educational outcomes. Studies have identified both internal factors (such as academic emotions) and external factors (such as teachers' instructional practices) as important predictors of engagement. However, the specific influence of the classroom environment remains underexplored (Ye, 2024).

Teachers play a crucial role in building engagement in their classrooms. Research shows that classroom discourse that recognizes and builds upon students' ideas leads to deeper participation in learning activities (Nystrand & Gamoran, 2024). Similarly, literature on student-centered teaching emphasizes that when lessons are designed around learners' needs, engagement increases. In contrast, traditional lecture-based approaches often leave students as passive recipients of knowledge (Frick et al., 2017).

Physical arrangements within classrooms, such as seating layouts, also influence how actively students participate. Yet, there is still limited research on how learners' preferences for seating affect their engagement, especially in blended learning contexts (Students' Preferences for Seating Arrangements and Their Engagement in Cooperative Learning Activities in College English Blended Learning Classrooms in Higher Education, 2019).

Student engagement is multi-dimensional, encompassing behavioral, cognitive, affective, and interactive aspects. Research shows that cognitive engagement positively influences behavioral engagement, while

affective engagement impacts cognitive and interactive engagement. Interactive engagement, in turn, enhances cognitive engagement but does not directly affect behavioral engagement (Zhang & Kim, 2024).

As higher education continues to expand, student engagement has become increasingly recognized as vital to knowledge development. Although active learning is proven effective for increasing participation, it becomes more difficult to apply in very large classes (Student Engagement in Very Large Classes: The Teachers' Perspective, 2024).

Technology integration in education has become increasingly common since the first industrial revolution. Technology is used to deliver materials, conduct online learning, and enhance cultural understanding. A study found that 56% of English Literature students at Universitas Teknokrat Indonesia observed increased technology use by lecturers, contributing to improved educational experiences (Lulud Oktaviani et al., 2020). Additionally, organizations have adopted gamification to enhance engagement, transforming traditional systems into gameful experiences (Klock et al., 2020).

Augmented reality (AR) offers a novel approach to teaching English as a second language, providing real-world context, quick feedback, and immersive learning experiences. Traditional language teaching often lacks engagement and practical application, which AR technology addresses effectively (Dilobarkhon Azimova & Dilyorjon Solidjonov, 2023).

Finally, social and emotional factors also matter. Online learning research highlights the importance of social support in sustaining motivation and academic success, yet this area is still under-investigated (Exploring the Role of Online EFL Learners' Perceived Social Support in Their Learning Engagement: A Structural Equation Model, 2023).

Feedback effectiveness is closely tied to student engagement, yet many students struggle to engage effectively with feedback. Research underscores the need for strategies to improve this interaction (Van, 2020). Finally, gamification is increasingly used to enhance engagement in mobile apps and education, although further research is needed to understand its mechanisms and outcomes (Bitrián et al., 2021).

Proposed Strategy

In the past years, many widely used applications have started adopting features inspired by video games, a trend now called gamification. This movement is tied to earlier ideas in game studies and human-computer interaction, such as serious games, alternate reality games, and playful design (Deterding et al., 2011).

While educational games are now popular, studies that thoroughly examine their overall impact remain limited. Research on game-based learning shows that it can influence academic performance, problem-solving, critical thinking, knowledge retention, and even learners' attitudes and behaviors. Findings reveal that games may either motivate students or, in some cases, distract them, which is why careful planning is needed. Scholars also highlight the importance of gamified elements in keeping students satisfied and engaged, offering practical suggestions for teachers and developers (Yu et al., 2020).

The activity mirrors a real packaging line within a chosen production period, giving students a hands-on experience, they can later connect to deeper learning. In this study, the activity was designed with clear instructions to ensure it could be applied effectively in class, and the initial outcomes are also presented (Peiro-Signes et al., 2017).

Another example is the bag-of-words method, commonly used in time series classification (TSC). In this approach, sequences are broken down into symbolic forms and grouped into dictionaries. Researchers then analyze how often each symbol or "word" appears to form a dataset. A 2017 study comparing multiple classifiers revealed that the BOSS ensemble, a dictionary-based model, was among the most effective. This later became a core part of the HIVE-COTE framework, which is considered one of the leading systems for TSC today (Middlehurst et al., 2021).

Action Research Questions

This action research aims to enhance students' English engagement using the Fill My Bag strategy. Specifically, this study seeks to answer the following questions:

1. What is the level of student engagement in Grade 8 English classes before the implementation of the Fill My Bag Strategy?
2. What is the level of student engagement in Grade 8 English classes after the implementation of the Fill My Bag Strategy?
3. What is the level of student engagement in Grade 8 English classes before the implementation of the Fill My Bag Strategy based on the checklist observation?
4. What is the level of student engagement in Grade 8 English classes after the implementation of the Fill My Bag Strategy based on the checklist observation?
5. Is there a significant difference in student engagement in Grade 8 English before and after the implementation of the Fill My Bag Strategy based on rubric assessment scores?
6. Is there a significant difference in student engagement in Grade 8 English before and after the implementation of the Fill My Bag Strategy based on checklist observation results?

ACTION RESEARCH METHOD

Research Design

This study employed a classroom-based action research design to improve Grade 8 students' engagement in English through the "Fill My Bag" strategy. Action Design Research (ADR) has increasingly been recognized as a valuable methodology, particularly in information systems research, where it continues to gain attention for its practical and theoretical contributions (Cronholm & Göbel, 2022).

Site

The research was carried out at Ozamiz City National High School, a public secondary school located in Ozamiz City, Misamis Occidental. The institution serves learners from Grades 7 to 12 and offers a complete secondary education program. For this study, the focus was on Grade 8 students during the school year 2024–2025. Ozamiz City National High School is known for its dedication to both academic excellence and holistic student growth. It offers diverse programs, including the Science, Technology, Engineering, and Mathematics (STEM) strand for senior high school, technical-vocational tracks, and special programs in the arts and sports. The school provides a supportive environment for learning, with well-equipped classrooms, laboratories, and facilities that promote both academic and extracurricular activities. It also fosters a strong sense of community among its learners, guided by the values of discipline, integrity, and perseverance.

Participants

The respondents of the study were Grade 8 students from one section under the researcher's class. Purposive sampling was used to select the participants, based on the following criteria: (1) students officially enrolled as Grade 8 during the school year 2024–2025, (2) students identified as having low academic performance, and (3) students willing to participate in the study. These criteria were carefully checked before conducting the survey. Pupils from other Grade 8 sections were not included in the research.

Instrument

The researcher will use the following instruments on the data gathering tool to measure.

a. Learners' Engagement Rubric. The main tool used in this study was a researcher-made rubric created to evaluate students' engagement in English following the application of the "Fill My Bag" strategy. The rubric highlighted five essential criteria based on the Grade 8 English curriculum standards: active participation, comprehension, collaboration, vocabulary development, and written expression. Each criterion is rated on a 4-point performance scale: 4 (Excellent), 3 (Proficient), 2 (Emerging), and 1 (Beginning). To compute the total score, each rating will be multiplied by 2, yielding a maximum of 10 points per criterion and an overall possible score of 50.

The rubric was designed to capture clear, observable signs of student engagement and performance both before and after the intervention. To ensure its content validity, the instrument was reviewed by a panel of experts that included the research adviser, the English department head, the school principal, and the cooperating teacher. For reliability, a pilot test was carried out with a group of Grade 8 students who were not part of the main study. The aim was to obtain a Cronbach's Alpha coefficient within the range of 0.70 to 1.00, which reflects acceptable internal consistency. This same rubric functioned as both the pretest and posttest instrument in assessing the effectiveness of the "Fill My Bag" strategy in improving student engagement in English.

Scores	Grade Equivalent	Interpretation
42-50	90-100	Outstanding
38-41	85-89	Very Satisfactory
34-37	80-84	Satisfactory
29-33	75-79	Fairly Satisfactory
1-28	Below 75	Did not meet expectations

b. English Lesson Learners' Engagement Checklist. A checklist-type survey questionnaire was created to gather quantitative data on students' perceptions, experiences, and engagement with the Circular Response Learning Strategy. This instrument measured their level of participation, interest, and overall involvement in English lessons through a structured rating scale. The results from the checklist generated numerical data that supported the interpretation of findings and provided an objective basis for assessing the strategy's impact on Grade 8 learners.

Responses	Continuum	Interpretation
5 – Strongly Agree (SA)	4.20-5.00	Very Effective (VE)
4 – Agree (A)	3.40-4.19	Effective (E)
3 – Neutral (N)	2.60-3.39	Somewhat Effective (SE)
2 – Disagree (D)	1.80-2.59	Least Effective (LE)
1 – Strongly Disagree (SD)	1.00-1.79	Not Effective (NE)

c. Lesson Plan. The researchers prepared a lesson plan that included topics from the Grade 8 English curriculum for the fourth grading period, integrating the "Fill My Bag" strategy to strengthen students' vocabulary. Before implementation, the plan was thoroughly reviewed by the cooperating teacher and revised by the researchers based on the feedback. The strategy was then applied in one of the secondary schools in Misamis Occidental, specifically with Grade 8 learners during the school year 2024–2025.

Data Gathering Methods

A. Pre-Implementation Phase. To ensure ethical conduct and institutional support, the researcher first sought approval from key stakeholders, including the Dean of the College of Education, the Schools Division Superintendent, the School Principal, the participating teacher, and the parents of the Grade 8 students. After permissions were secured, consent forms were distributed to parents and assent forms were collected from the students. A pretest was then administered to determine the students' baseline engagement and foundational knowledge in English. Following this, the researcher developed lesson plans and instructional materials that integrated the "Fill My Bag" strategy into daily classroom instruction. These included PowerPoint presentations, printed handouts, and activity sheets designed to promote interactive and meaningful learning experiences. In addition, assessment tools such as an engagement checklist and performance-based rubrics were prepared, validated before use, and aligned with the objectives of the strategy to capture both behavioral and academic engagement.

B. Implementation Phase. During implementation, the researcher delivered the lessons while consistently applying the Fill My Bag strategy in class. The validated lesson plans, checklist, and performance-based rubric served as guides for instruction and assessment. Clear directions were provided to ensure students understood how the strategy would be applied and how they would be evaluated. Over the course of one month, students engaged in interactive materials and activities aimed at strengthening vocabulary skills and active participation in English. At the end of the implementation, an assessment was conducted to measure their progress. Additional data were gathered through classroom observations and semi-structured interviews as part of data triangulation. The entire process was documented using video recordings, photographs, screenshots, and field notes. After the intervention, interviews were carried out with both students and teachers to capture their insights and reflections on the strategy. These interviews were recorded to allow for further analysis and validation.

C. Post-Implementation Phase. After implementation, the researcher organized, tallied, and analyzed the data collected from the validated engagement checklist, performance-based rubric, and lesson plans. These results were then interpreted to evaluate the effectiveness of the intervention. Based on the findings, conclusions were drawn regarding the impact of the Fill My Bag strategy on students' engagement in English. The researcher then finalized the study by proofreading, editing, and formulating relevant recommendations for future improvement and application of the strategy. Finally, the research findings were disseminated to school administrators, teachers, and other educational stakeholders to inform practice and encourage wider adoption of the strategy.

Ethical Consideration

This study followed strict ethical standards to respect participants' voluntariness, rights, and privacy. Formal approval was secured from the school principal before data collection began, and the study was also reviewed and approved by the ethics board to ensure compliance with established research ethics protocols.

Before participation, the researcher explained the objectives of the study to the respondents and provided them with enough time to decide whether to join. Students were informed that their participation was voluntary and that they could withdraw at any point without penalty. Any questions or concerns raised were addressed clearly to ensure participants fully understood the purpose and nature of the research. The study likewise complied with Republic Act No. 10173, the "Data Privacy Act of 2012", to guarantee the protection of respondents' personal information. All collected data were kept strictly confidential and used solely for academic purposes, ensuring the privacy and security of every participant.

Data Analysis

With the aid of Minitab statistical software, the following statistical methods were used to analyze the data in this study:

Frequency and Percentage. Frequency and percentage were applied to summarize the categorical data on

student engagement, making it easier to identify patterns and trends before and after the use of the Circular Response Learning Strategy.

Mean and Standard Deviation. The mean and standard deviation were computed to describe the central tendency and variability of students' engagement scores. The mean represented the overall average level of engagement, while the standard deviation showed the degree of spread or consistency in the students' responses.

T-Test. A t-test was carried out to examine whether there was a significant difference in students' engagement levels before and after the intervention. This statistical test compared the pretest and posttest scores to evaluate the effectiveness of the strategy.

One-Way ANOVA. A one-way analysis of variance (ANOVA) was used to compare engagement scores across different groups of students. This test determined whether significant differences existed in engagement levels when grouped according to classifications such as section or gender.

RESULTS AND DISCUSSION

Before the Use of the Fill My Bag Strategy Based on Rubric Scores

A relevant study that supports the interpretation of Table 1 on learners' participation prior to the use of the "Fill My Bag" strategy is the meta-analytic review titled "Effects of Rubrics on Academic Performance, Self-Regulated Learning, and Self-Efficacy" published in the Educational Psychology Review. This review combined evidence from numerous studies and reported that rubrics play a significant role in improving students' academic performance, self-regulated learning, and self-efficacy. The findings highlighted that rubrics provide learners with clear expectations and structured feedback, enabling them to understand assessment standards, track their own progress, and identify areas needing improvement. These benefits are particularly valuable for students who initially perform below expectations since rubrics can guide them toward adopting more effective learning strategies and greater classroom engagement. The conclusions of this meta-analysis reflect the situation shown in Table 1, where many learners failed to meet participation expectations before the intervention. Overall, the study emphasizes the value of structured assessment tools like rubrics in fostering equitable participation and supporting improved learning outcomes (Panadero & Jonsson, 2023).

Another study that helps explain learners' low participation before the implementation of the "Fill My Bag" strategy is the work of Fredricks, Blumenfeld, and Paris (2004), who describe student engagement as a multidimensional construct that includes behavioral, emotional, and cognitive aspects. Their research shows that participation tends to decline when students lack clarity, motivation, or a sense of connection to the learning tasks. This observation corresponds with the disengagement patterns reported in Table 1. The study also stresses the importance of teaching approaches that actively engage learners, offer meaningful activities, and make expectations clear—elements that both the Fill My Bag strategy and rubric-based assessments aim to provide. In this way, the findings reinforce the idea that structured strategies can guide students toward academic growth while encouraging deeper involvement in the learning process. (Fredricks, Blumenfeld, & Paris, 2004) Table 1 shows learners' participation before the implementation of the Fill My Bag Strategy, as reflected in their rubric scores. The overall performance of the 27 learners ($N = 27$) revealed a mean score of $M = 30.889$ with a standard deviation of $SD = 4.972$, indicating that, on average, learner participation fell within the "Fairly Satisfactory" range. Looking more closely at the four participation categories, the largest group of learners was in the "Did not meet expectations" category ($n = 10, 37.04\%$), meaning that more than a third of the students were performing below the expected level. Following this, 8 learners (29.63%) were in the "Satisfactory" group, while 6 learners (22.22%) fell under "Fairly Satisfactory." Only a small portion of learners achieved a "Very Satisfactory" rating ($n = 3, 11.11\%$).

This distribution points to a concerning pattern: a significant number of learners were performing below satisfactory levels prior to the strategy's implementation. The relatively low mean score ($M = 30.889$) combined with a high standard deviation ($SD = 4.972$) reflects inconsistent participation across the group. The

fact that the largest proportion of learners did not meet expectations suggests challenges with engagement, comprehension, or motivation. Conversely, the small percentage of learners reaching "Very Satisfactory" highlights a clear gap in equitable participation and learning outcomes.

These results carry meaningful implications for educators and school leaders. The data strongly indicate the need for targeted strategies to boost learner engagement. Teachers might consider using interactive, learner-centered approaches—like the Fill My Bag Strategy—to encourage collaboration, accountability, and motivation. At the same time, school administrators can support this effort by offering professional development focused on active learning methods and differentiated instruction. Implementing regular formative assessments and feedback can help identify learners who are struggling early, allowing timely interventions to close performance gaps.

Table 1. Learners' Participation Before the Use of the Fill My Bag Strategy Based on Rubric Scores

Learners' Participation	Frequency	Percentage	M	SD	Comprehension	Frequency	Percentage	M	SD
Very Satisfactory	3	11.11	38.667	1.115	Did Not Meet Expectation (DNME)	25	100	13.200	4.093
Satisfactory	8	29.63	34.500	0.926	Overall	25	100	13.200	4.093
Fairly Satisfactory	6	22.22	31.333	1.003					
Did not meet expectations	10	37.04	25.400	2.119					
Overall Performance	27	100	30.889	4.972					

Note: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory); 30-33 Fairly Satisfactory); 1-29 (Did not Meet the Expectations)

After the Use of the Fill My Bag Strategy Based on Rubric Scores

A study that supports the notable improvement in learner participation following the implementation of the "Fill My Bag Strategy" is the research conducted by Armbruster, Patel, Johnson, and Weiss (2009), titled Active Learning and Student-centered Pedagogy Improve Student Attitudes and Performance in Introductory Biology. In their study, the authors redesigned an introductory biology course by incorporating active learning methods and student-centered teaching approaches. The results showed significant improvements in students' engagement, academic performance, and overall attitudes toward learning. By shifting away from traditional lecture-based instruction and toward interactive, learner-focused strategies, the study effectively promoted participation and created a more dynamic classroom environment. These findings closely align with the present study, where implementing the Fill My Bag Strategy led to a sharp increase in learner participation, with the majority achieving "Outstanding" rubric scores. Just as Armbruster et al. (2009) highlighted the benefits of student-centered approaches, the current results reinforce that integrating such strategies can meaningfully boost learners' motivation, consistency, and overall performance in the classroom. (Armbruster et al., 2009)

A study by Freeman et al. (2014) further supports the positive impact of active learning on student participation. In their meta-analysis, Active Learning Increases Student Performance in Science, Engineering, and Mathematics, the researchers examined data from 225 studies comparing outcomes in traditional lecture settings versus active learning classrooms. Their results showed that active learning consistently produced higher exam scores and lower failure rates, particularly among students who had previously struggled. The study concluded that using interactive, student-centered methods can significantly boost both engagement and academic performance. These findings echo the results of the present study, where implementing the Fill My

Bag Strategy—an interactive, contextualized learning approach—led to marked improvements in participation, with most students demonstrating outstanding engagement after the intervention. (Freeman et al., 2014)

Table 2 illustrates learners' participation following the implementation of the Fill My Bag Strategy, as measured through rubric scores. The overall performance of the 27 learners ($N = 27$) showed a remarkable improvement, with a mean score of $M = 46.148$ and a standard deviation of $SD = 3.278$, reflecting a high level of participation with minimal variation. Most learners ($n = 24$, 88.89%) achieved an "Outstanding" rating, demonstrating strong engagement and consistent performance. A smaller group ($n = 3$, 11.11%) was rated "Very Satisfactory." Importantly, no learners scored below "Very Satisfactory," indicating that all participants met or exceeded expectations after the strategy was implemented.

This marked improvement from the pre-intervention results suggests that the Fill My Bag Strategy positively impacted learner participation. The sharp increase in the number of learners in the "Outstanding" category reflects a general rise in engagement and a more consistent level of performance among the group, as supported by the relatively lower standard deviation ($SD = 3.278$) compared to the baseline. The high mean score ($M = 46.148$), approaching the upper boundary of the rubric, implies that learners not only improved but did so to a degree that significantly exceeded expectations. This could be attributed to the strategy's effectiveness in fostering motivation, accountability, and active participation among students.

These findings hold valuable implications for both educators and administrators. Teachers are encouraged to continuously implement learner-centered strategies like the Fill My Bag Strategy to cultivate active participation and engagement. School administrators should support such initiatives by providing training programs, resource materials, and collaborative planning sessions that help institutionalize the practice. To further address the gap observed in the pre-intervention data, it is recommended to conduct peer tutorials, reflection sessions, and regular feedback cycles to sustain the gains made. Additionally, conducting follow-up assessments and longitudinal monitoring would ensure that the improvements in learner participation are maintained and further enhanced over time.

Table 2. Learners' Participation After the Use of the Fill My Bag Strategy Based on Rubric Scores

Learners' Participation	Frequency	Percentage	M	SD
Outstanding	24	88.89	47.000	2.119
Very Satisfactory	3	11.11	39.333	1.033
Overall Performance	27	100	46.148	3.278

Note: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory); 30-33 Fairly Satisfactory); 1-29 (Did not Meet the Expectations)

Before the Use of the Fill My Bag Strategy Based on Checklist Observation

A relevant study that supports the findings in Table 3, which reflect learners' participation before implementing the "Fill My Bag Strategy," is the research by Ratnaningsih and Clara (2021) titled The Effect of Vocabulary on Writing Skill with Reading Skill as a Moderating Effect. This study explored how vocabulary mastery influences writing skills, while considering reading skills as a moderating factor. The researchers found that strong vocabulary knowledge had a significant positive impact on writing ability, and that learners' reading skills further strengthened this relationship. The study applied moderated regression analysis to examine the effect of vocabulary on writing proficiency among university students. (Ratnaningsih & Clara, 2021)

These findings align with the observations in Table 3, where learners exhibited low engagement and performance in vocabulary development and writing expression skills before implementing the strategy. The study underscores the importance of vocabulary acquisition as a foundational component that enhances writing and reading competencies. By improving vocabulary knowledge, learners can better express their ideas in

writing and comprehend reading materials more effectively. This supports the recommended targeted interventions for vocabulary enrichment to bolster overall literacy skills.

A related study by Webb and Nation (2017), titled *How Vocabulary is Learned*, emphasizes the important role of vocabulary acquisition in improving learners' writing and reading skills. The authors explain that having a strong vocabulary not only enhances writing fluency and coherence but also supports better reading comprehension. Drawing on a wide range of empirical research, they show that vocabulary development is closely connected to other language skills, and that effective vocabulary instruction can greatly strengthen overall language proficiency. This study aligns with the findings of Ratnaningsih and Clara (2021), reinforcing the idea that vocabulary mastery positively impacts writing skills, particularly when paired with solid reading abilities. (Webb & Nation, 2017)

Table 3 presents the learners' participation before using the Fill My Bag Strategy based on checklist observation. The overall effectiveness of the strategy prior to its implementation was rated as ($M = 2.059$, $SD = 0.308$), which falls under the "Least Effective" category. Among the constructs, Reading Comprehension and Analysis received the highest rating ($M = 2.889$, $SD = 0.506$) and was the only one considered "Somewhat Effective." This was followed by Writing Expression Skills ($M = 2.348$, $SD = 0.513$), Collaboration and Communication Skills ($M = 2.340$, $SD = 0.395$), and Learners' Engagement in the Fill My Bag ($M = 2.259$, $SD = 0.513$). The lowest mean was recorded for Vocabulary Development and Word Understanding ($M = 2.126$, $SD = 0.550$). Except for one construct, all the others were rated as "Least Effective."

These findings reveal that learners showed minimal engagement and participation in classroom tasks before the Fill My Bag Strategy was introduced. The higher Reading Comprehension and Analysis score suggests that learners could understand and interpret texts, even without the structured strategy. However, their performance in essential areas like Vocabulary Development, Writing Skills, and Collaboration was notably weak. The lowest mean in Vocabulary Development and Word Understanding indicates that learners lacked the foundational linguistic tools necessary to participate meaningfully in literacy tasks, which likely contributed to difficulties across the other constructs. The overall standard deviations across the constructs range between ($SD = 0.308$) and ($SD = 0.550$), showing moderate consistency in low-level performance.

These results directly affect teachers, curriculum designers, and school administrators. Teachers should focus on targeted strategies that address specific areas of weakness, such as vocabulary enrichment and writing skills. Workshops or intervention sessions focused on vocabulary building, peer-based writing activities, and collaborative group tasks are recommended to strengthen these areas. Administrators are encouraged to provide professional development opportunities that equip teachers with innovative strategies like the Fill My Bag approach. Additionally, instructional coaches may monitor and support teachers during the strategy implementation to ensure fidelity and sustained improvement. To further address the gaps, integrating interactive activities like word games, concept maps, guided reading circles, and writing prompts in daily instruction could foster greater engagement and skill development. By taking a focused and data-driven approach, the learning environment can be transformed into one that nurtures individual and collective growth among learners.

Table 3. Learners' Participation Before the Use of the Fill My Bag Strategy Based on Checklist Observation

Constructs	M	SD	Remarks
Learners' Engagement in the Fill My Bag	2.259	0.513	Least Effective (LE)
Vocabulary Development and Word Understanding	2.126	0.550	Least Effective (LE)
Reading Comprehension and Analysis	2.889	0.506	Somewhat Effective (SE)
Writing Expression Skills	2.348	0.513	Least Effective (LE)

Collaboration and Communication Skills	2.340	0.395	Least Effective (LE)
Overall Effectiveness of Fill My Bag	2.059	0.308	Least Effective (LE)

Scale: 4.20-5.00 (Very Effective); 3.40-4.19 (Effective); 2.60-3.39 (Somewhat Effective); 1.80-2.59 (Least Effective); 1.00-1.79 (Not Effective)

After the Use of the Fill My Bag Strategy Based on Checklist Observation

A pertinent study supporting the findings presented in Table 4 regarding the effectiveness of the "Fill My Bag Strategy" is the research conducted by Dogani (2023) titled Active Learning and Effective Teaching Strategies. This study provides a detailed overview of active learning approaches and their application in educational settings. The findings highlight that active learning strategies—such as peer learning, role-play, think-pair-share, class debates, and simulations—significantly enhance student engagement, motivation, and critical thinking skills. The study emphasizes that traditional lecture-based instruction often results in passive learning, whereas active learning promotes higher student performance and retention. These insights align closely with the outcomes observed after implementing the "Fill My Bag Strategy," where learners demonstrated notable improvements across various constructs, including engagement, vocabulary development, reading comprehension, writing expression, and collaboration skills. Parenthetical: (Dogani, 2023)

Similarly, a study by Kim and Pekrun (2014), titled Emotions and Motivation in Learning, investigates how engaging instructional strategies influence students' motivation and emotional involvement in the classroom. Their research shows that active and participatory learning approaches significantly boost intrinsic motivation and positive emotions toward academic tasks, leading to better engagement and performance. The findings suggest that strategies promoting interaction, reflection, and hands-on activities create a more stimulating learning environment. This supports the success of the "Fill My Bag Strategy" in improving engagement among Grade 8 English learners by fostering both motivation and active participation. (Kim & Pekrun, 2014)

Table 4 presents the learners' participation after the implementation of the Fill My Bag Strategy as assessed through checklist observation. The overall effectiveness of the strategy was rated as ($M = 3.615$, $SD = 0.247$), which falls under the category of "Effective." Among the constructs assessed, Learners' Engagement in the Fill My Bag obtained the highest mean ($M = 4.000$, $SD = 0.464$), followed closely by Reading Comprehension and Analysis ($M = 3.993$, $SD = 0.528$) and Vocabulary Development and Word Understanding ($M = 3.941$, $SD = 0.534$). Next in rank were Writing Expression Skills ($M = 3.911$, $SD = 0.564$) and Collaboration and Communication Skills ($M = 3.682$, $SD = 0.279$)—all of which were likewise rated as "Effective."

These results indicate a substantial improvement in learners' participation and performance across all constructs following the strategy's implementation. The highest mean score in Learners' Engagement suggests that the strategy effectively encouraged active involvement in classroom activities. Gains in Reading Comprehension, Vocabulary, and Writing show that both receptive and productive language skills were strengthened. Although Collaboration and Communication Skills had the lowest mean ($M = 3.682$), they still fell within the "Effective" range, suggesting that while interpersonal skills improved, further focused interventions may help enhance these competencies. The relatively low standard deviations across all constructs reflect consistency in the positive outcomes experienced by learners.

These findings carry valuable implications for educators, instructional leaders, and curriculum developers. Teachers are encouraged to continue using and refining the Fill My Bag Strategy, particularly by incorporating more peer interaction elements to further strengthen Collaboration and Communication Skills. School administrators can support broader adoption through training workshops and resource provision. To address the slightly lower performance in collaborative competencies, suggested activities include structured group projects, role-playing tasks, and peer-feedback exercises that encourage sustained interpersonal engagement. Additionally, reflection journals, vocabulary-building games, and creative writing prompts can be used to reinforce language skills further. Overall, these findings underscore the importance of interactive, student-centered strategies in promoting comprehensive language development and holistic learner engagement.

Table 4. Learners' Participation After the Use of the Fill My Bag Strategy Based on Checklist Observation

Constructs	M	SD	Remarks
Learners' Engagement in the Fill My Bag	4.000	0.464	Effective (E)
Vocabulary Development and Word Understanding	3.941	0.534	Effective (E)
Reading Comprehension and Analysis	3.993	0.528	Effective (E)
Writing Expression Skills	3.911	0.564	Effective (E)
Collaboration and Communication Skills	3.682	0.279	Effective (E)
Overall Effectiveness of Fill My Bag	3.615	0.247	Effective (E)

Scale: 4.20-5.00 (Very Effective); 3.40-4.19 (Effective); 2.60-3.39 (Somewhat Effective); 1.80-2.59 (Least Effective); 1.00-1.79 (Not Effective)

Before and After Using Fill My Bag Strategy Based on Rubric Scores

A relevant study supporting the findings presented in Table 5, which show the significant improvement in learners' participation after implementing the "Fill My Bag Strategy," is the research conducted by Freeman et al. (2014) titled Active Learning Increases Student Performance in Science, Engineering, and Mathematics. This meta-analysis examined 225 studies comparing student performance in active learning versus traditional lecture-based instruction across STEM disciplines. The results revealed that active learning significantly improves examination performance, with average grades increasing by half a letter. Additionally, students in traditional lecture courses were 1.5 times more likely to fail compared to those in courses employing active learning strategies. These findings underscore the effectiveness of interactive, student-centered approaches in boosting academic performance, aligning closely with the substantial improvement in learner participation observed after implementing the "Fill My Bag Strategy" (Freeman et al., 2014).

Another study supporting the benefits of active learning for student participation and performance is by Deslauriers, McCarty, Miller, Callaghan, and Kestin (2019), titled Measuring Actual Learning versus Feeling of Learning in Response to Being Actively Engaged in the Classroom. This experimental study compared traditional lecture-based teaching with active learning methods in undergraduate physics courses. The results showed that students in active learning classes performed significantly better on assessments, even though they initially felt they had learned less. The study highlights how engaging instructional strategies enhance cognitive involvement and long-term learning outcomes, corroborating the improvements in participation and performance observed with the Fill My Bag Strategy (Deslauriers et al., 2019).

Table 5 compares learners' participation before and after implementing the Fill My Bag strategy based on rubric scores. The overall result shows a significant increase in learners' participation following the use of the strategy. The mean score during the pretest phase was ($M = 30.889$), while the posttest mean notably increased to ($M = 46.148$). The computed t-value of (-15.14) and the corresponding p-value of ($p = 0.000$) indicate that this difference is highly significant ($p < 0.01$). Therefore, the null hypothesis of no significant difference between learners' participation before and after the strategy is rejected.

The statistical evidence confirms the positive impact of the Fill My Bag Strategy in enhancing learner participation. The substantial rise in mean scores reflects not only quantitative improvement but also qualitative changes in learners' engagement, comprehension, and collaborative behaviors. This improvement can likely be attributed to the interactive and structured nature of the strategy, which effectively addressed participation gaps identified in earlier checklist results.

These findings carry important implications for classroom practitioners and curriculum planners. Teachers and

instructional leaders are encouraged to adopt and integrate interactive strategies like the Fill My Bag Strategy to increase learner participation and engagement. To maintain and further enhance these gains, follow-up activities such as peer reflection sessions, rubric-guided group work, and collaborative writing or analysis exercises should be implemented. Additionally, training workshops can be provided to teachers to help them design and execute participatory strategies tailored to learners' needs.

Table 5. Difference Between Learners' Participation Before and After Using Fill My Bag Strategy Based on Rubric Scores

Variables	Mean Score		Test Statistics	
	(Pre-test)	Post- test)	(t-value)	p-value)
Before and After Using Fill My Bag Strategy	30.889	46.148	-15.14	0.000

Ho: There is no significant difference between learners' participation before and after integrating fill my bag strategy

Note: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Before and After Using Fill My Bag Strategy Based on Checklist Observation

A study by Prince (2004) highlights the significant benefits of active learning strategies in enhancing student participation, engagement, and overall academic outcomes. The research synthesizes findings from multiple studies comparing traditional lecture-based teaching with active, student-centered approaches. Prince explains that active learning techniques—such as group discussions, problem-solving tasks, and collaborative projects—encourage deeper cognitive processing and greater motivation among learners. These methods lead to increased participation and improved comprehension, mirroring the gains observed after implementing the Fill My Bag Strategy. Specifically, the study notes that students in active learning environments show better performance in vocabulary development, reading comprehension, writing skills, and collaboration and communication abilities. This aligns with the findings of the current study, where all constructs improved significantly post-intervention. Prince also emphasizes that the effectiveness of these strategies stems from their ability to actively engage learners, fostering both individual and group learning dynamics. Therefore, his research supports the conclusion that the Fill My Bag Strategy's interactive and integrative approach effectively enhances learners' participation and holistic language development. (Prince, 2004)

Similarly, a study by Michael (2006) underscores the important role of active learning in boosting student engagement and academic success. His research reviews a range of active learning techniques, including think-pair-share, problem-based learning, and interactive group activities, highlighting how these approaches shift students from passive reception to active participation. Michael argues that active learning promotes critical thinking, knowledge retention, and the practical application of skills, which directly contribute to improvements in language abilities such as vocabulary acquisition, reading comprehension, and writing proficiency. These findings correspond closely with the outcomes of the Fill My Bag Strategy, where increased learner engagement led to notable gains across multiple language skill domains. The study reinforces the idea that instructional strategies encouraging interaction and collaboration are essential for achieving deeper learning and sustained academic growth. (Michael, 2006)

Table 6 compares learners' participation before and after implementing the Fill My Bag strategy based on checklist observation. The overall results show a highly significant increase across all constructs after implementing the strategy. The highest improvement was seen in Learners' Engagement in the Fill My Bag, with mean scores increasing from ($M = 2.259$) in the pretest to ($M = 4.000$) in the posttest ($t = -16.49$, $p = 0.000$). Notable gains followed this in Overall Effectiveness of Fill My Bag ($M = 2.059$, posttest $M = 3.614$, $t = -17.25$, $p = 0.000$) and Collaboration and Communication Skills, which rose from ($M = 2.341$) to ($M = 3.681$) ($t = -15.25$, $p = 0.000$). Improvements were also observed in Vocabulary Development and Word

Understanding ($M = 2.213$, $M = 3.941$, $t = -11.90$, $p = 0.000$), Reading Comprehension and Analysis ($M = 2.289$, $M = 3.913$, $t = -11.48$, $p = 0.000$), and Writing Expression Skills ($M = 2.348$, $M = 3.911$, $t = -9.37$, $p = 0.000$). All results were statistically significant ($p < 0.01$), indicating strong evidence against the null hypothesis.

The substantial improvements suggest that the Fill My Bag strategy had a powerful impact on all observed areas of participation. The most significant gain in learners' engagement underscores the strategy's ability to capture students' interest and foster active involvement in learning tasks. Likewise, the remarkable increase in collaboration and communication skills suggests that the activity encouraged peer interaction and dialogue. Gains in vocabulary, reading comprehension, and writing reflect the strategy's effectiveness in reinforcing foundational literacy skills in an integrated manner. The marked improvement in the overall effectiveness score further validates the strategy's capacity to produce holistic educational benefits.

The results present meaningful implications for teachers, curriculum developers, and instructional leaders. It is recommended that the Fill My Bag strategy be adopted more widely as a regular part of classroom instruction, especially in language and reading programs. Educators may integrate follow-up strategies such as group storytelling, peer feedback writing sessions, and interactive reading circles to address remaining gaps and enhance participation. School administrators could support this by offering professional development workshops to train teachers in designing and implementing similar student-centered learning techniques. Continuous monitoring and evaluation should also be conducted to sustain the gains and ensure inclusive learner participation.

Table 6. Difference Between Learners' Participation Before and After Using Fill My Bag Strategy Based on Checklist Observation

Constructs	Mean		Test Statistics	
	Pretest	Posttest	t- value	p- value
Learners' Engagement in the Fill My Bag	2.259 4.000		-16.49	0.000
Vocabulary Development and Word Understanding	2.213 3.941		-11.90	0.000
Reading Comprehension and Analysis	2.289 3.913		-11.48	0.000
Writing Expression Skills	2.348 3.911		-9.37	0.000
Collaboration and Communication Skills	2.341 3.681		-15.25	0.000
Overall Effectiveness of Fill My Bag	2.059 3.614		-17.25	0.000

Ho: There is no significant difference between learners' participation before and after integrating fill my bag strategy

Note: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study revealed a significant improvement in learners' participation after implementing the Fill My Bag Strategy. Before the intervention, rubric scores indicated that most learners fell within the "Did Not Meet Expectations" and "Fairly Satisfactory" levels, with a mean score of 30.889. Checklist results also showed that learner engagement, vocabulary development, and collaboration were rated "Least Effective." These findings suggested that students exhibited low participation and had difficulty expressing their thoughts and ideas clearly during the pre-implementation phase.

A marked positive shift in learners' performance and involvement was observed after the intervention. Post-implementation rubric scores rose substantially, with most learners reaching the "Outstanding" category and a mean score of 46.148. Additionally, checklist ratings for all targeted skills—engagement, vocabulary, comprehension, writing, and communication—improved to the "Effective" level, with a mean of 3.615. These results demonstrate the effectiveness of the Fill My Bag Strategy in enhancing student engagement and skill development, supporting its use as an impactful, student-centered classroom approach.

Findings

The following were the study's key findings:

1. Prior to the implementation of the Fill My Bag Strategy, student engagement in Grade 8 English classes was generally low. Many learners demonstrated minimal participation and inconsistent academic performance, falling into the lowest engagement category based on rubric assessment.
2. Following the implementation of the strategy, student engagement significantly increased. Most learners achieved the highest rating category, reflecting a strong active involvement and consistent performance in classroom activities.
3. Checklist observation results before the intervention indicated that student engagement was at least adequate. Areas such as vocabulary development, writing expression, and collaboration showed particularly low effectiveness, while reading comprehension showed slightly better outcomes.
4. All observed areas demonstrated notable improvement after the strategy was applied. Overall engagement was rated as effective, with the highest gains observed in learners' participation in the strategy, followed by enhanced performance in reading, vocabulary, writing, and communication skills.
5. A clear difference in student engagement was observed before and after the intervention, as indicated by rubric scores. The shift from predominantly low to high engagement ratings highlights the strategy's positive influence on learner involvement and academic performance.
6. Similar significant improvements were observed in the checklist observation results. While pre-intervention ratings reflected low engagement levels, post-intervention assessments showed consistent effectiveness across all engagement constructs, demonstrating that the Fill My Bag Strategy substantially enhanced classroom engagement and instructional outcomes.

Conclusions

The study's results led to the formulation of the following conclusions:

1. Student engagement in Grade 8 English classes is generally low prior to the implementation of the Fill My Bag Strategy, as shown by both rubric and checklist assessments indicating minimal participation and unsatisfactory performance.

2. Fill My Bag Strategy significantly improves student engagement, with a marked increase in performance levels across various learning tasks, as evidenced by the high number of learners achieving "Outstanding" ratings.
3. Vocabulary development, writing expression, and collaborative learning were identified as weak points in student engagement, reflecting the need for a more interactive and learner-centered approach.
4. All engagement indicators—especially reading, vocabulary development, writing, and communication—show notable improvement, demonstrating the strategy's effectiveness in addressing diverse literacy skills.
5. Structured, engaging classroom interventions can positively impact student performance and active participation in English class activities.
6. Fill My Bag Strategy is an effective instructional tool in enhancing student engagement, fostering better comprehension, collaboration, and communication among learners, and creating a more inclusive and dynamic learning environment.

Recommendations

Based on the findings and conclusions, it is recommended that:

1. Teachers may adopt the Fill My Bag Strategy in other English classes across different grade levels to explore its effectiveness in enhancing student engagement in various contexts, particularly in low learner participation.
2. Schools may train English teachers on interactive and contextual strategies like Fill My Bag to equip them with innovative tools that promote learner-centered instruction and improve classroom dynamics.
3. Teachers may conduct further classroom-based action research focusing on similar engagement challenges, particularly in reading comprehension, vocabulary development, and writing, to validate the adaptability of the strategy across diverse student groups.
4. Teachers may integrate varied, task-based learning activities into the English curriculum to sustain and further improve the gains in student engagement and performance demonstrated after the intervention.
5. Schools may conduct follow-up studies that examine the long-term impact of the Fill My Bag Strategy on academic performance, motivation, and critical thinking to assess its potential for broader institutional integration.
6. Schools may engage stakeholders—including administrators and parents—in supporting classroom innovations by providing the necessary resources, encouragement, and recognition for strategies that promote student-centered learning environments.
7. Future researchers may explore the effectiveness of the Fill My Bag Strategy in other subject areas and educational settings to determine its broader applicability and potential for cross-curricular engagement enhancement.

REFERENCES

1. Armbruster, P., Patel, M., Johnson, E., & Weiss, M. (2009). Active learning and student-Centered pedagogy improves student attitudes and performance in introductory biology. *CBE—Life Sciences Education*, 8(3), 203–213.
2. Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences*, 116(39), 19251–19257.
3. Dogani, B. (2023). Active learning and effective teaching strategies. *International Journal of Advanced*

- Natural Sciences and Engineering Researches, 7(4), 136–142.
4. Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415.
 5. Ginting (2021): Investigates factors influencing active learning and engagement in English language classrooms. The study identifies strategies that can encourage student participation and enhance engagement, especially in language learning contexts.
 6. Kelly (2007): Explores the intersections of race, social class, and student engagement in middle school English classrooms. This research provides a social science lens for understanding how these factors impact student learning and their engagement with the content.
 7. Kim, C., & Pekrun, R. (2014). Emotions and motivation in learning. *Educational Psychology Review*, 26(3), 301–307
 8. Klock et al. (2020). Reviews the use of gamification strategies in education, specifically tailored game-based learning techniques. This study highlights how personalized learning experiences can enhance student engagement and motivation in educational settings.
 9. Middlehurst et al. (2021). Though not directly related to education, this research introduces a Temporal Dictionary Ensemble (TDE) classifier for time series classification. It suggests that data-driven approaches, such as machine learning, may play a role in understanding student engagement patterns.
 10. Nystrand & Gamoran (2024). Discusses the shift in student engagement when traditional recitation methods are replaced with more conversational, interactive teaching techniques. This study suggests that student engagement increases when teaching methods become more student-centered and dynamic.
 11. Student Engagement in Very Large Classes: The Teachers' Perspective. (2010). *Studies in Higher Education*, 35(7), 761–775.
 12. Van (2020): Focuses on the Feedback Engagement Enhancement Tool (FEET), a tool designed to improve how students interact with feedback, especially related to writing. The study shows that effective feedback engagement can deepen student learning.
 13. Ye (2024): Reviews the role of classroom environment in shaping student engagement in English as a Foreign Language (EFL) settings. The paper emphasizes how classroom dynamics, including teaching strategies and interactions, influence student participation and learning outcomes.
 14. Webb, S., & Nation, I. S. P. (2017). *How vocabulary is learned*. Oxford University Press.