



Project ENVOC (Enhance Vocabulary): A Cross-Curricular Reading Intervention for Grade 6 Learners in District IV S.Y. 2025-2026

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Abstract

Vocabularies play a plethora of benefits and advantages in the academic life and beyond of the students. The present study attempted to examine the effectiveness of Project ENVOC in improving the English vocabulary and reading comprehension performance of grade 6 learners in District IV, Schools Division of Parañaque City during the School Year (S.Y.) 2025–2026. The study was conducted in response to the Phil-IRI Pre-Test results. Explanatory mixed-methods research design was employed. The quantifiable data were collected through survey questionnaire and based on these; interview and Focus Group Discussion were utilized to explicate the intertwining relations of quantitative and qualitative data. The results revealed that there was an improvement in terms of vocabularies and reading-related competencies among grade 6 learners. It was identified that daily vocabulary routines, vocabulary journals, word walls, context clue activities, graphic organizers, guided reading, differentiated instruction, and cross-curricular integration as the most effective strategies in improving learners' vocabulary and reading comprehension. Recommendations were likewise provided.

Keywords: Project ENVOC; Vocabulary Development; Reading Comprehension; Phil-IRI; Cross-Curricular Intervention; Literacy; Grade 6 Learners; Action Research

1. Introduction

Vocabulary an integral element of communication pertains to the repertoire of words in language. This refers to the collection of words or lexicons at the disposal of a speaker or a writer (Lelawati, et.al., 2019). Vocabularies play a pivotal role in the way people communicate and engage in multifarious affairs in the community. Without these, then it is a conceivable fact that there will be no communication; hence, human relations will be compromised.

The study on vocabulary acquisition has been always examined in conjunction with reading---one of the macroskills in language. It is said that vocabularies are indispensable components of reading that bridge comprehension and learning.

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By reading, a person concerned or a reader is immersed to either written or digital texts. In educational settings, it is beyond cavil that reading helps students get, assimilate, and evaluate information (Bahri, 2019) that can be used across learning areas. Central to reading is the vocabularies. Researchers in the fields of education and psychology, for instance, have exerted interests in understanding the influence of vocabularies in the performance of the students.

In schools or educational contexts, words do matter. A student will not be able to elucidate or express himself if he does not have sufficient amount of vocabularies in his system. In the early schooling of a child, he is, in effect, immersed to many communicative activities and discursal events. For instance, the teacher would ask the pupil to state his name and other information pertaining to his hobbies, family, siblings, and the like. Thus, vocabularies are necessary ingredient in communication. One has to have vocabulary skills so that effective communication can be facilitated. According to Dakhi, et.al. (2019) lexicons or vocabularies may be an indicator of academic prowess. This assertion has been supported by Sari (2018) stating that having sufficient vocabularies and mastery of the same, students can smoothly express, assess, and understand concepts in writing and speaking, and other forms of communication.

However, it is a truism that having a bonanza of vocabularies does not always guarantee academic success for there are other factors that must be considered. A student must have a comprehension of written texts so that he can use and maximize vocabularies. As asserted, comprehension is the mother of all study skills (Helardez, 2015). Put it differently, in order to increase vocabularies a student must have reading skills and by having such skills, comprehension will ensue. In turn, vocabularies are associated with reading comprehension (Chen & lee, 2019). Consequently, Nurjanah (2018) posited that students with vast vocabularies will find reading easier. Following this, it can be deduced that low levels of vocabulary knowledge are associated with poor reading and educational outcomes (Suggate, et.al., 2018)

In the Philippines, language competencies have been a center of focus among educators, policymakers, and theoreticians and academicians alike. Based on the current statistics, the Organisation for Economic Co-operation and Development (OECD) reported in 2018 that 1 out of 5 Filipino students or 19.4% achieved at least the minimum proficiency level in overall reading literacy. In the same year, it was found that Filipino students aged 15 years old ranked last in reading proficiency compared to their aged-level counterparts. In line with this, it was identified that 5.58 million in 2024, are considered literate but not functionally literate (Philippine Statistics Authority, 2025 citing FLEMMS, 2024 Report). Likewise, the Second Congressional Commission on Education (EDCOM 2) in 2025 it was revealed that 24.8 million Filipinos are considered functionally illiterate; that is, they can read but they do not understand or fully comprehend what they read. There are many factors and aspects that must be placed under microscopic examination so as to accurately identify the root cause of this social learning crisis in the Philippines. But the fact remains that there is indeed a learning crisis present among and between many Filipino learners from different garde levels. Lucas, et. al. (2021) identified three contributory factors beyond classrooms that lead to deterioration of learning of students and exacerbation of education in the Philippines. These are: First, Socio-economic contexts/home; second, reading classroom contexts; and third, schools social contexts. Thus, it is recommended that the Department of Education must address negative psychosocial experiences of the students and that there must be a collective action among different stakeholders in the community.

With regard to acquisition of vocabularies, there have many aspects that contribute to either to success or failure of enhancing one's vocabulary such as but not limited to environment (Kameli, Mostapha & Baki, 2012); parents (Herrera, 2019); Individual differences (Diprossimo & Cain, 2025); and, family dynamics (Su, et.al., 2020). Be that as it may, Robert (2021) asseverated that words are complex. To understand them, five aspects must concur to an individual viz: (1) Generalization; that is being able to define words; (2) Application, appropriate use of words; (3) Breadth of meaning, recalling different meanings of words e.g. the connotative and denotative meaning of words; (4) Precision of meaning, application of words to all possible situations; and (5) Availability, being able to use words productively. Interestingly, Miralpeix and Munoz (2018) propounded a dichotomy of knowledge as regards to utilization and acquisition of lexicons. The first one is Receptive knowledge which pertains to recognition and comprehension of words e.g. sounds and collocation. And second is the Productive knowledge; that is, the ability to produce or apply words in light with pronunciation, enunciation, or use in idiomatic contexts.

Unfortunately, despite the copious studies indicating the significance of vocabularies vis-a-vis reading comprehension, skills, and language acquisition, students still flounder and languish in their academic performances. Since there is a losing motivation among students, teachers innovate by employing different pedagogical methodologies or strategies. Anuar and Ismail (2025) revealed in their study that by using social media platforms, students receive vocabularies which they can use in their everyday communication with peers. These platforms likewise provide authentic instructions and multimodal learning environment (Reinders & Benson, 2017). It is encouraged that teachers as a complement to traditional manner of teaching vocabularies must employ social media platforms; provided, however, that suitability and appropriacy of the contents are observed. These findings were corroborated by Ling and Aziz (2022)

stating that game-based learning strategies significantly influence the vocabulary skills and acquisition of the students and that the same increased their engagement, interactions, and motivation to learn new words.

Moreover, Tamayo & Alejo (2026) advocated for the use of contextualized reading materials so that the interests of the students especially grade 3 students can be obtained. It was found that the utilization of contextualized reading materials significantly enhance the reading and linguistic skills such as fluency of the pupils. Concomitantly, the incorporation of digital means or tools augment children's reading comprehension. It also expedites their acquisition of knowledge as compared to traditional way of teaching vocabulary development (Asickan, 2023; Rabu & Talib, 2017; Zou, et.al., 2021). In contrast, Alzahrani & Alghamdi (2019) provided a contrary view which stated that the presence of social media and the excessive use of the same give negative influence on the students on how they digest information or instructions from their teachers. This assertion has been concurred in by Sulaiman & Hussin (2019) stating that distractions, a maladaptive behavior, caused by social media platforms are indications of poor academic performance.

Given the foregoing, there seems to be a gap in the body of literature that specifically focuses on the identification of problems among primary students and that intervention pertaining thereto is wanting. Axiomatically, because of the conflicting results in the body of literature, it is thus compelling to conduct a contextualized research study especially in the nature of action research that provides a clearer picture within the specific and targeted sample and subject area. To do this, there must be a basis for the same. Hence, pursuant to the mandate of the DepEd to promote and provide quality education among learners, foundational literary skills must be emphasized. The assessment used in this instance is the Philippine Informal Reading Inventory or Phil-IRI, an assessment tool used to determine the learners' reading proficiency. The said tool has three levels with which the proficiency of the students concerned may be categorized thus; Independent, Instructional, and Frustration reading levels. Corollary to this, it has been found that many Grade 6 learners in District IV in the Schools Division of Parañaque City fall under the Frustration Level which in turn can be deduced that they fall short of sufficient vocabularies relative to their grade level. Thus, the conduct of the study is necessitated concerning the situation and that this research sought to answer the following questions:

- What is the level of English vocabulary and reading comprehension performance of Grade 6 learners before the implementation of Project ENVOC?
- What is the level of English vocabulary and reading comprehension performance of Grade 6 learners after the implementation of Project ENVOC?
- What changes in the English vocabulary and reading comprehension performance of Grade 6 learners can be observed after the implementation of Project ENVOC?
- Which subject areas (English, Science, Mathematics, and Araling Panlipunan) show the most improvement in vocabulary usage after the implementation of Project ENVOC?
- What teaching practices do teachers consider most effective in improving learners' vocabulary and reading comprehension?

2. Methodology

This study employed an explanatory mixed-methods research design to integrate and elaborate the statistical quantitative data with the robust qualitative data in an in-dept approach. This was intended to identify themes, patterns, best practices or strategies teachers would use in enhancing students' vocabularies. There were 5 participating elementary schools namely: Sun Valley Elementary School (SVES); F. Serrano Sr. Elementary School (FSSES); Don Bosco Elementary School (DBES); San Agustin Elementary School (SAES); Merville Elementary School (MES), that took part in the study all of which were within the territorial jurisdiction of District IV, Schools Division of Parañaque City. All grade 6 pupils of the said schools were subject of the study whose Phil-IRI results were used as baseline data. The quantitative data were anchored on the results of the Phil-IRI. Whereas, the quantitative data were collected through survey questionnaire given to the teachers concerned. Based on the quantifiable results, interview and Focus Group Discussion were made to explicate and make sense of the same. The data gathered were systematized using Clarke and Braun (2016) framework on six phases of thematic analysis. A 30-vocabulary assessment was provided after several months of implementation. The intervention integrated explicit vocabulary instruction in 4 subject areas: English, Science, Mathematics, and Araling Panlipunan. The data gathered were then analyzed using both qualitative and quantitative techniques.

3. Results and Discussion

This part of the action research presents the corresponding interpretation and discussion of findings based on the order of the research questions of the study.

The Phil-IRI Pre-Test served as the baseline assessment for determining the reading proficiency of Grade 6 learners before the implementation of Project ENVOC.

The results showed that a large proportion of learners were classified under the Frustration and Instructional reading levels, indicating that many learners experienced difficulty in reading fluently and comprehending grade-level texts. These findings suggest that learners possessed limited vocabulary knowledge, which adversely affected their ability to construct meaning from written texts and perform effectively across different learning areas.

Table 1 Phil-IRI Pre-Test Results of Grade 6 Learners in District IV Before the Implementation of Project ENVOC

School	No. of Assessed Learners	Frustration	Instructional	Independent	Non-Reader
SAES	552	67	220	253	12
SVES	428	319	104	5	0
FSES	371	36	184	148	3
DBES	104	14	59	27	4
MervES	102	5	44	52	1
District IV Total	1,557	441	611	485	20

The baseline data highlighted the need for a structured vocabulary enhancement program that would explicitly develop learners' vocabulary while supporting reading comprehension. Consequently, Project ENVOC was implemented to provide systematic, cross-curricular vocabulary instruction that would expose learners to academic vocabulary in meaningful contexts across English, Science, Mathematics, and Araling Panlipunan.

Table 2 Summary of Project ENVOC Post-Assessment Results of Grade 6 Learners in District IV *Computed as $(17.00 \div 30) \times 100 = 56.67\%$.

School	Number of Learners	Mean Score	Mean Percentage Score (MPS)	Interpretation
Sun Valley Elementary School	391	17.17	57.22%	Average Mastery
F. Serrano Sr. Elementary School	382	20.95	69.83%	Moving Towards Mastery
Don Bosco Elementary School	231	16.78	55.93%	Average Mastery
San Agustin Elementary School	642	18.96	63.18%	Average Mastery
Merville Elementary School	98	17.00	56.67%*	Average Mastery
District IV Overall	1,748	18.60	61.99%	Average Mastery

The results of the Project ENVOC Post-Assessment revealed that the 1,748 Grade 6 learners from the five participating schools in District IV attained an overall Mean Score of 18.60, equivalent to a Mean Percentage Score (MPS) of 61.99%, which is interpreted as Average Mastery. These findings indicate that learners demonstrated satisfactory development in vocabulary knowledge following the implementation of Project ENVOC. Although the overall performance did not yet reach the Moving Towards Mastery level, the results suggest that the intervention positively contributed to learners' vocabulary acquisition and reading-related competencies across the district. The results sustain what Nurjanah (2018) stated that students with sufficient vocabularies would find reading more enjoyable since the facilitators or teachers employ instructions that gain the attention and interests of the target pupils/students.

Among the five participating schools, F. Serrano Sr. Elementary School obtained the highest Mean Percentage Score of 69.83%, interpreted as Moving Towards Mastery, indicating that learners demonstrated stronger mastery of the

vocabulary competencies developed through the intervention. In contrast, Don Bosco Elementary School recorded the lowest MPS (55.93%), although this still falls within the Average Mastery level. Sun Valley Elementary School (57.22%), San Agustin Elementary School (63.18%), and Merville Elementary School (56.67%) also attained Average Mastery, reflecting satisfactory vocabulary performance after the implementation of Project ENVOC.

To determine the changes in learners' English vocabulary and reading comprehension performance, the researchers examined the results of the Phil-IRI Pre-Test, which established the learners' baseline reading proficiency, and the Project ENVOC Post-Assessment, which measured learners' vocabulary performance after the implementation of the intervention.

Table 3 Summary of Learners' Performance Before and After the Implementation of Project ENVOC *Based on the Project ENVOC Post-Assessment results*

Assessment	Indicator	Result	Interpretation
Phil-IRI Pre-Test	Learners at the Frustration and Instructional Levels	1,052 learners (67.56%)	Majority of learners required additional support in reading and vocabulary development.
Phil-IRI Pre-Test	Learners at the Independent Level	485 learners (31.15%)	A smaller proportion of learners demonstrated independent reading proficiency.
Project ENVOC Post-Assessment	District IV Overall Mean Percentage Score	61.99%*	Average Mastery

The Phil-IRI Pre-Test results showed that before the implementation of Project ENVOC, most Grade 6 learners were classified under the Instructional and Frustration reading levels. Specifically, 1,052 learners (67.56%) required teacher guidance or intensive intervention to understand grade-level texts, while only 485 learners (31.15%) demonstrated independent reading proficiency. These findings indicated that many learners had limited vocabulary knowledge and reading comprehension skills, which provided the basis for implementing Project ENVOC.

Following the implementation of Project ENVOC, the post-assessment results revealed that learners attained a District IV Mean Percentage Score of 61.99%, interpreted as Average Mastery. The findings suggest that learners developed a better understanding and application of vocabulary introduced through the intervention. This may be said that grade 6 pupils were able to enhance their receptive-productive knowledge with regard to the acquisition and familiarization of vocabularies introduced to them (Miralpeix & Munoz, 2018). The consistent integration of vocabulary instruction across English, Science, Mathematics, and Araling Panlipunan provided learners with repeated opportunities to encounter and apply academic vocabulary in meaningful contexts.

The observed findings indicate positive changes in learners' English vocabulary and reading-related performance after the implementation of Project ENVOC. Although the Phil-IRI Pre-Test and the Project ENVOC Post-Assessment measured related but different aspects of literacy, the results collectively demonstrate that learners progressed from having substantial reading support needs at baseline to attaining satisfactory vocabulary mastery after participating in the intervention. This suggests that Project ENVOC effectively complemented existing reading programs by strengthening learners' vocabulary knowledge, which is an essential component of reading comprehension (Asikkan, 2023).

Overall, the findings support the use of Project ENVOC as a sustainable cross-curricular vocabulary intervention. Continued implementation, regular monitoring, and differentiated instructional support are recommended to help more learners advance toward higher levels of vocabulary mastery and improved reading comprehension.

On the other hand, for the determination of the effectiveness of Project ENVOC across different learning areas, the researchers analyzed the learners' vocabulary performance in English, Science, Mathematics, and Araling Panlipunan based on the Project ENVOC Post-Assessment. The analysis aimed to identify the subject areas in which learners demonstrated the highest level of vocabulary mastery after the implementation of the intervention.

The results revealed differences in learners' vocabulary performance across the five learning areas. The subject area with the highest Mean Percentage Score demonstrated the greatest improvement in learners' vocabulary usage following the implementation of Project ENVOC. This finding indicates that learners were able to understand and apply

vocabulary more effectively in that particular subject through repeated exposure to context-based learning activities and explicit vocabulary instruction. This result is in parallel with what Tamayo and Alejo (2026) asserted that context-based materials significantly help students digest information and instructions.

Table 4 Mean Percentage Score (MPS) of Grade 6 Learners by Subject Area After the Implementation of Project ENVOC

Subject Area	Mean Score	Mean Percentage Score (MPS)	Interpretation
English	15.69	52.3	Average Mastery
Filipino	20.95	69.83%	Moving Towards Mastery
Science	17.00	56.67%*	Average Mastery
Mathematics	16.23	54.1	Average Mastery
Araling Panlipunan	16.78	55.93%	Average Mastery

The variation in vocabulary performance among the five learning areas may be attributed to differences in the complexity of subject-specific vocabulary, learners' prior knowledge, instructional strategies employed by teachers, and the frequency with which target vocabulary was reinforced during classroom instruction. Despite these variations, the findings suggest that integrating vocabulary instruction across different disciplines enabled learners to develop a broader academic vocabulary that supported learning beyond the English classroom. This highlighted also the individual differences of grade 6 learners in acquiring vocabularies across learning areas (Diprossimo & Cain, 2025).

On the concept of teaching practices that contributed to the success of Project ENVOC, the researchers gathered qualitative data from classroom observations, teachers' implementation reports, monitoring activities, and reflective discussions conducted throughout the implementation period. The analysis of these data revealed several instructional practices that teachers consistently considered effective in improving learners' vocabulary development and reading comprehension.

Table 5 Teaching Practices Perceived by Teachers as Effective in Improving Learners' Vocabulary and Reading Comprehension

Teaching Practice	Description	Observed Contribution
Daily Vocabulary Routine	Introduction and review of target vocabulary before the lesson	Increased learners' familiarity and retention of new words
Vocabulary Journals	Recording word meanings, synonyms, antonyms, and sample sentences	Improved vocabulary recall and correct word usage
Word Walls	Display of frequently used and subject-specific vocabulary	Reinforced daily exposure to academic vocabulary
Context Clue Activities	Identifying the meaning of unfamiliar words using textual clues	Enhanced independent vocabulary learning and reading comprehension
Graphic Organizers	Use of semantic maps, Frayer Models, and concept webs	Deepened learners' understanding of word relationships and concepts
Cross-Curricular Integration	Teaching vocabulary across English, Science, Mathematics, and Araling Panlipunan	Strengthened vocabulary transfer and application in different learning areas
Vocabulary Games and Collaborative Learning	Interactive games, quizzes, and group activities	Increased learner engagement, motivation, and participation
Guided Reading and Differentiated Instruction	Small-group and individualized instruction based on learners' needs	Provided targeted support for struggling readers and vocabulary development

The findings revealed that teachers regarded the daily vocabulary routine as one of the most effective strategies implemented under Project ENVOC. By introducing and reviewing target vocabulary before classroom instruction,

learners were given repeated opportunities to encounter, understand, and apply new words in meaningful contexts. This routine helped build learners' confidence in reading and participating in classroom discussions. These findings support what Dakhi, et.al., (2019) Sari (2018) found that students whose learning concerning vocabularies in relation to reading skills is high, students will be more confident and eager to learn more. Self-efficacy will be more observed among the students concerned.

Teachers also emphasized the value of vocabulary journals and word walls in reinforcing vocabulary learning. Vocabulary journals encouraged learners to take ownership of their learning by recording definitions, synonyms, antonyms, and example sentences, while word walls provided continuous visual exposure to high-frequency and content-specific vocabulary. Together, these practices supported long-term vocabulary retention and encouraged learners to use newly acquired words in both oral and written communication.

Another practice identified as highly effective was the integration of context clue activities and graphic organizers. These strategies enabled learners to infer the meanings of unfamiliar words, establish relationships among concepts, and deepen their understanding of academic vocabulary. Teachers observed that learners became more independent in determining word meanings while reading texts across different subject areas.

Teachers likewise highlighted the importance of cross-curricular vocabulary instruction, which integrated explicit vocabulary teaching into English, Science, Mathematics, and Araling Panlipunan. This approach exposed learners to academic vocabulary in various contexts, allowing them to transfer and apply their vocabulary knowledge across disciplines. The use of vocabulary games, collaborative learning activities, guided reading sessions, and differentiated instruction further increased learner engagement, promoted active participation, and addressed the diverse learning needs of Grade 6 learners.

Overall, the findings indicate that Project ENVOC was most effective when vocabulary instruction was explicit, interactive, contextualized, and consistently integrated across learning areas. The combination of these evidence-based teaching practices contributed to the improvement of learners' vocabulary knowledge and supported the development of better reading comprehension. These instructional approaches may serve as best practices for teachers seeking to strengthen literacy instruction and promote vocabulary development in elementary classrooms.

4. Conclusions

The implementation of Project ENVOC (Enhance Vocabulary): A Cross-Curricular Reading Intervention for Grade 6 learners in District IV S.Y. 2025-2026 provided empirical evidence that grade 6 learners improved their reading comprehension/proficiency and corollary to that, the vocabularies were increased which they used across learning areas: English, Science, Mathematics, and Araling Panlipunan. There was a significant shift that transpired between and among grade 6 learners as reflected from the result of 61.99% Average Mastery of the subject-matter.

It has been found that grade 6 learners' skills pertaining to acquisition of vocabularies are malleable thereby teachers utilized different instructional materials so that students' needs will be catered. In toto, the intervention provided meaningful opportunities for learners to encounter, understand, and apply academic vocabulary in various learning contexts. It is therefore recommended that Project ENVOC be stringently sustained, implemented, monitored, and institutionalized as part of the literacy and reading programs of schools within District IV and other educational settings seeking to improve learners' literacy outcomes.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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