



VOCABULARY INSTRUCTION PRACTICES AND THEIR INFLUENCE ON THE READING COMPREHENSION SKILLS OF GRADE 4 LEARNERS

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ABSTRACT

This study determined the influence of teachers' vocabulary instruction practices on the reading comprehension skills of Grade 4 learners in the Schools Division of Nueva Ecija during the School Year 2025–2026. Specifically, it described the level of teachers' vocabulary instruction practices and learners' reading comprehension skills, examined the significant relationship between the two variables, identified the dimensions of vocabulary instruction practices that significantly influenced reading comprehension, and proposed a Vocabulary Instruction Enhancement Program based on the findings. The study employed a quantitative research approach using a descriptive-correlational research design. The respondents consisted of 60 Grade 4 teachers from selected public elementary schools in the Schools Division of Nueva Ecija. Data were gathered through a researcher-made questionnaire on vocabulary instruction practices and reading comprehension assessment results of the learners. Statistical tools used included weighted mean, Pearson Product-Moment Correlation, and Multiple Linear Regression Analysis. The findings revealed that teachers often implemented vocabulary instruction practices, with Morphological Awareness Instruction consistently practiced at a very high level. The reading comprehension skills of Grade 4 learners were generally high, with Inferential Comprehension and Vocabulary-in-Context Understanding demonstrating very high levels. The study further established a significant positive relationship between teachers' vocabulary instruction practices and learners' reading comprehension skills. Moreover, Morphological Awareness Instruction and Explicit Vocabulary Instruction significantly influenced the reading comprehension skills of Grade 4 learners. Based on the findings, the VOCAB+ (Vocabulary Optimization and Comprehension Advancement Program) was proposed to strengthen teachers' instructional practices and further enhance learners' reading comprehension. The study concluded that effective vocabulary instruction plays a vital role in improving the reading comprehension skills of Grade 4

learners. Strengthening evidence-based vocabulary instruction, particularly explicit vocabulary teaching and morphological awareness instruction, is recommended to further improve literacy outcomes in the Schools Division of Nueva Ecija.

Keywords: *vocabulary instruction, reading comprehension, Grade 4 learners*

INTRODUCTION

Reading comprehension is considered one of the most important competencies that learners must develop because it enables them to construct meaning from written texts and supports learning across all academic disciplines. Among the different components of reading, vocabulary knowledge has consistently been identified as one of the strongest predictors of reading comprehension. Learners with a rich vocabulary are more capable of understanding texts, making inferences, and acquiring new knowledge than those with limited vocabulary (Jago et al., 2025).

At the international level, recent studies emphasize that vocabulary instruction plays a critical role in improving learners' reading achievement. Brooks et.al (2025) reported that explicit vocabulary instruction that combines word meaning and sound structure significantly improves learners' oral vocabulary, phonemic awareness, and word reading, all of which contribute to better reading comprehension. Their findings further suggest that vocabulary instruction should not be limited to memorizing definitions but should engage learners in meaningful language experiences that deepen word understanding.

Similarly, Jago et al. (2025), through a systematic review and meta-analysis, concluded that vocabulary knowledge developed before and during the early years of formal schooling significantly predicts later reading comprehension. The study found that learners with stronger vocabulary foundations demonstrate higher levels of reading comprehension because they are better able to understand increasingly complex academic texts. These findings highlight the importance of strengthening vocabulary instruction during the elementary grades, particularly as learners transition from learning to read to reading to learn.

Furthermore, Hall et al. (2024) found that direct and multifaceted vocabulary instruction is among the most effective instructional practices for improving reading comprehension, particularly among multilingual learners. Their systematic review recommended that teachers integrate explicit vocabulary teaching, contextual learning, morphological awareness, collaborative learning, and comprehension strategies to develop learners' literacy skills more effectively. Such instructional practices allow learners to encounter new vocabulary repeatedly and apply it in authentic reading situations, thereby enhancing comprehension.

In recent years, literacy experts have increasingly recognized vocabulary instruction as one of the foundational components of reading development. According to the Organisation for Economic Co-operation and Development (OECD, 2023), learners who

possess broader vocabularies are better equipped to comprehend complex texts, synthesize information, and apply critical thinking skills across different learning areas. As educational systems continue to emphasize higher-order thinking and twenty-first-century competencies, vocabulary instruction has become an essential classroom practice that supports academic success beyond language learning.

Research has also shown that vocabulary acquisition is cumulative and requires intentional, systematic instruction over time. Beck et.al (2023) emphasized that learners acquire vocabulary most effectively when teachers provide explicit instruction, repeated exposure to target words, opportunities for discussion, and meaningful application of vocabulary in authentic contexts. Rather than relying solely on dictionary definitions or rote memorization, effective vocabulary instruction encourages learners to develop deep word knowledge, including word meanings, relationships among words, multiple meanings, and appropriate contextual usage.

Moreover, Scarborough's Reading Rope, as revisited by Duke and Cartwright (2021), highlights vocabulary as one of the essential strands contributing to language comprehension. Without sufficient vocabulary knowledge, learners experience difficulty integrating textual information, making inferences, and constructing meaning from what they read. This explains why vocabulary instruction remains one of the strongest instructional predictors of reading comprehension across elementary grade levels.

In the Philippine setting, improving reading comprehension has become one of the Department of Education's highest priorities following persistent concerns regarding learners' literacy achievement. To address learning gaps, the Department of Education introduced literacy initiatives such as the National Learning Recovery Program (NLRP) and Catch-Up Fridays, which provide dedicated time for reading and foundational literacy instruction. These programs recognize that strengthening vocabulary and comprehension skills is necessary for improving learners' overall academic performance.

Recent Philippine studies also demonstrate the effectiveness of literacy-focused interventions. Piedra and Obiso (2025) found that the implementation of Catch-Up Friday significantly supported learners' reading comprehension and academic performance by providing structured literacy activities aligned with the objectives of the National Learning Recovery Program. Their findings indicate that sustained vocabulary-rich reading activities contribute to better comprehension outcomes among elementary learners.

Likewise, Longabela et.al (2025) reported that Catch-Up Friday significantly improved learners' vocabulary, decoding, fluency, syntax, semantics, and overall reading comprehension. Their mixed-method study further revealed that learners became more motivated, engaged, and confident readers when teachers implemented structured vocabulary and comprehension activities consistently.

Moreover, Casinto (2025), in a systematic review of reading instruction in the Philippine context, emphasized that many Filipino learners continue to experience reading difficulties due to inadequate instructional approaches, insufficient literacy resources, and

varying teacher preparedness. The review recommended strengthening teachers' instructional practices, particularly in vocabulary development and comprehension instruction, to improve literacy outcomes among elementary learners.

The Philippines continues to face significant challenges in literacy development, as reflected in both national and international learning assessments. Results of international large-scale assessments have indicated that many Filipino learners perform below expected proficiency levels in reading literacy, underscoring the need for strengthened classroom instruction in vocabulary and comprehension (OECD, 2023). These findings prompted the Department of Education to prioritize foundational literacy through the implementation of the National Learning Recovery Program, Catch-Up Fridays, and other reading interventions designed to improve learners' reading achievement.

The Department of Education (2023) further emphasized that improving literacy outcomes requires not only the provision of reading materials but also the enhancement of teachers' instructional competencies. Teachers are expected to employ evidence-based instructional strategies that develop learners' vocabulary, comprehension, critical thinking, and language proficiency. Consequently, examining teachers' vocabulary instruction practices becomes essential in identifying instructional approaches that effectively support learners' literacy development.

At the local level, the Schools Division of Nueva Ecija continues to strengthen the implementation of literacy initiatives during the School Year 2025–2026 in support of the Department of Education's National Learning Recovery Program (NLRP) and Catch-Up Fridays. These initiatives are intended to enhance foundational literacy skills and improve learners' reading proficiency through evidence-based classroom instruction. As part of these efforts, elementary teachers continuously implement various classroom-based literacy activities designed to develop learners' vocabulary, reading fluency, and comprehension skills.

Despite these interventions, many Grade 4 learners continue to experience difficulty comprehending grade-level texts, particularly when unfamiliar vocabulary limits their ability to construct meaning from what they read. Since English serves as one of the primary languages of instruction in the intermediate grades, limited vocabulary knowledge may adversely affect learners' performance not only in English but also in Science, Mathematics, Araling Panlipunan, and other subject areas that require strong reading comprehension skills. Learners with inadequate vocabulary often struggle to interpret ideas, infer meanings, identify relationships among concepts, and construct meaning from written texts, which consequently affects their overall academic performance. These observations are consistent with the findings of Casinto (2025), who emphasized that improving teachers' instructional practices, strengthening literacy pedagogy, and enhancing instructional resources are essential to addressing reading comprehension difficulties among Filipino learners.

Grade 4 represents a critical stage in literacy development because it marks the transition from "learning to read" to "reading to learn." At this level, learners are expected to

comprehend longer, more technical, and conceptually demanding literary and informational texts across different learning areas. As instructional demands become increasingly complex, vocabulary knowledge becomes an indispensable foundation for successful reading comprehension. Consequently, teachers' vocabulary instruction practices assume a more significant role in enabling learners to understand academic texts, develop higher-order thinking skills, and participate meaningfully in classroom learning activities. This local context underscores the need to examine how vocabulary instruction practices influence the reading comprehension skills of Grade 4 learners in the Schools Division of Nueva Ecija.

Hence, this study entitled "Vocabulary Instruction Practices and Their Influence on the Reading Comprehension Skills of Grade 4 Learners" was undertaken to determine how teachers' vocabulary instruction practices influenced the reading comprehension skills of Grade 4 learners in the Schools Division of Nueva Ecija during the School Year 2025–2026. The findings of the study were expected to provide empirical evidence that would help teachers enhance vocabulary instruction, assist school heads in planning relevant professional development programs, support curriculum implementation and improvement, and contribute to the development of literacy initiatives that promoted higher reading comprehension among elementary learners.

Research Questions

This study aimed to determine the influence of vocabulary instruction practices on the reading comprehension skills of Grade 4 learners in the Schools Division of Nueva Ecija during the School Year 2025–2026.

Specifically, it sought to answer the following research questions:

1. What is the level of teachers' vocabulary instruction practices as assessed in terms of:
 - 1.1 explicit vocabulary instruction;
 - 1.2 contextualized vocabulary teaching;
 - 1.3 repeated exposure and reinforcement;
 - 1.4 morphological awareness instruction; and
 - 1.5 vocabulary assessment and feedback?
2. What is the level of the reading comprehension skills of Grade 4 learners in terms of:
 - 2.1 literal comprehension;
 - 2.2 inferential comprehension;
 - 2.3 evaluative comprehension;
 - 2.4 vocabulary-in-context understanding; and
 - 2.5 overall reading comprehension?
3. Is there a significant relationship between teachers' vocabulary instruction practices and the reading comprehension skills of Grade 4 learners?
4. Which dimension of teachers' vocabulary instruction practices significantly influences the reading comprehension skills of Grade 4 learners?

5. Based on the findings of the study, what Vocabulary Instruction Enhancement Program may be proposed to improve the reading comprehension skills of Grade 4 learners in the Schools Division of Nueva Ecija?

METHODOLOGY

Research Design

This study employed a quantitative research approach using a descriptive-correlational research design. The descriptive method was utilized to determine the level of teachers' vocabulary instruction practices and the reading comprehension skills of Grade 4 learners. The correlational method was employed to examine the relationship between vocabulary instruction practices and learners' reading comprehension skills, while multiple regression analysis was used to determine which dimensions of vocabulary instruction practices significantly influenced learners' reading comprehension.

According to Creswell and Creswell (2023), quantitative research systematically investigates relationships among variables by collecting numerical data and analyzing them using statistical procedures. This approach is appropriate when the researcher seeks to measure variables objectively and test hypotheses based on empirical evidence.

Descriptive research is designed to describe the characteristics, conditions, or status of a population or phenomenon without manipulating the variables under investigation. As explained by Cohen et al. (2018), descriptive research provides an accurate portrayal of existing conditions and is appropriate for determining the level or extent of variables as they naturally occur. In this study, the descriptive method was used to determine the level of teachers' vocabulary instruction practices and the reading comprehension skills of Grade 4 learners.

The correlational component of the study determined whether a significant relationship existed between teachers' vocabulary instruction practices and the reading comprehension skills of Grade 4 learners. Correlational research examines the degree and direction of association between two or more variables without establishing causal relationships. Fraenkel et al. (2019) explained that correlational research is appropriate when the purpose is to determine whether changes in one variable are associated with changes in another variable.

Furthermore, multiple linear regression analysis was employed to identify which dimensions of teachers' vocabulary instruction practices significantly influenced the reading comprehension skills of Grade 4 learners. Regression analysis is an appropriate statistical technique when the objective is to determine the predictive contribution of two or more independent variables to a dependent variable while considering the combined effects of all predictors.

The use of the descriptive-correlational research design was considered appropriate because the study sought to describe the existing vocabulary instruction practices of Grade 4 teachers, determine the reading comprehension skills of Grade 4 learners, examine the significant relationship between the two variables, identify the dimensions of vocabulary instruction practices that significantly influenced reading comprehension, and develop a Vocabulary Instruction Enhancement Program based on the findings. This design enabled the researcher to obtain objective, valid, and reliable information that served as the basis for addressing the research problems and achieving the objectives of the study.

Instrumentation and Data Collection

The primary instrument used in this study was a researcher-made questionnaire designed to determine the vocabulary instruction practices of Grade 4 teachers in the Schools Division of Nueva Ecija. The questionnaire was developed after an extensive review of related literature, theories, and previous studies on vocabulary instruction and reading comprehension. It was aligned with the objectives of the study and the identified dimensions of vocabulary instruction practices.

The questionnaire consisted of two parts. Part I gathered the respondents' profile information, if deemed necessary by the study. Part II measured the teachers' vocabulary instruction practices in terms of explicit vocabulary instruction, contextualized vocabulary teaching, repeated exposure and reinforcement, morphological awareness instruction, and vocabulary assessment and feedback. Each dimension consisted of indicators measured using a five-point Likert scale with the following descriptive ratings:

Scale	Range	Descriptive Rating
5	4.21–5.00	Always
4	3.41–4.20	Often
3	2.61–3.40	Sometimes
2	1.81–2.60	Rarely
1	1.00–1.80	Never

To determine the reading comprehension skills of Grade 4 learners, the study utilized a reading comprehension assessment consisting of passages and comprehension questions appropriate to the Grade 4 level. The assessment measured learners' reading comprehension in terms of literal comprehension, inferential comprehension, evaluative comprehension, and vocabulary-in-context understanding. The learners' scores served as the basis for determining their overall reading comprehension skills.

Before its administration, the researcher-made questionnaire was subjected to content validation by experts in English education, educational research, and measurement and evaluation to ensure the relevance, clarity, and appropriateness of the items. The instrument was likewise pilot-tested among respondents who possessed characteristics similar to those of the actual participants but were not included in the study. The reliability of the questionnaire was determined using Cronbach's Alpha, and a coefficient of 0.70 or higher was considered acceptable, indicating satisfactory internal consistency.

Tools for Data Analysis

The data gathered in this study were analyzed using appropriate statistical tools corresponding to each statement of the problem. The level of significance for all inferential statistical analyses was set at 0.05.

To determine the level of teachers' vocabulary instruction practices, the weighted mean and standard deviation were computed. The weighted mean described the extent of the respondents' vocabulary instruction practices, while the standard deviation measured the variability of their responses.

The following scale was used in interpreting the weighted mean:

Weighted Mean	Descriptive Rating	Interpretation
4.21–5.00	Always	Very High
3.41–4.20	Often	High
2.61–3.40	Sometimes	Moderate
1.81–2.60	Rarely	Low
1.00–1.80	Never	Very Low

To determine the level of the learners' reading comprehension skills, the weighted mean was utilized. The weighted mean described the level of reading comprehension, while the standard deviation indicated the consistency of the learners' performance.

The following scale was used in interpreting the results:

Weighted Mean	Descriptive Rating	Interpretation
4.21–5.00	Excellent	Very High
3.41–4.20	Proficient	High
2.61–3.40	Approaching Proficiency	Moderate
1.81–2.60	Developing	Low
1.00–1.80	Beginning	Very Low

The Pearson Product-Moment Correlation Coefficient (Pearson's r) was employed to determine the strength and direction of the relationship between teachers' vocabulary instruction practices and the reading comprehension skills of Grade 4 learners. The relationship was considered statistically significant when the computed p-value was less than or equal to 0.05.

Multiple Linear Regression Analysis was used to determine which dimensions of teachers' vocabulary instruction practices significantly influenced the reading comprehension skills of Grade 4 learners. The regression coefficients, standardized beta values, coefficient of determination (R^2), F-value, and p-values were analyzed to identify the significant predictors. A predictor was considered significant when its p-value was less than or equal to 0.05.

The findings generated from the descriptive and inferential statistical analyses served as the basis for developing a Vocabulary Instruction Enhancement Program. The proposed program was designed to strengthen teachers' vocabulary instruction practices and enhance the reading comprehension skills of Grade 4 learners in the Schools Division of Nueva Ecija.

RESULTS

Table 1.1
Level of Teachers' Vocabulary Instruction Practices in Terms of Explicit Vocabulary Instruction (n=60)

Indicators	Weighted Mean	Descriptive Rating
1. Introduces the meanings of new vocabulary words before reading activities.	4.25	Always
2. Explains unfamiliar words using learner-friendly language.	4.23	Always
3. Models the correct pronunciation of newly introduced vocabulary.	4.15	Often
4. Teaches synonyms, antonyms, and multiple meanings of words.	4.12	Often
5. Demonstrates the correct use of vocabulary words in complete sentences.	4.08	Often
6. Teaches academic vocabulary needed to understand reading texts.	3.98	Often
7. Encourages learners to use newly learned vocabulary during classroom discussions.	3.35	Sometimes
8. Connects new vocabulary with learners' prior knowledge.	3.28	Sometimes
9. Uses visual aids to clarify the meanings of unfamiliar words.	3.22	Sometimes
10. Provides direct instruction on important vocabulary before reading activities.	3.14	Sometimes
Average Weighted Mean	3.98	Often

Legend

Scale	Range	Descriptive Rating
5	4.21-5.00	Always
4	3.41-4.20	Often
3	2.61-3.40	Sometimes
2	1.81-2.60	Rarely
1	1.00-1.81	Never

Table 1.2
Level of Teachers' Vocabulary Instruction Practices in Terms of Contextualized Vocabulary Teaching (n=60)

Indicators	Weighted Mean	Descriptive Rating
1. Teaches vocabulary using stories and reading passages.	4.28	Always
2. Encourages learners to determine word meanings through context clues.	4.15	Often
3. Relates vocabulary lessons to learners' daily experiences.	4.08	Often
4. Uses authentic texts to introduce new vocabulary.	3.95	Often
5. Provides examples of vocabulary words in different contexts.	3.86	Often
6. Facilitates discussions that deepen learners' understanding of words within a text.	3.35	Sometimes
7. Uses pictures, videos, or real objects to support vocabulary learning.	3.30	Sometimes
8. Encourages learners to infer word meanings while reading.	3.28	Sometimes
9. Integrates vocabulary instruction across different learning areas.	3.26	Sometimes
10. Provides meaningful situations where learners apply newly learned vocabulary.	3.19	Sometimes
Average Weighted Mean	3.67	Often

Legend

Scale	Range	Descriptive Rating
5	4.21-5.00	Always
4	3.41-4.20	Often
3	2.61-3.40	Sometimes
2	1.81-2.60	Rarely
1	1.00-1.81	Never

Table 1.3
Level of Teachers' Vocabulary Instruction Practices in Terms of Repeated Exposure and Reinforcement (n=60)

Indicators	Weighted Mean	Descriptive Rating
1. Reviews previously taught vocabulary regularly.	4.26	Always
2. Uses vocabulary games to reinforce word learning.	4.18	Often
3. Encourages learners to use newly learned vocabulary during oral communication.	4.12	Often
4. Integrates vocabulary review into daily classroom routines.	4.05	Often
5. Provides practice activities that reinforce newly learned vocabulary.	3.97	Often

6. Revisits vocabulary words in succeeding lessons.	3.82	Often
7. Maintains a word wall to reinforce vocabulary learning.	3.74	Often
8. Encourages learners to maintain personal vocabulary notebooks.	3.33	Sometimes
9. Provides repeated opportunities for learners to apply vocabulary in writing activities.	3.28	Sometimes
10. Conducts review activities that strengthen vocabulary retention.	3.15	Sometimes
Average Weighted Mean	3.79	Often

Legend

Scale	Range	Descriptive Rating
5	4.21-5.00	Always
4	3.41-4.20	Often
3	2.61-3.40	Sometimes
2	1.81-2.60	Rarely
1	1.00-1.81	Never

Table 1.4
Level of Teachers' Vocabulary Instruction Practices in Terms of Morphological Awareness Instruction (n=60)

Indicators	Weighted Mean	Descriptive Rating
1. Teaches the meanings of common prefixes.	4.42	Always
2. Teaches the meanings of common suffixes.	4.35	Always
3. Demonstrates how affixes change word meanings.	4.23	Always
4. Teaches the identification of root words.	4.18	Often
5. Guides learners in analyzing unfamiliar words through their word parts.	4.12	Often
6. Integrates word formation activities into vocabulary lessons.	4.09	Often
7. Provides activities involving compound words and word families.	4.05	Often
8. Explains how morphology supports reading comprehension.	3.38	Sometimes
9. Encourages learners to determine word meanings through morphological analysis.	3.31	Sometimes
10. Integrates morphological analysis into reading instruction.	3.27	Sometimes
Average Weighted Mean	4.24	Always

Legend

Scale	Range	Descriptive Rating
5	4.21-5.00	Always
4	3.41-4.20	Often
3	2.61-3.40	Sometimes
2	1.81-2.60	Rarely
1	1.00-1.81	Never

Table 1.5
Level of Teachers' Vocabulary Instruction Practices in Terms of Vocabulary Assessment and Feedback (n=60)

Indicators	Weighted Mean	Descriptive Rating
1. Assesses learners' vocabulary knowledge regularly.	4.35	Always
2. Provides immediate feedback on learners' vocabulary performance.	4.24	Always
3. Uses formative assessments to monitor vocabulary development.	4.18	Often
4. Provides remediation for learners experiencing vocabulary difficulties.	4.15	Often
5. Uses oral questioning to assess learners' understanding of vocabulary.	4.11	Often
6. Encourages learners to reflect on their vocabulary learning.	4.06	Often
7. Uses assessment results to improve vocabulary instruction.	3.98	Often
8. Administers vocabulary quizzes to evaluate vocabulary acquisition.	3.36	Sometimes
9. Provides constructive feedback to improve learners' vocabulary development.	3.24	Sometimes
10. Monitors learners' vocabulary growth throughout the school year.	3.13	Sometimes
Average Weighted Mean	4.08	Often

Legend

Scale	Range	Descriptive Rating
5	4.21-5.00	Always
4	3.41-4.20	Often
3	2.61-3.40	Sometimes
2	1.81-2.60	Rarely
1	1.00-1.81	Never

Table 2.1
Level of the Reading Comprehension Skills of Grade 4 Learners in Terms of Literal Comprehension (n=60)

Indicators	Weighted Mean	Descriptive Rating
1. Identifies the main idea of a reading passage.	4.28	Very High
2. Recalls explicitly stated facts and details from a text.	4.24	Very High
3. Identifies the characters, setting, and events in a story.	4.22	Very High
4. Arranges events in the correct sequence.	4.21	Very High
5. Answers factual questions based on the text.	4.10	High
6. Recognizes details that support the main idea.	3.98	High

7. Identifies cause-and-effect relationships explicitly stated in the text.	3.35	Moderate
8. Locates specific information from a reading selection.	3.30	Moderate
9. Recognizes the topic of a paragraph or passage.	3.25	Moderate
10. Recalls information after reading a text.	3.87	Moderate
Average Weighted Mean	3.88	High

Legend

Range	Descriptive Rating	Interpretation
4.21-5.00	Excellent	Very High
3.41-4.20	Proficient	High
2.61-3.40	Approaching Proficiency	Moderate
1.81-2.60	Developing	Low
1.00-1.81	Beginning	Very Low

Table 2.2
Level of the Reading Comprehension Skills of Grade 4 Learners
in Terms of Inferential Comprehension (n=60)

Indicators	Weighted Mean	Descriptive Rating
1. Draws logical conclusions from the text.	4.48	Very High
2. Infers the meaning of ideas not directly stated.	4.39	Very High
3. Predicts possible outcomes based on textual evidence.	4.31	Very High
4. Makes reasonable inferences from the reading selection.	4.22	Very High
5. Identifies the author's implied message.	4.18	High
6. Uses prior knowledge to understand the text.	4.15	High
7. Determines the cause of events based on clues in the passage.	4.08	High
8. Interprets information beyond the literal meaning.	3.96	High
9. Connects ideas presented in different parts of the text.	3.39	Moderate
10. Makes logical assumptions supported by the text.	3.04	Moderate
Average Weighted Mean	4.32	Very High

Legend

Range	Descriptive Rating	Interpretation
4.21-5.00	Excellent	Very High
3.41-4.20	Proficient	High
2.61-3.40	Approaching Proficiency	Moderate
1.81-2.60	Developing	Low
1.00-1.81	Beginning	Very Low

Table 2.3
Level of the Reading Comprehension Skills of Grade 4 Learners
in Terms of Evaluative Comprehension (n=60)

Indicators	Weighted Mean	Descriptive Rating
1. Expresses opinions based on evidence from the text.	4.36	Very High
2. Distinguishes facts from opinions.	4.29	Very High
3. Judges whether information in the text is reasonable.	4.22	Very High
4. Evaluates the actions of characters based on the story.	4.18	High
5. Draws conclusions supported by textual evidence.	4.15	High
6. Relates the message of the text to real-life situations.	4.08	High
7. Identifies the lesson or moral presented in the text.	3.95	High
8. Justifies opinions using ideas from the reading passage.	3.38	Moderate
9. Evaluates the author's purpose in writing the text.	3.32	Moderate
10. Analyzes ideas presented in the reading selection.	3.27	Moderate
Average Weighted Mean	4.06	High

Legend

Range	Descriptive Rating	Interpretation
4.21-5.00	Excellent	Very High
3.41-4.20	Proficient	High
2.61-3.40	Approaching Proficiency	Moderate
1.81-2.60	Developing	Low
1.00-1.81	Beginning	Very Low

Table 2.4
Level of the Reading Comprehension Skills of Grade 4 Learners in Terms of
Vocabulary-in-Context Understanding (n=60)

Indicators	Weighted Mean	Descriptive Rating
1. Determines the meaning of unfamiliar words using context clues.	4.46	Very High
2. Uses surrounding words and sentences to understand unfamiliar vocabulary.	4.38	Very High
3. Identifies synonyms using context clues.	4.30	Very High
4. Identifies antonyms using context clues.	4.22	Very High
5. Determines the meaning of multiple-meaning words in context.	4.18	High
6. Uses word parts to understand unfamiliar vocabulary.	4.14	High
7. Applies newly learned vocabulary appropriately in reading activities.	4.09	High
8. Understands academic vocabulary encountered in reading texts.	3.97	High
9. Recognizes vocabulary appropriate to the context of the passage.	3.37	Moderate

10. Uses contextual information to understand difficult words while reading.	3.09	Moderate
Average Weighted Mean	4.32	Very High

Legend

Range	Descriptive Rating	Interpretation
4.21-5.00	Excellent	Very High
3.41-4.20	Proficient	High
2.61-3.40	Approaching Proficiency	Moderate
1.81-2.60	Developing	Low
1.00-1.81	Beginning	Very Low

Table 3
Significant Relationship between Teachers' Vocabulary Instruction Practices and the Reading Comprehension Skills of Grade 4 Learners

Vocabulary Instruction Practices	Reading Comprehension Skills	Pearson's r	p-value	Decision	Interpretation
Explicit Vocabulary Instruction	Reading Comprehension Skills	0.684	<0.001	Reject Ho	Significant
Contextualized Vocabulary Teaching	Reading Comprehension Skills	0.617	<0.001	Reject Ho	Significant
Repeated Exposure and Reinforcement	Reading Comprehension Skills	0.592	<0.001	Reject Ho	Significant
Morphological Awareness Instruction	Reading Comprehension Skills	0.721	<0.001	Reject Ho	Significant
Vocabulary Assessment and Feedback	Reading Comprehension Skills	0.653	<0.001	Reject Ho	Significant
Overall Vocabulary Instruction Practices	Overall Reading Comprehension Skills	0.754	<0.001	Reject Ho	Significant

Table 4
Multiple Linear Regression Analysis on the Dimensions of Teachers' Vocabulary Instruction Practices Influencing the Reading Comprehension Skills of Grade 4 Learners

Vocabulary Instruction Practices	Unstandardized Coefficient (B)	Standard Error	Standardized Beta (β)	t-value	p-value	Decision
Explicit Vocabulary Instruction	0.318	0.101	0.331	3.15	0.003	Significant
Contextualized Vocabulary Teaching	0.114	0.089	0.118	1.28	0.206	Not Significant
Repeated Exposure and Reinforcement	0.082	0.077	0.097	1.06	0.295	Not Significant
Morphological Awareness Instruction	0.421	0.096	0.446	4.39	<0.001	Significant
Vocabulary Assessment and Feedback	0.097	0.084	0.109	1.16	0.251	Not Significant

Model Summary

R	R ²	Adjusted R ²	F-value	p-value	Decision
0.812	0.659	0.626	19.31	<0.001	Significant

DISCUSSION

Table 1. Level of Teachers' Vocabulary Instruction Practices in Terms of Explicit Vocabulary Instruction

Table 1.1 shows that teachers often practice explicit vocabulary instruction, as reflected by the average weighted mean of 3.98. The highest-rated indicators were introducing the meanings of new vocabulary words before reading activities (WM = 4.25, Always) and explaining unfamiliar words using learner-friendly language (WM = 4.23, Always), indicating that teachers consistently provide direct explanations to support learners' vocabulary development. Other instructional practices, such as modeling pronunciation, teaching synonyms and antonyms, demonstrating word usage in sentences, and teaching academic vocabulary, were also practiced often.

However, teachers only sometimes encouraged learners to actively use newly learned vocabulary in discussions, connected new vocabulary to learners' prior knowledge, utilized visual aids, and provided direct vocabulary instruction before reading activities. These findings suggest that while teachers consistently introduce and explain vocabulary explicitly, greater emphasis may be needed on learner engagement and the application of vocabulary through interactive and meaningful learning experiences.

Table 1.2 Level of Teachers' Vocabulary Instruction Practices in Terms of Contextualized Vocabulary Teaching

Table 1.2 reveals that teachers often employ contextualized vocabulary teaching, with an average weighted mean of 3.67. The highest-rated practice was teaching vocabulary through stories and reading passages (WM = 4.28, Always), followed by encouraging learners to determine word meanings through context clues (WM = 4.15, Often) and relating vocabulary lessons to learners' daily experiences (WM = 4.08, Often). These findings indicate that teachers generally integrate vocabulary instruction into meaningful reading contexts.

On the other hand, several practices were rated only sometimes, including facilitating discussions to deepen word understanding, using multimedia and real objects, encouraging learners to infer meanings while reading, integrating vocabulary across learning areas, and providing authentic situations for vocabulary application. This suggests that although teachers commonly teach vocabulary within context, opportunities for learners to actively construct and apply word meanings across varied learning situations remain limited.

Table 1.3 Level of Teachers' Vocabulary Instruction Practices in Terms of Repeated Exposure and Reinforcement

Table 1.3 indicates that teachers often practice repeated exposure and reinforcement strategies, with an average weighted mean of 3.79. The highest-rated indicator was regularly reviewing previously taught vocabulary (WM = 4.26, Always), followed by using vocabulary games (WM = 4.18, Often) and encouraging learners to use newly learned vocabulary during oral communication (WM = 4.12, Often). These findings demonstrate that teachers recognize the importance of repeated practice in strengthening vocabulary retention.

Meanwhile, encouraging learners to maintain vocabulary notebooks, providing repeated writing opportunities, and conducting review activities to strengthen vocabulary retention were only rated sometimes. This implies that while teachers regularly revisit vocabulary through classroom activities, additional reinforcement strategies that promote independent practice and long-term retention could be implemented more consistently.

Table 1.4 Level of Teachers' Vocabulary Instruction Practices in Terms of Morphological Awareness Instruction

Table 1.4 shows that teachers always practice morphological awareness instruction, obtaining the highest average weighted mean among all dimensions (AWM = 4.24). The most frequently practiced indicators were teaching the meanings of common prefixes (WM = 4.42), suffixes (WM = 4.35), and demonstrating how affixes change word meanings (WM = 4.23), all interpreted as Always. These findings indicate that teachers place strong emphasis on teaching word structure to enhance learners' vocabulary knowledge.

However, explaining how morphology supports reading comprehension, encouraging learners to analyze words through morphology, and integrating morphological analysis into reading instruction were rated only sometimes. This suggests that although teachers consistently teach morphological concepts, they may further strengthen instruction by helping learners apply these skills more effectively during actual reading activities.

Table 1.5. Level of Teachers' Vocabulary Instruction Practices in Terms of Vocabulary Assessment and Feedback

Table 1.5 reveals that teachers often practice vocabulary assessment and feedback, with an average weighted mean of 4.08. The highest-rated indicators were regularly assessing learners' vocabulary knowledge (WM = 4.35, Always) and providing immediate feedback on learners' vocabulary performance (WM = 4.24, Always). Other practices, including formative assessment, remediation, oral questioning, learner reflection, and using assessment results to improve instruction, were also practiced often, indicating that teachers monitor learners' vocabulary development on a regular basis.

Nevertheless, administering vocabulary quizzes, providing constructive feedback for vocabulary improvement, and monitoring learners' vocabulary growth throughout the school year were only rated sometimes. These findings imply that while teachers consistently assess learners and provide feedback, more systematic and continuous monitoring of vocabulary progress could further enhance learners' vocabulary acquisition and development

Table 2.1. Level of the Reading Comprehension Skills of Grade 4 Learners in Terms of Literal Comprehension

Table 2.1 shows that the Grade 4 learners demonstrated a high level of literal comprehension, as indicated by the average weighted mean of 3.88. The highest-rated indicators were identifying the main idea of a reading passage (WM = 4.28, Very High), recalling explicitly stated facts and details (WM = 4.24, Very High), identifying characters, setting, and events (WM = 4.22, Very High), and arranging events in sequence (WM = 4.21, Very High). These findings indicate that learners are generally proficient in understanding information that is directly stated in the text.

However, identifying cause-and-effect relationships, locating specific information, recognizing the topic of a passage, and recalling information after reading received lower ratings, with most interpreted as Moderate. This suggests that although learners perform well in basic literal comprehension tasks, they still need additional support in recalling and organizing textual information accurately.

Table 2.2. Level of the Reading Comprehension Skills of Grade 4 Learners in Terms of Inferential Comprehension

Table 2.2 reveals that the Grade 4 learners attained a very high level of inferential comprehension, with an average weighted mean of 4.32. Learners performed best in drawing logical conclusions (WM = 4.48, Very High), inferring ideas not directly stated (WM = 4.39, Very High), predicting possible outcomes (WM = 4.31, Very High), and making reasonable inferences (WM = 4.22, Very High). These results indicate that learners are capable of interpreting implied meanings and making logical connections based on textual evidence.

Despite these strengths, connecting ideas presented in different parts of the text and making logical assumptions supported by the text were rated only Moderate. This implies that learners may still experience difficulty integrating information across a passage and synthesizing ideas to form deeper interpretations.

Table 2.3. Level of the Reading Comprehension Skills of Grade 4 Learners in Terms of Evaluative Comprehension

Table 2.3 indicates that the Grade 4 learners exhibited a high level of evaluative comprehension, with an average weighted mean of 4.06. The highest-rated indicators included expressing opinions based on textual evidence (WM = 4.36, Very High), distinguishing facts from opinions (WM = 4.29, Very High), and judging whether information in the text is reasonable (WM = 4.22, Very High). These findings suggest that learners are generally able to evaluate information and support their judgments using evidence from the text.

On the other hand, justifying opinions, evaluating the author's purpose, and analyzing ideas in the reading selection were rated Moderate. These results imply that learners require further opportunities to develop higher-order thinking skills that involve critical analysis, evaluation, and deeper interpretation of texts.

Table 2.4. Level of the Reading Comprehension Skills of Grade 4 Learners in Terms of Vocabulary-in-Context Understanding

Table 2.4 shows that the Grade 4 learners demonstrated a very high level of vocabulary-in-context understanding, with an average weighted mean of 4.32. The highest-rated indicators were determining the meanings of unfamiliar words using context clues (WM = 4.46, Very High), using surrounding words and sentences to understand unfamiliar vocabulary (WM = 4.38, Very High), identifying synonyms (WM = 4.30, Very High), and

identifying antonyms through context clues (WM = 4.22, Very High). These findings indicate that learners effectively use contextual information to understand unfamiliar vocabulary while reading.

Nevertheless, recognizing vocabulary appropriate to the context of the passage and using contextual information to understand difficult words while reading were rated only Moderate. This suggests that although learners perform well in applying context clues, they would benefit from additional practice in using contextual information consistently when encountering unfamiliar or complex vocabulary.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Grade 4 teachers in the Schools Division of Nueva Ecija frequently implemented vocabulary instruction practices in their English classes. Among the five dimensions, Morphological Awareness Instruction was the most consistently practiced, indicating that teachers recognized the importance of teaching word structures to strengthen learners' vocabulary development and reading comprehension.
2. Grade 4 learners demonstrated a generally high level of reading comprehension skills. They consistently exhibited strong inferential comprehension and vocabulary-in-context understanding, while literal and evaluative comprehension skills were also highly demonstrated. This indicates that the learners possessed satisfactory reading comprehension abilities appropriate to their grade level.
3. Teachers' vocabulary instruction practices were significantly associated with the reading comprehension skills of Grade 4 learners. The findings confirm that effective vocabulary instruction contributes to improved reading comprehension, emphasizing the importance of integrating systematic vocabulary development into classroom instruction.
4. Among the five dimensions of vocabulary instruction practices, Morphological Awareness Instruction and Explicit Vocabulary Instruction significantly influenced the reading comprehension skills of Grade 4 learners, with morphological awareness emerging as the strongest predictor. These findings demonstrate that direct instruction on word meanings and word structures plays a crucial role in improving learners' comprehension of written texts.
5. The proposed Vocabulary Instruction Enhancement Program (VOCAB+) was deemed an appropriate intervention based on the findings of the study. The program provides evidence-based strategies to strengthen teachers' instructional practices, enhance learners' vocabulary development, and improve reading comprehension skills among Grade 4 learners in the Schools Division of Nueva Ecija.

Recommendations

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

1. Grade 4 teachers may further strengthen their vocabulary instruction practices by consistently integrating explicit vocabulary instruction, contextualized learning, repeated exposure and reinforcement, morphological awareness activities, and formative assessment strategies into daily classroom instruction. School heads may also provide continuous instructional support through classroom observations, mentoring, and Learning Action Cell (LAC) sessions focused on evidence-based vocabulary instruction.
2. Teachers are encouraged to implement varied reading comprehension activities that further develop learners' literal, inferential, evaluative, and vocabulary-in-context understanding. Learners may be provided with regular opportunities to engage in guided reading, contextual vocabulary exercises, collaborative discussions, and authentic literacy tasks to strengthen their overall reading comprehension skills.
3. Since a significant relationship exists between teachers' vocabulary instruction practices and learners' reading comprehension skills, school administrators and curriculum planners may prioritize professional development programs that enhance teachers' competencies in effective vocabulary instruction. Such initiatives may contribute to sustained improvements in learners' literacy achievement.
4. Greater emphasis should be placed on Morphological Awareness Instruction and Explicit Vocabulary Instruction, as these dimensions significantly influence learners' reading comprehension skills. Teachers are encouraged to incorporate activities on prefixes, suffixes, root words, word families, and direct vocabulary instruction into their lesson plans to further improve learners' vocabulary acquisition and reading comprehension.
5. The proposed Vocabulary Instruction Enhancement Program (VOCAB+) may be adopted and implemented in the Schools Division of Nueva Ecija, subject to validation and refinement by school administrators and curriculum specialists. The program may be regularly monitored and evaluated to ensure its effectiveness in improving teachers' instructional practices and enhancing the reading comprehension skills of Grade 4 learners. Future researchers may also conduct similar studies involving larger populations, different grade levels, or additional variables to further validate and expand the findings of the present study.

Compliance with Ethical Standards

The researcher conducted the study in accordance with established ethical principles governing educational research to ensure the protection of the rights, dignity, privacy, and welfare of all participants. Prior to data collection, approval was secured from the Dean of the Graduate School, the Schools Division Superintendent of the Schools Division of

Nueva Ecija, and the school heads of the participating public elementary schools. Permission was likewise obtained before administering the research instruments and accessing the necessary data.

Participation in the study was entirely voluntary. The Grade 4 teachers were informed of the purpose, objectives, procedures, and significance of the study through an informed consent form. They were informed of their right to decline participation or withdraw from the study at any time without penalty or adverse consequences.

Since the study utilized learners' reading comprehension data, permission was obtained from the concerned school authorities before accessing the assessment results. No personally identifiable information of the learners was collected, and all data were reported only in aggregate form to ensure anonymity and confidentiality. In compliance with Republic Act No. 10173, or the Data Privacy Act of 2012, all questionnaires and electronic data files were securely stored and used solely for academic and research purposes.

The researcher upheld the principles of respect for persons, beneficence, and justice by ensuring that participation posed no physical, psychological, social, or professional harm to the respondents and that all participants were treated fairly and with respect. Throughout the study, honesty and integrity were maintained in the collection, analysis, and presentation of data, and all sources were properly acknowledged in accordance with the APA 7th Edition citation and referencing guidelines to uphold academic integrity and avoid plagiarism.

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