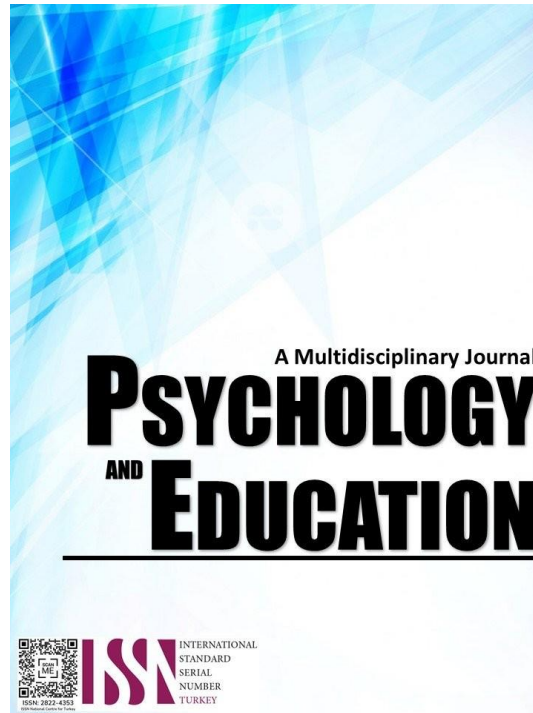


**CULTIVATING LINGUISTIC COMPETENCE: THE ROLE OF VOCABULARY-  
BUILDING ON LANGUAGE ACQUISITION OF SELECTED JUNIOR HIGH  
SCHOOL STUDENTS IN A PUBLIC EDUCATIONAL INSTITUTION  
IN PITOGO, QUEZON S.Y. 2023 - 2024**



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## Cultivating Linguistic Competence: The Role of Vocabulary-Building on Language Acquisition of Selected Junior High School Students in a Public Educational Institution in Pitogo, Quezon S.Y. 2023 - 2024

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### Abstract

This study aimed to investigate the role of vocabulary-building on language acquisition among junior high school students. Through a comprehensive analysis of demographic profiles and vocabulary skills across listening, reading, writing, and speaking, along with an examination of vocabulary-building exercises and their correlation with language acquisition, several significant findings emerged. Firstly, the majority of respondents were female, aged between 14 and 15, with an even distribution across grade levels. Regarding vocabulary skills, students exhibited high proficiency across listening, reading, writing, and speaking, indicating the effectiveness of employed vocabulary exercises. Among these exercises, "Word Games/Puzzles," "Charades," "Contextual Reading," and "Pictionary" were identified as highly utilized and effective methods, while others like "Word Wall" and "Gallery Walk" were less favored. Furthermore, the study highlighted the crucial role of vocabulary building in language acquisition. It found strong agreements among respondents regarding the benefits of diverse vocabulary in understanding colloquial speech, comprehending complex ideas, enhancing writing fluency, and participating in conversations. Additionally, a small positive correlation was identified between vocabulary-building activities and language acquisition, emphasizing the importance of integrating effective vocabulary instruction into the curriculum. Based on these findings, several recommendations were proposed. For administrators, there is a call to encourage the integration of effective vocabulary-building exercises into the curriculum and provide support for varied vocabulary enhancement methods. English teachers are urged to utilize identified effective exercises, integrate vocabulary-building activities across language skills, and continuously assess and adapt instruction methods. Finally, researchers are encouraged to further investigate the impact of vocabulary-building techniques on language acquisition, explore long-term effects, and conduct comparative studies to evaluate effectiveness in diverse educational settings. In conclusion, this study sheds light on the significant role of vocabulary building in language acquisition among junior high school students, providing valuable insights for educators, administrators, and researchers aiming to enhance language proficiency through targeted vocabulary instruction.

**Keywords:** *vocabulary building, language acquisition, vocabulary exercises, linguistic competence*

### Introduction

Language was a key tool for human communication and a pathway to knowledge, culture, and opportunities. Learning and mastering a language were essential skills in the interconnected world. As societies became more linked, the ability to communicate in multiple languages became increasingly important. For junior high school students, this period was crucial for their language development. These years were when they laid the foundation for lifelong language skills. Developing language skills, especially vocabulary, was vital for achieving language proficiency. It involved using language effectively in various situations, which included mastering grammar, vocabulary, pronunciation, and practical usage.

In Dr. Hadi's study (Jzan University, Saudi Arabia, March 2017), it was highlighted that vocabulary was the first and most important step in learning a language. In classrooms where students were uncomfortable with a second language, learning could be made more engaging with suitable vocabulary exercises. Paul Nation (2015) also emphasized that a rich vocabulary supported listening, speaking, reading, and writing skills. As British linguist David A. Wilkins noted, "without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed."

However, vocabulary learning posed significant challenges for second language (L2) learners (Meara, 1980, cited in Mofareh 2015). The open-ended nature of vocabulary could be difficult for learners, as it lacked clear rules for acquisition, unlike grammar and phonology. Oxford (1990, cited in Mofareh 2015) also pointed out that vocabulary was the largest and most difficult part of learning any language due to the vast number of words and meanings. Despite these challenges, vocabulary remained a key component in language tests (Schmitt, 1999, cited in Mofareh 2015). Many learners saw learning a second language mainly as learning its vocabulary, often spending much time memorizing word lists and using bilingual dictionaries.

These factors prompted the researcher to study the development of English language proficiency in a public secondary school in Pitogo, Quezon. The researcher initially conducted a pre-survey and face-to-face interviews with English teachers to determine if they were using vocabulary-building exercises in their classrooms and to identify those exercises. The pre-survey results led to a deeper investigation in this study. This research aimed to enhance understanding of the role of vocabulary building in language learning, benefiting secondary school students in Pitogo, Quezon.

## Research Questions

This study aimed to determine the role of vocabulary building on language acquisition of Junior High School students in a public secondary educational institution in Pitogo, Quezon. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. sex; and
  - 1.3. grade level?
2. What is the level of vocabulary skills of Junior High School students in terms of:
  - 2.1. listening;
  - 2.2. reading;
  - 2.3. writing; and
  - 2.4. speaking?
3. What vocabulary building exercises are currently employed in Junior High School setting to enhance vocabulary acquisition?
4. What is the role of vocabulary building in language acquisition of the respondents in terms of:
  - 4.1. listening proficiency;
  - 4.2. reading proficiency;
  - 4.3. writing proficiency; and
  - 4.4. speaking proficiency?
5. Is there any significant relationship between vocabulary building and language acquisition?

## Methodology

### Research Design

This study used a descriptive method of research in order to determine the role of vocabulary building on language acquisition of selected Junior High School students in a public educational institution in Pitogo, Quezon.

Descriptive research is a research method that aims to describe a phenomenon or situation as it naturally occurs. It is utilized to gather data about a particular topic or issue to better understand its characteristics and attributes. Descriptive research did not attempt to explain why a phenomenon occurs, but rather provided a detailed and objective account of it, Lelissa TB (2018).

### Respondents

The researcher used Grades seven (7) to ten (10) enrolled in a public educational institution in Pitogo, Quezon during the school year 2023-2024. Proportionate sampling was employed to determine the respondents' language acquisition in terms of speaking, writing, reading and listening proficiencies. Proportionate sampling (MedCrave, 2014), is a stratified sampling method where the population is divided into different strata, and samples are taken from each stratum in proportion to their representation in the overall population. This method ensured that each subgroup within the population was adequately represented in the sample, reflecting the population's diversity.

### Instrument

The researcher collected data by distributing face-to-face survey questionnaires to the respondents. These questionnaires were divided into four (4) parts. The first part consisted of questions about the demographic profile of the respondents. The second part assessed the respondents' level of vocabulary proficiency in listening, reading, writing and speaking. The third part focused on vocabulary-building exercises currently used in the Junior High School setting. The fourth part evaluated the role of vocabulary building in language acquisition, specifically in terms of listening, reading, writing and speaking proficiency. The questionnaire was validated by experts in the field of research. Additionally, a pilot test was conducted using Cronbach's Alpha to assess the internal consistency of the questionnaire. A result of 0.70 or above will be considered acceptable.

### Procedure

Prior to data collection, the researcher sought formal approval from their thesis advisor to ensure the methodological soundness and ethical considerations of the research. Subsequently, permission was obtained from the school principal of the target research locale to establish the necessary arrangements for data collection within the school premises.

The primary data collection method involved administering questionnaires to the designated participants in a face-to-face setting within a controlled classroom environment. This approach allowed for direct interaction with the participants, facilitating any necessary clarifications or explanations regarding the questionnaire items.

Upon completion of data gathering, the researcher meticulously tallied, tabulated, and organized the collected responses to ensure data accuracy. Subsequently, the researcher engaged in a thorough analysis of the data, employing appropriate statistical techniques to extract meaningful insights and patterns. The analyzed data was then interpreted within the context of the research objectives, leading

to the formulation of well-supported conclusions.

Throughout the data gathering process, the researcher adhered to strict ethical guidelines, ensuring the confidentiality and anonymity of the participants. Informed consent was obtained prior to data collection, and participants were informed of their right to withdraw from the study at any time without prejudice.

### Data Analysis

In this study, the researcher employed statistical measures to treat the collected data. All data were carefully read and examined for analysis. They were tallied and entered into a master list on the data collection sheet. Percentage and Frequency were used to interpret the profile of the respondents.

To determine the significant relationship between the role of vocabulary building and language acquisition of the respondents in terms of speaking proficiency, writing ability, reading proficiency, and listening proficiency, the researcher used Spearman's rho correlation.

### Results and Discussion

This section presents the results, the analysis and interpretation of data gathered from the answers to the questionnaires distributed to the field. The said data were presented in tabular form in accordance with the specific objective posited on the objective of the study.

*Table 1. Frequency and Percentage Distribution of the Respondents According to Age*

<i>Age</i>	<i>Frequency</i>	<i>Percent (%)</i>	<i>Rank</i>
12 to 13 years old	25	25	2
14 to 15 years old	51	51	1
16 to 17 years old	23	23	3
18 years old and above	1	1	4
Total	100	100	

Table 1 provides a clear breakdown of respondents' ages and their corresponding percentages in the study. It highlights that the largest group among the respondents, comprising 51% of the total, falls within the age range of 14 to 15 years old, ranking first. The second largest group, aged 12 to 13 years old, accounts for 25% of the respondents and ranks second. The 16 to 17 years old group constitutes 23% of the respondents, ranking third. Lastly, individuals aged 18 years and above are represented by only 1% of the total, ranking fourth. The total number of respondents across all age groups is 100.

Understanding the impact of age on language acquisition is crucial in educational research, particularly in Second Language Acquisition (SLA). Ozfidan and Burlbaw (2019) emphasize the significance of age in influencing learning outcomes and instructional strategies. Their findings suggest that adults often demonstrate stronger performance in reading and writing tasks, whereas teenagers tend to excel in syntax and listening abilities.

The connection between Table 1's results and SLA theory lies in the observed predominance of younger respondents. This aligns with research indicating that adolescents, such as those in the 14 to 15 years old group, are typically in a critical period for language development. During this period, their cognitive abilities are more receptive to language learning, which may explain their significant representation in the study.

Furthermore, the age distribution in Table 1 reflects a common trend observed in SLA studies, where younger learners often show rapid progress in language skills due to their cognitive flexibility and adaptability. This aligns with theories proposing that younger learners may have an advantage in acquiring certain linguistic components, such as pronunciation and vocabulary, compared to older learners.

In addition, Table 1 underscores the importance of age as a factor influencing language acquisition outcomes. The findings support SLA theories suggesting that younger learners, represented prominently in the study, are more adept at certain language tasks. This insight informs educators and researchers about age-specific learning tendencies, guiding the development of effective instructional approaches tailored to different age groups in language education contexts.

*Table 2. Frequency and Percentage Distribution of the Respondents according to Sex*

<i>Gender</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Rank</i>
Male	48	48	2
Female	52	52	1
Total	100	100	

Table 2 provides a detailed distribution of survey responses categorized by gender among students. It reveals that females are the predominant group, comprising 52% of the total respondents with 52 individuals. In contrast, males constitute 48% of the respondents, totaling 48 individuals. The survey encompasses a total of 100 respondents, evenly split between genders.

Understanding the factors influencing Language Learning Strategies (LLS) preferences is crucial in educational research. Ahsanah

(2020) underscores the importance of various factors such as motivation, socioeconomic status, parental support, age, and gender in shaping LLS preferences. Research consistently highlights how gender can significantly influence language learning approaches and outcomes.

Studies often utilize tools like the Strategy Inventory for Language Learning (SILL) to explore these dynamics. Such tools help researchers assess how different factors, including gender, impact students' choices of language learning strategies. The findings from Table 2 align with broader research trends that suggest females tend to exhibit distinct preferences for specific language learning strategies compared to males.

The connection between Table 2's results and LLS theory lies in understanding how gender-related preferences in language learning strategies can affect overall language acquisition. Females' higher representation in language learning studies, as reflected in Table 2, may suggest that they are more inclined towards certain strategies that facilitate language proficiency. These strategies could include more collaborative and communicative approaches, as opposed to more competitive or individualistic methods favored by males in some contexts.

In addition, Table 2 underscores the relevance of gender as a factor influencing language learning strategy preferences among students. It supports existing research indicating that gender plays a significant role in shaping language learning behaviors. Educators and researchers can use these insights to tailor instructional methods and support systems that cater to the diverse learning preferences influenced by gender, ultimately enhancing language acquisition outcomes for all students.

*Table 3. Frequency and Percentage Distribution of the Respondents according to Grade Level*

<i>Grade Level</i>	<i>Frequency</i>	<i>Percent (%)</i>	<i>Rank</i>
Grade 7	25	25	1
Grade 8	25	25	1
Grade 9	25	25	1
Grade 10	25	25	1
Total	100	100	

Table 3 displays the distribution of students' responses based on their grade levels. It shows that each grade level—Grade 7, Grade 8, Grade 9, and Grade 10—has an equal number of respondents, with 25 students in each grade, making up 25% of the total. All grade levels share the same rank in terms of frequency.

Understanding the needs of students at different grade levels is vital in education, particularly in language learning contexts (Archibald, Bashutski, & others, 2008). Recent studies emphasize that teachers must be well-versed in their subject matter and skilled in making grade-level material understandable to all students. They must also understand the language learning process and effective learning strategies.

The equal distribution of respondents across all grades in Table 3 highlights the importance of addressing language learning strategies and content comprehension across various educational stages. This aims to explore how students in different grades approach language learning strategies, aiming to provide insights into effective teaching methods that cater to diverse academic levels.

Table 3 presents an equal distribution of survey responses categorized by grade levels among students. Each grade level—Grade 7, Grade 8, Grade 9, and Grade 10—comprises 25 respondents, accounting for 25% of the total. This uniform distribution indicates that each grade level holds the same rank in terms of frequency.

In education, understanding the needs and capabilities of students across different grade levels is crucial, especially in language learning contexts. Archibald, Bashutski, and others (2008) emphasize the importance of teachers being proficient in their subject matter and skilled in adapting grade-level material to suit the understanding of all students. This includes having a deep understanding of language learning processes and effective teaching strategies tailored to various educational stages.

The equal representation of respondents across all grades in Table 3 underscores the significance of addressing language learning strategies and content comprehension across diverse educational levels. It signifies an effort to explore how students in different grades approach language learning, providing valuable insights into effective instructional methods that cater to varying academic stages.

The connection between Table 3's findings and educational theory lies in the principle of differentiated instruction and curriculum adaptation. Educators recognize that students in different grades possess varying levels of cognitive development, linguistic abilities, and learning preferences. By ensuring that language learning strategies are tailored to each grade level, educators can optimize learning outcomes and foster a supportive learning environment.

Moreover, the uniform distribution across grades in Table 3 suggests that educational interventions and strategies aimed at improving language learning should be inclusive and adaptable. Teachers can use this information to implement targeted interventions, provide appropriate scaffolding, and offer differentiated instructional support that meets the specific needs of students at different educational stages.



Furthermore, Table 3 highlights the importance of considering grade-level differences in educational research and practice, particularly in language learning contexts. It underscores the need for tailored approaches that accommodate diverse student needs and promote effective language acquisition strategies across all educational levels.

**Table 4. Frequency and Percentage Distribution of the Respondents on the Level of Vocabulary Skills of Junior High School Students in terms of Listening**

Question	Frequency	Percent (%)	Verbal Interpretation	Rank
1. "A word that means the opposite of brave."	73	73	Proficient	3
2. "A figure of speech where two unlike things are compared using 'like' or 'as'."	88	88	Very Much Proficient	2
3. "A group of words that expresses a complete thought and contains a subject and a verb."	100	100	Very Much Proficient	1
4. "The person telling the story in a piece of literature."	100	100	Very Much Proficient	1
5. "The use of hints or clues to suggest what will happen later in the story."	64	64	Proficient	4
Grand Mean	85	85	Very Much Proficient	

Legend: Very Much Proficient (81% - 100%), Proficient (61% - 80%), Moderately Proficient (41% - 60%), Less Proficient (21% - 40%), Least Proficient (0% - 20%)

Table 4 presents the level of vocabulary skills of junior high school students specifically in the context of listening comprehension. The table outlines the responses to five questions, indicating the percentage of correct answers and the corresponding proficiency levels based on these responses.

Among the questions, Questions 3 and 4 received 100% correct responses from all 100 participants, demonstrating a high level of proficiency labeled as "Very Much Proficient" and ranking first. Question 2 follows closely with 88 correct responses, also categorized as "Very Much Proficient" and ranking second. Question 1 received 73 correct responses, indicating "Proficient" and ranking third, while Question 5 had 64 correct responses, also labeled "Proficient" and ranking fourth. Overall, students achieved an average of 85% correct answers across all questions, interpreting their overall proficiency level as "Very Much Proficient".

In educational theory, listening comprehension is a fundamental aspect of language acquisition. As highlighted by Bulut and Karasakaloğlu (2017), listening involves a complex psychological process starting from sensory awareness to understanding auditory cues. Effective listening comprehension relies heavily on vocabulary skills, as these skills enable students to grasp meanings conveyed through spoken language.

The findings from Table 4 align with current educational theories emphasizing the significance of vocabulary in listening proficiency. Strong vocabulary skills enable students to comprehend spoken language more effectively by recognizing and interpreting words and phrases within context. The high percentage of correct responses across the questions reflects the successful implementation of educational strategies aimed at enhancing vocabulary skills for listening comprehension among junior high school students.

Moreover, this study highlights the importance of assessing and developing vocabulary skills in listening contexts within educational settings. By evaluating students' proficiency levels through targeted questions, educators can gauge the effectiveness of instructional methods and curriculum in fostering language skills. This assessment provides valuable insights into areas of strength and areas needing improvement, guiding educators in refining teaching strategies to better support students' language learning journeys.

Additionally, the results reinforce the critical role of vocabulary skills in listening comprehension among junior high school students. They validate the application of educational strategies aimed at strengthening vocabulary skills, ultimately enhancing students' ability to understand and interpret spoken language effectively in educational settings.

**Table 5. Frequency and Percentage Distribution of the Respondents on the Level of Vocabulary Skills of Junior High School Students in terms of Reading**

Question	Frequency	Percent (%)	Verbal Interpretation	Rank
1. Knowledge acquisition is one of the _____ of reading.	95	95	Very Much Proficient	1
2. Rich vocabulary enhances _____ and comprehension.	87	87	Very Much Proficient	2
3. Reading encourage us to _____, evaluate, and form opinions.	95	95	Very Much Proficient	1
4. Fictional words ignite our _____.	83	83	Very Much Proficient	4
5. _____ is a _____ habit that keeps our minds active.	86	86	Very Much Proficient	3
Grand Mean	89	89	Very Much Proficient	

Legend: Very Much Proficient (81% - 100%), Proficient (61% - 80%), Moderately Proficient (41% - 60%), Less Proficient (21% - 40%), Least Proficient (0% - 20%)

Table 5 presents an analysis of junior high school students' vocabulary skills in relation to reading proficiency, based on their responses to specific statements. The table reveals the percentage of correct answers for each statement, categorizing the students' proficiency levels accordingly.

Statement 1 and Statement 3 received correct responses from 95 out of 100 respondents, indicating they are "Very Much Proficient" and rank first in the table. Statement 2 follows closely with 87 correct responses, also rated as "Very Much Proficient" and ranking second. Statement 5 garnered 86 correct responses, interpreted as "Very Much Proficient" and ranking third. Statement 4 received 83 correct responses, also considered "Very Much Proficient" and ranking fourth. Overall, students achieved an average of 89% correct answers across all statements, indicating a high level of proficiency labeled as "Very Much Proficient".

In educational theory, particularly supported by Liu and Zhang's meta-analysis in 2018, extensive reading is widely recognized as an effective approach to improving language skills. Extensive reading involves students reading a large quantity of material for pleasure and general understanding, which contributes significantly to enhancing reading proficiency, vocabulary acquisition, and overall language competence.

The findings from Table 5 align closely with the principles of extensive reading and its impact on vocabulary acquisition and reading proficiency. The high percentage of correct responses across the statements reflects the effectiveness of this educational strategy in fostering strong vocabulary skills among junior high school students. By engaging in extensive reading practices, students not only expand their vocabulary but also improve their comprehension abilities and critical thinking skills necessary for academic success.

Moreover, the results highlight the importance of integrating effective instructional strategies that promote extensive reading in educational settings. By encouraging students to read widely and regularly, educators can support their language development and enhance their overall proficiency in reading and comprehension. This approach is particularly beneficial for junior high school students as they build foundational skills that will serve them throughout their academic and professional lives.

Finally, Table 5's findings reinforce the positive correlation between extensive reading and vocabulary skills, as well as reading proficiency among junior high school students. They validate the theoretical framework that emphasizes the role of extensive reading in language acquisition and highlight its practical implications for educators seeking to enhance students' language skills through engaging and effective instructional practices.

*Table 6. Mean Distribution of the Respondents on the Level of Vocabulary Skills of Junior High School Students in terms of Writing*

<i>Criteria</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
Content and Argument Development (35%)	4.35	Very Much Proficient
Organization and Structure (20%)	4.42	Very Much Proficient
Supporting Evidence and Examples (20%)	4.37	Very Much Proficient
Language and Mechanics (15%)	4.18	Proficient
Creativity and Engagement (10%)	4.48	Very Much Proficient
<b>Grand Mean</b>	<b>4.36</b>	<b>Very Much Proficient</b>

*Legend: Very Much Proficient (4.21 – 5.00), Proficient (3.41 – 4.20), Moderately Proficient (2.61 – 3.40), Less Proficient (1.81 – 2.60), Least Proficient (1.00 – 1.80)*

Table 6 provides an in-depth analysis of junior high school students' vocabulary skills in terms of writing proficiency, evaluated across five criteria. Each criterion received a weighted mean score, indicating the students' proficiency level in different aspects of writing.

Criterion 1, focusing on Content and Argument Development (35% weight), achieved a weighted mean score of 4.35, classified as "Very Much Proficient." This criterion assesses how well students develop their ideas and arguments in their writing, showcasing their ability to articulate thoughts effectively using appropriate vocabulary.

Criterion 2, which evaluates Organization and Structure (20% weight), obtained a weighted mean of 4.42, also categorized as "Very Much Proficient." This reflects students' competence in structuring their writing coherently, organizing ideas logically, and using vocabulary that enhances clarity and flow.

Criterion 3, centered on Supporting Evidence and Examples (20% weight), received a weighted mean score of 4.37, indicating "Very Much Proficient." This criterion assesses students' proficiency in providing relevant evidence and examples to support their arguments, demonstrating their ability to employ vocabulary effectively to substantiate their ideas.

Criterion 4, Language and Mechanics (15% weight), achieved a score of 4.18, interpreted as "Proficient." While slightly lower than the previous criteria, this score still reflects students' solid grasp of vocabulary usage, grammar, punctuation, and other mechanical aspects of writing.

Criterion 5, Creativity and Engagement (10% weight), garnered a high score of 4.48, classified as "Very Much Proficient." This criterion evaluates students' ability to engage readers creatively through their writing, using vocabulary that enriches the content and captures the reader's interest.

Overall, students achieved a weighted mean of 4.36 across all criteria, interpreted as "Very Much Proficient." This comprehensive assessment underscores the students' strong vocabulary skills and their effective application in various facets of writing, contributing to overall proficiency in written expression.

McKeown (2019) emphasizes the pivotal role of writing in enhancing students' vocabulary and language skills. Writing not only helps



students expand their vocabulary but also encourages them to use language creatively and effectively. The findings from Table 6 align with this theory, illustrating how integrating vocabulary instruction within writing tasks enhances students' ability to express themselves clearly and persuasively.

Moreover, the study supports current educational practices that advocate for explicit vocabulary instruction across different subject areas, including writing. By fostering vocabulary development within the context of writing assignments, educators can empower students to become proficient communicators who can effectively convey their ideas and perspectives. This approach not only enhances academic achievement but also prepares students for future academic and professional endeavors where strong written communication skills are essential.

In addition, the findings in Table 6 emphasizes the importance of integrating vocabulary building activities within writing instruction to enhance students' language proficiency and writing skills. By focusing on content development, organization, supporting evidence, language mechanics, and creativity, educators can foster comprehensive language development among junior high school students, preparing them for success in diverse academic and real-world contexts.

Table 7. Mean Distribution of the Respondents on the Level of Vocabulary Skills of Junior High School Students in terms of Speaking

Criteria	Mean	Verbal Interpretation
Content and Relevance (40%)	4.67	Very Much Proficient
Delivery and Presentation (30%)	4.58	Very Much Proficient
Organization and Structure (20%)	4.36	Very Much Proficient
Engagement and Connection (10%)	4.53	Very Much Proficient
Grand Mean	4.54	Very Much Proficient

Legend: Very Much Proficient (4.21 – 5.00), Proficient (3.41 – 4.20), Moderately Proficient (2.61 – 3.40), Less Proficient (1.81 – 2.60), Least Proficient (1.00 – 1.80)

Table 7 provides a detailed overview of junior high school students' vocabulary skills in terms of speaking proficiency, assessed across four distinct criteria. Each criterion received a weighted mean score, reflecting the students' proficiency levels in different aspects of spoken language.

Criterion 1, which focuses on Content and Relevance (40% weight), achieved a high weighted mean score of 4.67, interpreted as "Very Much Proficient." This criterion evaluates how well students convey relevant content and ideas in their spoken communication, showcasing their ability to use vocabulary effectively to express themselves clearly and persuasively.

Criterion 2, addressing Delivery and Presentation (30% weight), obtained a weighted mean score of 4.58, also classified as "Very Much Proficient." This criterion assesses students' effectiveness in delivering their messages with clarity, confidence, and appropriate use of vocabulary, enhancing their overall communication skills.

Criterion 3, evaluating Organization and Structure (20% weight), received a score of 4.36, interpreted as "Very Much Proficient." This criterion examines students' capability to organize their thoughts coherently and structure their speech logically, demonstrating their proficiency in using vocabulary to enhance coherence and understanding.

Criterion 4, which focuses on Engagement and Connection (10% weight), achieved a score of 4.53, indicating "Very Much Proficient." This criterion assesses students' ability to engage their audience effectively, establish connections through effective use of vocabulary, and maintain interest throughout their spoken presentation.

Overall, students achieved a weighted mean score of 4.54 across all criteria, interpreted as "Very Much Proficient." This comprehensive assessment emphasizes the students' strong vocabulary skills and their effective application in various facets of spoken communication, contributing to their overall proficiency in oral expression.

Muhtarom (2020) emphasizes the significance of speaking strategies in enhancing language learners' ability to overcome communication challenges and achieve specific communicative goals. The findings from Table 7 align with this theoretical framework by demonstrating how integrating vocabulary instruction with speaking practice enhances students' speaking proficiency. By emphasizing content relevance, delivery clarity, organizational structure, and audience engagement, educators can foster comprehensive language development among students.

Furthermore, the study supports current educational practices advocating for explicit vocabulary instruction within speaking activities. By providing students with opportunities to practice using vocabulary in meaningful contexts, educators empower them to become effective communicators who can express ideas clearly and confidently. This approach not only enhances students' academic achievement but also prepares them for success in future personal and professional endeavors where strong oral communication skills are crucial.

In addition, findings in table 7 emphasize the importance of integrating vocabulary building activities within speaking instruction to enhance students' language proficiency and oral communication skills. By focusing on content relevance, delivery clarity, organizational structure, and engagement, educators can cultivate comprehensive language development among junior high school



students, preparing them to communicate effectively in diverse settings.

Table 8. *Frequency and Percentage Distribution of the Respondents on Vocabulary-Building Exercises Currently Employed in Junior High School Setting*

<i>Vocabulary Exercises</i>	<i>Frequency</i>	<i>Percent (%)</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
Charades	73	73	Used	2
Contextual Reading	66	66	Used	3
Gallery Walk	5	5	Least Used	9
Flashcards	58	58	Moderately Used	5
Word Games/Puzzles	74	74	Used	1
Pictionary	63	63	Used	4
Word Journal	52	52	Moderately Used	6
Word of the Day	50	50	Moderately Used	7
Word wall	21	21	Less Used	8
Grand Mean	51	51	Moderately Used	

Legend: Very Much Used (81% - 100%), Used (61% - 80%), Moderately Used (41% - 60%), Less Used (21% - 40%), Least Used (0% - 20%).

This study emphasizes the importance of employing diverse and engaging vocabulary exercises in educational settings to cater to different learning preferences and enhance overall language proficiency. By integrating these strategies effectively, educators can create a conducive environment for students to develop robust vocabulary skills essential for academic success and effective communication.

Table 8 provides insights into the usage and popularity of various vocabulary-building exercises among junior high school students, aiming to enhance their vocabulary acquisition. The table categorizes these exercises based on their frequency of use and ranks them accordingly.

"Word Games or Puzzles" emerges as the most popular exercise, with 74% of the respondents actively engaging in it, categorized as "Very Much Used" and ranking 1st. This activity likely appeals to students due to its interactive nature, encouraging them to actively participate in challenging and fun vocabulary exercises.

Following closely is "Charades," with 73% of the respondents utilizing this activity, categorized as "Used" and ranking 2nd. Charades involves acting out words or phrases, promoting both verbal and non-verbal communication skills while reinforcing vocabulary retention.

"Contextual Reading" ranks 3rd, with 66 or 66% of the respondents utilizing this exercise. It involves reading texts where vocabulary words are used in context, facilitating understanding through real-world applications.

"Pictionary," ranked 4th with 63% of the respondents, involves drawing or depicting vocabulary words, promoting visual learning and creativity while reinforcing vocabulary understanding.

"Flashcards," ranked 5th with 58 respondents, are commonly used tools for quick vocabulary drills, aiding in memorization and recall of words and definitions.

"Word Journal," ranked 6th with 52 respondents, encourages students to write down new vocabulary words and their meanings, promoting reflection and deeper engagement with vocabulary acquisition.

"Word of the Day" and "Word Wall" are moderately used, with 50 and 21 respondents respectively. These activities aim to expose students to new words regularly, integrating vocabulary learning into daily routines.

"Gallery Walk," the least utilized exercise, is employed by only 5 respondents, indicating it may require adjustments to increase student engagement and effectiveness.

Overall, the grand mean of 51 students engaging in these exercises suggests moderate usage across the board, emphasizing the diverse approaches educators use to facilitate vocabulary acquisition among students.

Pasicolan, Banera, et al. (2021) emphasize the importance of employing effective vocabulary learning strategies in language education. Their study underscores the complexity of vocabulary acquisition and advocates for incorporating diverse and engaging activities to enhance students' vocabulary skills.

The findings from Table 8 align with these theories by illustrating how different vocabulary-building exercises cater to varied learning preferences and engagement levels among students. Activities like "Word Games or Puzzles" and "Charades" align with best practices in educational research, promoting active learning and interactive engagement, which are known to enhance vocabulary retention and application.

On the other hand, less popular exercises such as "Gallery Walk" highlight opportunities for educators to adapt strategies to better align with student interests and learning styles. By diversifying vocabulary instruction through interactive and varied activities, educators can effectively support students in developing robust vocabulary skills essential for academic success and language proficiency. This approach resonates with current pedagogical trends advocating for student-centered and experiential learning in language education.

Table 9. Mean Distribution of the Respondents on the Role of Vocabulary Building on Language Acquisition in terms of Listening Proficiency

	Statement	Mean	Verbal Interpretation	Rank
1.	Employing vocabulary-building techniques, such as listening to audio materials with transcripts, facilitates improvement in listening proficiency.	4.12	Agree	3
2.	Engaging in activities that involve listening to diverse vocabulary supports the development of fluent listening abilities.	4.13	Agree	2
3.	Exploring various contexts and usage of words enriches listening proficiency and increases familiarity with different linguistic patterns.	4.07	Agree	4
4.	Learning vocabulary related to common idiomatic expressions aids in understanding colloquial speech.	4.36	Very Much Agree	1
5.	Understanding complex spoken materials is positively impacted by using a varied vocabulary.	4.06	Agree	5
Grand Mean		4.15	Agree	

Legend: Very Much Agree (4.21 – 5.00), Agree (3.41 – 4.20), Moderately Agree (2.61 – 3.40), Less Agree (1.81 – 2.60), Least Agree (1.00 – 1.80)

Table 9 provides valuable insights into students' perceptions regarding the role of vocabulary building in enhancing language acquisition, specifically focusing on listening proficiency. The table categorizes different statements based on students' responses, illustrating their agreement levels and ranking them accordingly.

Statement no. 4 received the highest mean score of 4.36, indicating that students "Very Much Agree" that learning vocabulary related to idiomatic expressions aids in understanding colloquial speech. This statement ranks 1st in agreement among the respondents. Statement no. 2 follows closely with a mean score of 4.13, indicating general agreement and ranking 2nd. Statements no. 1 and no. 3 received mean scores of 4.12 and 4.07 respectively, both interpreted as "Agree," and ranked 3rd and 4th respectively. Statement no. 5 received the lowest mean score of 4.06, also interpreted as "Agree," and ranked 5th.

The overall grand mean score across all statements is 4.15, indicating a consensus among students that vocabulary building positively contributes to listening proficiency. This suggests that students recognize the importance of vocabulary acquisition in improving their ability to understand and interpret spoken language, particularly in contexts involving idiomatic expressions and colloquialisms.

Listening comprehension, as defined by Bulut and Karasakaloğlu (2017), involves a cognitive process that begins with awareness and attention to auditory stimuli, progresses through recognition of auditory cues, and culminates in comprehension and interpretation. This theoretical framework underscores the active engagement required for effective listening skills development.

The findings from Table 9 align with current theories on language acquisition, emphasizing the critical role of vocabulary development in enhancing listening proficiency. Students' high agreement with statements related to idiomatic expressions and colloquial speech highlights their recognition that a diverse vocabulary enables them to grasp nuances and subtle meanings in spoken language. This understanding supports the practical application of vocabulary-building strategies in language learning contexts.

Integrating vocabulary-building techniques, such as exposure to authentic audio materials, practice with idiomatic expressions, and exploring diverse language contexts, can significantly enhance students' listening skills. By incorporating these strategies into language education curricula, educators can effectively support students in developing comprehensive language proficiency, particularly in listening and comprehension.

Moreover, the alignment of students' perceptions with theoretical frameworks underscores the importance of targeted vocabulary instruction in fostering robust language skills essential for effective communication and intercultural understanding.

This approach resonates with best practices in language education research, advocating for systematic and engaging vocabulary development to empower learners in diverse linguistic environments.

Table 10. Mean Distribution of the Respondents on the Role of Vocabulary Building on Language Acquisition in terms of Reading Proficiency

	Statement	Mean	Verbal Interpretation	Rank
1.	Enhancing my reading skills hinges on regularly practicing and reinforcing vocabulary.	4.21	Very Much Agree	3
2.	Exploring various contexts and usage of words enriches reading proficiency and increases vocabulary retention.	4.18	Agree	4
3.	Employing vocabulary-building techniques, such as context clues and word roots, facilitates improvement in reading proficiency.	4.22	Very Much Agree	2
4.	Learning specialized vocabulary related to specific topics enhances the ability to comprehend subject-specific readings.	4.14	Agree	5
5.	Understanding complex ideas in reading becomes easier when possessing diverse vocabulary.	4.26	Very Much Agree	1
Grand Mean		4.20	Agree	

Legend: Very Much Agree (4.21 – 5.00), Agree (3.41 – 4.20), Moderately Agree (2.61 – 3.40), Less Agree (1.81 – 2.60), Least Agree (1.00 – 1.80)

Table 10 shows responses from students on how vocabulary building influences their language acquisition, particularly in terms of reading proficiency. The table reveals that statement no. 5, emphasizing that possessing diverse vocabulary makes understanding complex ideas easier, received the highest mean score of 4.26. This indicates that students "Very Much Agree" with this statement, ranking it 1st. Statement no. 3 follows closely with a mean score of 4.22, also interpreted as "Very Much Agree," and ranking 2nd. Statement no. 1 received a mean score of 4.21, ranking 3rd and interpreted as "Very Much Agree." Statement no. 2 scored 4.18, ranking 4th with an interpretation of "Agree," while statement no. 4 scored 4.14, the lowest among the statements, also interpreted as "Agree" and ranking 5th.

Overall, the grand mean score for all statements is 4.20, indicating a strong consensus among students that vocabulary building significantly enhances their reading proficiency.

According to Liu and Zhang (2018), extensive reading is an effective method for improving language skills, including reading proficiency and vocabulary acquisition. This instructional approach encourages students to read extensively, thereby exposing them to a wide range of vocabulary and language contexts. The theory suggests that by engaging in extensive reading practices, students can naturally expand their vocabulary and enhance their ability to comprehend complex texts.

The findings from Table 10 align with Liu and Zhang's research, highlighting that employing vocabulary-building techniques such as context clues and learning word roots can indeed facilitate improvement in reading proficiency. These strategies help students not only understand the meanings of words but also grasp the nuances of language usage within different contexts. Moreover, learning specialized vocabulary related to specific topics enhances students' comprehension of subject-specific readings, which is vital for academic success across various disciplines.

Furthermore, the results emphasize the importance of integrating vocabulary-building activities into educational practices to support students in developing robust reading skills. By focusing on diverse vocabulary exploration and regular practice, educators can effectively contribute to enhancing students' overall language acquisition and reading proficiency, thereby fostering lifelong learning and academic achievement.

Table 11. *Mean Distribution of the Respondents on the Role of Vocabulary Building on Language Acquisition in terms of Writing Proficiency*

	Statement	Mean	Verbal Interpretation	Rank
1.	Expanding vocabulary enhances writing proficiency by providing a wider range of words and expressions.	4.36	Very Much Agree	2
2.	Acquiring new words enhances my ability to express ideas in writing.	4.44	Very Much Agree	1
3.	Reviewing and memorizing vocabulary reinforces writing proficiency over time.	4.25	Very Much Agree	4
4.	Utilizing vocabulary in different writing tasks amplifies writing skills and creativity.	4.26	Very Much Agree	3
5.	Writing fluently requires a strong command of vocabulary.	4.14	Agree	5
	Grand Mean	4.29	Very Much Agree	

Legend: Very Much Agree (4.21 – 5.00), Agree (3.41 – 4.20), Moderately Agree (2.61 – 3.40), Less Agree (1.81 – 2.60), Least Agree (1.00 – 1.80)

Table 11 illustrates the response of the students regarding the role of vocabulary building on language acquisition in terms of writing proficiency. It shows that the weighted average mean for statement no. 2 is 4.44, with a verbal interpretation of "Very Much Agree," and ranks 1st. Statement no. 1 has a weighted average mean of 4.36 and ranks 2nd, statement no. 4 has 4.26 and ranks 3rd, statement no. 3 has 4.25 and ranks 4th, and statement no. 5 has 4.14 with the lowest rank of 5th. All of these statements have a verbal interpretation of "Very Much Agree," except for statement no. 5, which has "Agree." The overall response of the students in terms of writing proficiency has a weighted average of 4.29 with a verbal interpretation of "Very Much Agree."

Writing, as mentioned by McKeown (2019), can help students read and enjoy fiction, provide them with interesting words to describe people and human interactions in writing, and make the process rather delicious and fun.

Table 11 provides insights into how students perceive the role of vocabulary building in enhancing their language acquisition, specifically focusing on writing proficiency. The table reveals that statement no. 2, which emphasizes how acquiring new words enhances the ability to express ideas in writing, received the highest mean score of 4.44. This indicates that students "Very Much Agree" with this statement, ranking it 1st. Statement no. 1 follows closely with a mean score of 4.36, also interpreted as "Very Much Agree," and ranking 2nd. Statement no. 4 received a mean score of 4.26, ranking 3rd with an interpretation of "Very Much Agree." Statement no. 3 has a mean score of 4.25, ranking 4th, also interpreted as "Very Much Agree." Statement no. 5, which states that writing fluently requires a strong command of vocabulary, scored 4.14, the lowest among the statements, but still interpreted as "Agree" and ranking 5th.

Overall, the grand mean score for all statements is 4.29, indicating a strong consensus among students that vocabulary building significantly contributes to their writing proficiency.

Writing, as mentioned McKeown (2019) in his study, plays a crucial role in literacy development by helping students engage with fiction and enhancing their ability to describe people and interactions using a rich vocabulary. The theory suggests that through writing

activities, students not only practice using new words but also deepen their understanding of language structures and contexts.

The findings from Table 11 align with McKeown's research, highlighting that expanding vocabulary enhances writing proficiency by providing a broader range of words and expressions. When students acquire new words and review them regularly, they reinforce their writing skills over time. Moreover, using vocabulary in various writing tasks promotes creativity and amplifies writing skills, enabling students to express ideas more effectively.

Furthermore, the results highlight the importance of integrating vocabulary-building activities into language education to support students in developing strong writing abilities. By focusing on acquiring and applying diverse vocabulary, educators can empower students to become proficient writers, capable of expressing complex ideas fluently and creatively. This approach not only enhances academic performance but also nurtures lifelong communication skills essential for success in various fields.

Table 12. Mean Distribution of the Respondents on the Role of Vocabulary Bulding on Language Acquisition in terms of Speaking Proficiency

	Statement	Mean	Verbal Interpretation	Rank
1.	Engaging in consistent vocabulary practice and reinforcement strengthens my speaking fluency and language retention.	4.22	Very Much Agree	4
2.	Knowing synonyms and antonyms improves the precision and nuance of my spoken language.	4.27	Very Much Agree	2
3.	Learning and using a wide range of vocabulary enhances my ability to express myself verbally.	4.20	Agree	5
4.	Possessing a diverse vocabulary helps me understand others and participate in various conversations.	4.41	Very Much Agree	1
5.	Reviewing and memorizing vocabulary reinforces speaking proficiency over time.	4.23	Very Much Agree	3
	Grand Mean	4.27	Very Much Agree	

Legend: Very Much Agree (4.21 – 5.00), Agree (3.41 – 4.20), Moderately Agree (2.61 – 3.40), Less Agree (1.81 – 2.60), Least Agree (1.00 – 1.80)

Table 12 presents insightful data on how vocabulary building influences language acquisition, specifically focusing on speaking proficiency among students. The table highlights several key statements and their corresponding mean scores, which reflect the students' perceptions and agreement levels regarding vocabulary's role in enhancing speaking skills.

Statement 4 stands out with the highest mean score of 4.41, interpreted as "Very Much Agree," and ranks 1st. This statement emphasizes how possessing a diverse vocabulary helps students understand others and actively participate in conversations. Statement 2 follows closely with a mean score of 4.27, ranking 2nd, indicating that knowing synonyms and antonyms enhances the precision and nuances of spoken language.

Statement 5, which discusses the reinforcement of speaking proficiency through reviewing and memorizing vocabulary, garnered a mean score of 4.23, placing it 3rd. Statement 1, focusing on consistent vocabulary practice strengthening speaking fluency and language retention, received a mean score of 4.22, ranking 4th. Lastly, statement 3, which states that learning a wide range of vocabulary enhances verbal expression, received a mean score of 4.20 and ranks 5th, though still interpreted as "Agree."

Overall, the grand mean score for all statements is 4.27, indicating a strong consensus among students that vocabulary building significantly enhances their speaking proficiency.

Muhtarom (2020) discusses speaking strategies as crucial tools for overcoming challenges in verbal communication among language learners. These strategies are employed to achieve specific communicative goals, such as improving fluency, accuracy, and comprehension during conversations. The theory suggests that by mastering vocabulary and utilizing appropriate speaking strategies, students can enhance their ability to express ideas clearly and effectively.

The findings from Table 12 align with Muhtarom's insights by illustrating how a diverse vocabulary empowers students to engage more confidently in verbal interactions. Understanding synonyms, antonyms, and various vocabulary contexts enriches students' linguistic competence, enabling them to articulate thoughts with greater precision and clarity. Regular practice and review of vocabulary further consolidate speaking skills over time, fostering fluency and language retention.

Futhermore, integrating vocabulary-building activities that promote active engagement with words and their usage is essential for fostering speaking proficiency among students. By emphasizing the acquisition and application of vocabulary in meaningful contexts, educators can empower students to become more proficient speakers who are capable of expressing themselves effectively in various communicative settings. This approach not only enhances academic achievement but also prepares students for success in their personal and professional lives where effective communication is paramount.

Table 13 provides compelling evidence of the relationship between vocabulary building and language acquisition, specifically highlighting the impact of various vocabulary exercises on students' language skills. The table employs Spearman's rank correlation coefficient (Rs) to quantify the strength and direction of this relationship.

For instance, the vocabulary exercise "Charades" shows an Rs value of 0.1987, indicating a small positive relationship with language



acquisition. This suggests that engaging in charades as a vocabulary exercise correlates positively with improvements in language skills among students. Moreover, the associated p-value of 0.04747 is less than the conventional significance level of 0.05, leading to the rejection of the null hypothesis. This statistical significance highlights the robustness of the correlation observed.

Table 13. Significant Relationship Between Vocabulary Building and Language Acquisition

Profile	Scales	Rs	Rs Remarks	P-value	Remarks	Decision
Vocabulary Exercises	Charades	0.1987	Small Positive Relationship	0.04747	Reject Ho	Significant
	Contextual Reading					
	Gallery Walk					
	Flashcards					
	Word Games/Puzzles					
	Pictionary					
	Word Journal					
	Word of the Day					
	Word wall					

The findings align with Manihuruk's (2020) study, which emphasizes the vital role of vocabulary in language learning and acquisition. Manihuruk underscores that vocabulary proficiency is not only essential for effective communication but also serves as a predictor of reading comprehension. Individuals with a richer vocabulary tend to comprehend written texts more comprehensively compared to those with a limited lexicon.

The connection between Table 13's results and Manihuruk's study lies in the understanding that vocabulary exercises, such as charades and other methods listed in the table, actively contribute to language acquisition. These exercises expose students to diverse words and contexts, thereby enhancing their ability to comprehend and use language proficiently. The small positive correlation observed in Table 13 supports the notion that systematic engagement with vocabulary through structured exercises can significantly benefit students' language skills over time.

Furthermore, Table 13 emphasizes the importance of incorporating effective vocabulary-building exercises in educational settings. By promoting active learning and application of vocabulary, educators can foster language acquisition and proficiency among students. This approach not only enhances academic performance but also equips students with essential communication skills necessary for success in various personal and professional contexts.

Conclusions

Based on the findings of this study, the following conclusions have been drawn:

The demographic profile of the respondents indicated a balanced distribution across grade levels, predominantly female, and mostly aged between fourteen (14) and fifteen (15) years old.

In terms of vocabulary skills:

Listening skills were notably proficient, with high correct responses across different types of vocabulary questions, reflecting an average proficiency level of 85/100.

Reading skills also showed a high level of proficiency, with strong performance across comprehension and vocabulary enrichment exercises, averaging 89/100.

Writing and speaking skills were both assessed as very proficient, with average scores of 87.14% and 91.31%, respectively.

The results indicated that "Word Games/Puzzles" and "Charades" were the most commonly used vocabulary exercises among Junior High School students, both receiving high weighted means and a verbal interpretation of "Used", highlighting their perceived effectiveness in enhancing language acquisition. In contrast, "Word Wall" and "Gallery Walk" were the least utilized, with much lower weighted means and verbal interpretations of "Less Used" and "Least Used," respectively.

The overall response for listening proficiency was 4.15, interpreted as "Agree." In terms of reading proficiency, the overall response of the respondents was 4.20, also indicating "Agree." For writing proficiency, the overall response was 4.29, interpreted as "Very Much Agree." Regarding speaking, the overall response for speaking proficiency was 4.27, indicating a verbal interpretation of "Very Much Agree."

The study concluded that vocabulary-building exercises were highly effective in enhancing language acquisition across the four macroskills, listening, reading, writing, and speaking skills, as reflected by the high levels of agreement among respondents

There was a significant relationship between vocabulary building and language acquisition. The vocabulary exercises demonstrated a correlation coefficient (r) of 0.1987, indicating a small positive relationship. With a p-value of 0.04747, which is less than the 0.05 level of significance, we rejected the null hypothesis. This result confirmed a significant correlation in the perceived responses, demonstrating that as vocabulary-building activities increased, there was a corresponding, although small, improvement and positive



effect in language skills among students. This correlation was classified as a "Small Positive Correlation" according to the given scale. In light of the presented findings and conclusions, the following recommendations are hereby offered:

To the School Administrators, they may:

Encourage the integration of effective vocabulary-building exercises into the curriculum.

Allocate resources and support for implementing varied vocabulary enhancement methods.

Provide professional development opportunities for teachers to enhance their understanding of effective vocabulary instruction techniques.

To the Teachers, they may:

Utilize vocabulary exercises such as "Word Games/Puzzles," "Charades," "Contextual Reading," and "Pictionary" which have been identified as highly effective.

Integrate vocabulary-building activities across all language skills (listening, reading, writing, speaking) to maximize language acquisition.

Continuously assess and adapt vocabulary instruction methods based on student feedback and performance.

To the Parents, they may:

Encourage their children to read books, magazines, and other materials at home. Having a variety of reading options will help students learn new words and understand different contexts, supporting what they learn in school.

Engage in word games and puzzles with their children, like Scrabble, crosswords, or online vocabulary games. These activities make learning new words fun and interactive, improving their vocabulary skills.

Parents should use new vocabulary words in daily conversations with their children. Talking about the meanings of new words and encouraging their use in sentences can help children understand and remember them better.

To the Students, they may:

Regularly practice and review new vocabulary words. Keeping a word journal to write down new words, their meanings, and example sentences can help reinforce their learning.

Take an active part in classroom vocabulary exercises like word games, charades, and contextual reading. This participation helps them understand and remember new words better.

Use extra learning tools like vocabulary apps, online exercises, and flashcards. These resources provide more practice and exposure to new words outside the classroom.

To the Future Researchers, they may:

Further investigate the impact of specific vocabulary-building techniques on language acquisition across different contexts and age groups.

Explore the long-term effects of vocabulary instruction on language proficiency and academic achievement.

Conduct comparative studies to evaluate the effectiveness of various vocabulary enhancement methods in diverse educational settings.

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