

Original Article

Teachers' Implementation of Vocabulary-Building Strategies: Its Influence on Learners' Reading Comprehension

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Abstract. Reading comprehension is a fundamental skill essential for learners' academic success; however, many elementary pupils experience difficulties due to limited vocabulary knowledge, indicating a gap between vocabulary instruction practices and learners' comprehension outcomes. This study examined the relationship between teachers' implementation of vocabulary-building strategies and learners' reading comprehension in selected public elementary schools in Candijay District, Bohol. A descriptive-correlational research design was employed, involving 298 respondents, comprising 13 teachers and 285 Grade 4–6 learners. Data were gathered using a 40-item questionnaire adapted from Mehmood et al. (2025) and the Philippine Informal Reading Inventory (Phil-IRI). Weighted Mean and Spearman's rho were used for data analysis. Results revealed that teachers consistently implemented vocabulary-building strategies, with an overall composite mean of 3.64, interpreted as "Always/Highly Practiced," while metacognitive strategies had the highest mean (WM = 3.71). Findings also revealed that 75.08% of learners were at the independent reading comprehension level. Furthermore, a strong positive significant relationship was identified between vocabulary-building strategies and reading comprehension ($p = 0.602$, $p < 0.001$), leading to the rejection of the null hypothesis. These findings suggest that the effective and consistent implementation of vocabulary-building strategies is significantly associated with improved learners' reading comprehension. Hence, it is recommended that teachers intensify structured and interactive vocabulary instruction to further enhance literacy outcomes among elementary learners.

Keywords: Candijay District, Bohol; Elementary learners; Reading comprehension; Vocabulary-building strategies; Vocabulary instruction.

Reading comprehension is a fundamental skill that enables learners to acquire knowledge, think critically, and succeed academically across subject areas. However, comprehension goes beyond decoding words; it largely depends on learners' vocabulary knowledge, which allows them to construct meaning from texts. Learners with limited vocabulary often have trouble understanding written materials, leading to poor academic performance and reduced engagement in reading activities. This highlights the crucial role of teachers in implementing effective vocabulary-building strategies to support learners' comprehension development,

particularly at the elementary level, where foundational literacy skills are established.

Recent studies consistently affirm the strong relationship between vocabulary knowledge and reading comprehension. A meta-analysis by Li et al. (2024) revealed that vocabulary knowledge significantly contributes to reading comprehension and accounts for a substantial portion of learners' ability to understand texts. Similarly, Lawrence et al. (2022) found that learners with stronger vocabulary knowledge demonstrate higher reading proficiency, emphasizing that vocabulary plays a critical role in comprehension across different ability levels. These findings support the view that vocabulary is not merely an isolated skill but a key component of overall reading development.

In addition, research has shown that explicit and well-structured vocabulary instruction can significantly improve learners' comprehension. Herrera (2022) demonstrated that integrating explicit vocabulary instruction into reading activities enhances learners' understanding of texts, particularly in language learning contexts. Moreover, Brooks et al. (2024) emphasized that effective vocabulary instruction involves interactive and meaningful learning experiences, such as repeated exposure, use of visuals, and contextualized teaching, which contribute to better retention and application of word meanings. These studies highlight the importance of employing varied and research-based strategies in vocabulary instruction to improve reading outcomes.

Despite the growing body of literature supporting vocabulary instruction, there remains an inconsistency in how teachers implement these strategies in classroom settings. While research recommends explicit, interactive, and contextual approaches, some instructional practices still rely on traditional methods such as memorization and isolated word learning, which may not effectively support deep comprehension (Cruz, 2025). At the classroom level, Lusaran et al. (2026) found that word decoding, vocabulary identification, and meaning recognition remain challenging for learners, resulting in persistent reading difficulties that require targeted instructional intervention. This highlights the practical challenges experienced in actual teaching and learning contexts. On the other hand, at the theoretical level, Zeng et al. (2025) emphasized that although frameworks for vocabulary instruction are well established, there remains a need to examine how these frameworks are translated into classroom practice, particularly in relation to learners' reading development. This indicates a persistent gap between theoretical models and their implementation in real educational settings.

Moreover, while several studies have explored vocabulary instruction and reading comprehension, most have focused on the effectiveness of specific interventions or experimental programs (Caballero & Dioso, 2024). Less attention has been given to how teachers consistently implement vocabulary-building strategies in real classroom contexts and how these practices are associated with learners' reading comprehension outcomes (Villanueva, 2022). In addition, limited research has been conducted in specific local elementary school settings, where contextual factors such as learner diversity, resource availability, and instructional practices may influence reading development (Soria, 2024). This highlights a gap in understanding the relationship between teachers' instructional practices and learners' comprehension within the local context.

In response to this gap, the present study examines the relationship between teachers' implementation of vocabulary-building strategies and learners' reading comprehension in selected public elementary schools. Specifically, it seeks to determine the extent to which teachers apply these strategies and how these practices are associated with learners' ability to understand texts. The findings of this study are expected to contribute to evidence-based instructional improvement, strengthen literacy development, and provide meaningful insights for enhancing vocabulary instruction in elementary education. Ultimately, this research underscores the importance of effective vocabulary instruction in supporting learners' reading comprehension.

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the relationship between teachers' implementation of vocabulary-building strategies and learners' reading comprehension. A descriptive-correlational design was chosen because it allows the researcher to describe the extent of vocabulary-building strategy implementation in the classroom and determine whether a significant relationship exists between these strategies and learners' reading comprehension. This design is appropriate for naturally occurring classroom practices and provides a clear basis for analyzing how these strategies are associated with learners' reading in a

real educational setting.

Participants and Sampling Technique

The study respondents included public elementary school teachers and Grade 4 to Grade 6 learners from public elementary schools. A total of 298 respondents participated in the study, composed of 13 teachers and 285 learners from the said schools.

<i>Distribution of Participants</i>			
School	Teachers	Learners	Total
Can-olin Elementary School	4	105	109
Cogtong Elementary School	6	126	132
Tawid Elementary School	3	54	57
Total	13	285	298

Grade 4 to Grade 6 learners were selected because they have developed basic reading skills and can demonstrate measurable comprehension performance. Likewise, teachers were included as they are responsible for implementing vocabulary-building strategies, while learners served as recipients of these strategies and as the basis for assessing reading comprehension outcomes. The study employed purposive sampling, with respondents selected based on specific inclusion criteria. Furthermore, to examine the relationship between variables, teachers' implementation of vocabulary-building strategies was analyzed in relation to the aggregated reading comprehension scores of learners within their respective classes. Accordingly, learner scores were grouped per teacher/classroom assignment to match instructional practices with corresponding learner outcomes, thereby enabling the analysis of the relationship between teacher-level strategies and learner-level reading comprehension.

Research Environment

The study was conducted in Candijay District, situated in the eastern part of Bohol, Philippines. The district comprises several public elementary schools serving learners from various barangays within the municipality. This district was chosen as the study locale because the researchers are based in the same district, providing easier access to schools, respondents, and data collection procedures, ensuring efficiency and feasibility in conducting the research.

Research Instrument

The study utilized two main instruments. The first was an adapted questionnaire based on Mehmood et al. (2025), titled Vocabulary Learning Strategy Instruction: Its Impact on English for Specific Purpose Vocabulary Achievement and Reading Comprehension. The questionnaire consisted of 40 items using a 4-point Likert scale to assess the extent of teachers' implementation of vocabulary-building strategies. Content validity was established through expert review to ensure clarity, relevance, and alignment with the study objectives. For reliability, the instrument was pilot-tested among 20 similar respondents who were not included in the actual study, yielding a Cronbach's alpha of 0.910, indicating high internal consistency. The questionnaire was therefore deemed reliable. The strategies were categorized into four components: cognitive, metacognitive, memory, and compensatory strategies. The following scale was applied consistently across all four components.

Scale	Descriptive Interpretation	Meaning
3.25-4.00	Always	Highly Practiced
2.50-3.24	Sometimes	Practiced
1.75-2.49	Rarely	Occasionally Practiced
1.00-1.74	Never	Not Practiced at All

The second instrument used in this study was the Philippine Informal Reading Inventory (Phil-IRI), developed by the Department of Education (DepEd), which is a standardized assessment tool designed to measure learners' reading comprehension levels. The Phil-IRI classifies learners into three levels: Frustration Level, where learners experience significant difficulty in reading and understanding texts even with assistance; Instructional Level, where learners can read with guidance but still require teacher support; and Independent Level, where learners can read and comprehend texts without any assistance.

Data Gathering Procedure

The researcher followed a systematic process in data collection. First, permission to conduct the study was obtained from the Dean of the School of Advanced Studies, followed by approval from the Schools Division Superintendent of Bohol (DepEd), the District Supervisor of Candijay District, and the school heads of the participating schools for School Year 2025–2026. After securing all necessary approvals, the researcher personally administered the survey questionnaire to the teacher-respondents. In parallel, learners’ reading comprehension data were retrieved from the Phil-IRI records provided by the respective schools, with assistance from the designated reading coordinators. All collected data were carefully checked for completeness, encoded, and systematically tabulated for statistical analysis using appropriate statistical tools.

Data Analysis Procedure

The collected data were analyzed using appropriate statistical tools. To determine the level of implementation of vocabulary-building strategies and learners’ reading comprehension levels, Weighted Mean (WM) was used. Learners’ reading comprehension levels, as measured by the Phil-IRI, were treated as categorical and summarized using frequency and percentage distributions. To determine the significant relationship between vocabulary-building strategies and reading comprehension, Spearman’s Rank Correlation Coefficient (ρ) was used, as the data were ordinal. All statistical analyses were conducted using Jamovi software at a 0.05 level of significance ($\alpha = 0.05$) to determine whether relationships between variables were statistically meaningful.

Ethical Considerations

The study strictly observed ethical standards throughout the research process. Informed consent was obtained from all teacher participants and relevant school authorities. Participation was voluntary, and respondents were informed of their right to withdraw from the study at any time without any consequences. Confidentiality and anonymity were ensured by removing all identifying information from the data. All collected information was used solely for academic and research purposes. The study also ensured that there was no disruption to learners’ regular classes and that all procedures complied with institutional and Department of Education (DepEd) research guidelines. Additionally, all data were securely stored in password-protected files accessible only to the researcher. After completion of the study, the data were permanently deleted from digital storage, and any printed materials were properly shredded to ensure secure disposal.

Results and Discussion

Teachers’ Vocabulary-Building Strategies

Cognitive Strategies

Table 1. *Vocabulary-Building Strategies Used by Teachers in Terms of Cognitive Strategies*

	Statements	Weighted Mean	Descriptive	Interpretation
Teachers...				
1.	encourage learners to take notes on unfamiliar words during lessons.	3.75	Always	Highly Practiced
2.	guide learners in creating summaries that incorporate newly learned vocabulary.	3.71	Always	Highly Practiced
3.	use flashcards or word cards in my teaching to help learners practice vocabulary.	3.38	Always	Highly Practiced
4.	conduct activities that require learners to read aloud new vocabulary.	3.73	Always	Highly Practiced
5.	regularly assign spelling drills focused on vocabulary words.	3.50	Always	Highly Practiced
6.	teach learners to use dictionaries or online tools to look up unknown words.	3.40	Always	Highly Practiced
7.	encourage learners to highlight and review unfamiliar words in reading materials.	3.68	Always	Highly Practiced
8.	integrate word games (e.g., Scrabble, crosswords) into their lessons to enhance vocabulary learning.	3.25	Always	Highly Practiced
9.	teach learners to use mnemonics or memory aids to remember new words.	3.41	Always	Highly Practiced
10.	ask learners to create sentences or paragraphs using the vocabulary taught in class.	3.66	Always	Highly Practiced
Composite Mean		3.55	Always	Highly Practiced

Findings on cognitive strategies reveal that teachers consistently apply various vocabulary instruction techniques, with all indicators interpreted as “Highly Practiced.” Among these, encouraging learners to take notes on unfamiliar words obtained the highest weighted mean (WM = 3.75), suggesting that teachers commonly

emphasize active recording of new vocabulary to support retention and review. This practice may help learners reinforce word exposure and improve long-term recall, consistent with findings that active engagement with vocabulary supports retention and comprehension development (Rahmani et al., 2022).

On the other hand, integrating word games such as Scrabble and crossword puzzles obtained the lowest mean (WM = 3.25), although still highly practiced. This suggests that interactive or game-based vocabulary activities are less emphasized than structured instructional approaches. However, research indicates that game-based vocabulary learning can enhance motivation and engagement, which may further support vocabulary acquisition when integrated systematically (Zou et al., 2021). Overall, the composite mean of 3.55 indicates that cognitive strategies are consistently implemented. This suggests that learners are regularly exposed to structured vocabulary tasks that may contribute to vocabulary development and reading comprehension. Sustained exposure to vocabulary practice is considered essential in strengthening word knowledge and reading proficiency (Barnes & Cartwright, 2024).

Metacognitive Strategies

Table 2. *Vocabulary-Building Strategies Used by Teachers in Terms of Metacognitive Strategies*

	Statements	Weighted Mean	Descriptive	Interpretation
Teachers...				
1.	guide learners in setting personal goals for the number of vocabulary words to learn weekly.	3.74	Always	Highly Practiced
2.	teach learners to track their progress in learning vocabulary.	3.79	Always	Highly Practiced
3.	provide opportunities for learners to reflect on which strategies work best for learning vocabulary.	3.69	Always	Highly Practiced
4.	identify learners' areas of difficulty in vocabulary learning and address them during lessons.	3.77	Always	Highly Practiced
5.	organize regular review sessions to revisit vocabulary previously learned.	3.75	Always	Highly Practiced
6.	adapt teaching methods based on the effectiveness of previous vocabulary lessons.	3.71	Always	Highly Practiced
7.	provide constructive feedback to learners about their use of vocabulary in speaking or writing.	3.69	Always	Highly Practiced
8.	recommend diverse resources (e.g., books, apps, videos) for learners to enhance vocabulary outside class.	3.57	Always	Highly Practiced
9.	assess the difficulty level of reading materials before using them in class to build vocabulary.	3.63	Always	Highly Practiced
10.	integrate real-life contexts in teaching vocabulary to make learning meaningful.	3.73	Always	Highly Practiced
	Composite Mean	3.71	Always	Highly Practiced

Across metacognitive strategies, teachers demonstrated a very high level of implementation, with tracking learners' vocabulary progress obtaining the highest mean (WM = 3.79). This indicates that teachers actively promote learner awareness of their own vocabulary development, which can foster self-regulation and motivation. Such practices align with research emphasizing that metacognitive awareness supports more effective language learning processes (Rasekh & Ranjbari, 2023).

Conversely, recommending external learning resources, such as books, apps, or videos, recorded the lowest mean (WM = 3.57). While still highly practiced, this suggests that out-of-class vocabulary enrichment strategies are slightly less emphasized. This may be influenced by resource availability or instructional constraints. Nonetheless, exposure to diverse learning materials has been shown to extend vocabulary development beyond classroom instruction (Aljasir, 2025). Taken together, the composite mean of 3.71 reflects extensive use of metacognitive strategies. This indicates that learners are regularly guided to plan, monitor, and evaluate their vocabulary learning, which may contribute to improved self-regulated learning and reading comprehension outcomes (Ethel et al., 2025).

Memory Strategies

In terms of memory strategies, results show consistently high implementation, with grouping words into categories such as synonyms and antonyms emerging as the highest indicator (WM = 3.75). This suggests that teachers frequently use semantic organization to help learners process and retain vocabulary more effectively. Organizing words into meaningful groups supports cognitive processing by strengthening associative memory

pathways (Allagui & Al Naqbi, 2024; Anderson, 2024).

Table 3. *Vocabulary-Building Strategies Used by Teachers in Terms of Memory Strategies*

	Statements	Weighted Mean	Descriptive	Interpretation
Teachers...				
1.	teach learners to group words into categories (e.g., synonyms, antonyms) to enhance recall.	3.75	Always	Highly Practiced
2.	use visual aids, such as pictures and diagrams, to help learners remember vocabulary.	3.71	Always	Highly Practiced
3.	encourage learners to associate new vocabulary with prior knowledge or experiences.	3.61	Always	Highly Practiced
4.	use repetition activities, such as chanting or rhyming, to reinforce vocabulary learning.	3.66	Always	Highly Practiced
5.	create mind maps or concept maps with learners to connect related vocabulary words.	3.56	Always	Highly Practiced
6.	encourage learners to use imagery to visualize the meanings of words.	3.62	Always	Highly Practiced
7.	provide activities that link vocabulary words to specific topics or themes.	3.70	Always	Highly Practiced
8.	guide learners in using acronyms or acrostics to recall word meanings.	3.55	Always	Highly Practiced
9.	incorporate storytelling activities to help learners remember vocabulary in context.	3.64	Always	Highly Practiced
10.	use examples and non-examples to clarify the meaning of new vocabulary.	3.68	Always	Highly Practiced
	Composite Mean	3.65	Always	Highly Practiced

Meanwhile, using acronyms or acrostics recorded the lowest mean (WM = 3.55). Although still highly practiced, mnemonic-based strategies appear less emphasized than other memory techniques, such as visualization or categorization. This may indicate a preference for more commonly used instructional methods. However, mnemonic strategies have been shown to improve vocabulary retention, particularly among younger learners (Gamboa & Quicho, 2025). Overall, the composite mean of 3.65 indicates strong and consistent use of memory strategies. These approaches likely support learners in encoding and retrieving vocabulary, which is essential for sustained language development (Black & Wright, 2024).

Compensatory Strategies

Table 4. *Vocabulary-Building Strategies Used by Teachers in Terms of Compensatory Strategies*

	Statements	Weighted Mean	Descriptive	Interpretation
Teachers...				
1.	teach learners to guess the meaning of unknown words using context clues.	3.68	Always	Highly Practiced
2.	model how to use synonyms or alternative expressions when vocabulary knowledge is limited.	3.67	Always	Highly Practiced
3.	encourage learners to ask questions or seek clarification about unfamiliar words.	3.75	Always	Highly Practiced
4.	provide sentence completion activities to help learners deduce word meanings.	3.67	Always	Highly Practiced
5.	guide learners in using bilingual dictionaries or translation tools when needed.	3.61	Always	Highly Practiced
6.	teach learners to paraphrase ideas when they lack specific vocabulary.	3.58	Always	Highly Practiced
7.	encourage learners to use gestures or visual aids to communicate when words are unknown.	3.68	Always	Highly Practiced
8.	provide scaffolding techniques to support learners' understanding of new words.	3.63	Always	Highly Practiced
9.	ask learners to predict the meaning of words before and after reading passages.	3.67	Always	Highly Practiced
10.	conduct collaborative learning activities where peers help each other with vocabulary challenges.	3.70	Always	Highly Practiced
	Composite Mean	3.66	Always	Highly Practiced

For compensatory strategies, encouraging learners to ask questions about unfamiliar words obtained the highest mean (WM = 3.75), reflecting teachers' emphasis on interactive meaning negotiation. This suggests that learners are encouraged to actively resolve vocabulary gaps during learning, which supports comprehension

development. Interaction-based vocabulary learning has been shown to strengthen meaning construction and word retention (Cao & Kim, 2025).

In contrast, paraphrasing ideas when vocabulary is limited recorded the lowest mean (WM = 3.58). While still highly practiced, this indicates that productive compensatory strategies are slightly less emphasized. This may reflect the greater cognitive demand of paraphrasing compared to other strategies, such as clarification seeking. Nonetheless, paraphrasing is an important skill for maintaining communication despite lexical limitations (Chen, 2023). The composite mean of 3.66 reflects consistent implementation of compensatory strategies, suggesting that learners are supported in overcoming vocabulary gaps during reading tasks. Such strategies may help maintain comprehension flow and support communicative competence (Tarigan & Hasibuan, 2024).

Summary of Teachers’ Vocabulary-Building Strategies

Table 5. Summary of the Vocabulary-Building Strategies Used by Teacher-Respondents			
Domain	Weighted Mean	Descriptive	Interpretation
Cognitive Strategies	3.55	Always	Highly Practiced
Metacognitive Strategies	3.71	Always	Highly Practiced
Memory Strategies	3.65	Always	Highly Practiced
Compensatory Strategies	3.66	Always	Highly Practiced
Overall Composite Mean	3.64	Always	Highly Practiced

Across all domains, metacognitive strategies obtained the highest mean (WM = 3.71), while cognitive strategies obtained the lowest (WM = 3.55), though all were interpreted as highly practiced. This suggests that teachers give slightly greater emphasis to strategies that promote learner regulation and awareness of learning processes.

This pattern is consistent with Sukserm (2024), who emphasized that metacognitive strategies strengthen learners’ ability to plan and monitor vocabulary learning. However, cognitive strategies remain essential and may require further strengthening to ensure balanced instruction in strategy use across all dimensions of vocabulary learning (Tomatala et al., 2023; Cervetti et al., 2023). Overall, the composite mean of 3.64 indicates that teachers consistently employ a range of vocabulary-building strategies. This suggests a generally strong instructional emphasis on vocabulary development, which may contribute to learners’ growth in reading comprehension through varied exposure and strategy use (Giguere et al., 2024).

Learners’ Reading Comprehension Levels

Table 6. Learners’ Reading Comprehension Level		
Comprehension Level	Frequency	Percentage (%)
Independent	214	75.08%
Instructional	71	24.92%
Total	285	100%

Results indicate that most learners fall under the Independent level (75.08%), while the remainder are at the Instructional level (24.92%). This suggests that a majority of learners demonstrate sufficient ability to comprehend texts independently, reflecting developed reading and vocabulary skills. However, the presence of learners at the Instructional level indicates that some still require guided support to fully construct meaning from texts. This highlights the varied nature of reading development among learners and the need for continued instructional support for struggling readers. Effective reading comprehension development involves integrating vocabulary knowledge and comprehension strategies (Duke, Ward, & Pearson, 2021), while sustained teacher support remains essential for learners still developing these skills (Mosher et al., 2024).

Relationship Between Vocabulary-Building Strategies and Reading Comprehension

Table 7. Test of Relationship Between Teachers’ Vocabulary-Building Strategies and Learners’ Level of Reading Comprehension					
Variables		Spearman's rho	Df	p-value	Interpretation
Vocabulary Building Strategies	Comprehension Level	0.602	283	<.001	Significant

In Table 7, the obtained Spearman’s rho value of 0.602 indicates a strong positive relationship between vocabulary-building strategies and reading comprehension level. This suggests that learners who are exposed to and actively

engage in vocabulary-building strategies tend to demonstrate higher levels of reading comprehension. The p -value is < 0.001 , which is below the 0.05 level of significance, indicating that the relationship is statistically significant; thus, the null hypothesis is rejected. This confirms that the relationship between the two variables is not due to chance but reflects a meaningful association within the context of the study.

Beyond statistical significance, these findings highlight important educational implications for classroom instruction. The strong relationship suggests that vocabulary-building strategies are not merely supplementary activities but essential instructional tools that directly support literacy development. When teachers consistently integrate vocabulary instruction into daily lessons, learners are more likely to develop the linguistic foundation needed to understand, interpret, and analyze texts effectively.

From a cognitive perspective, vocabulary-building strategies enhance reading comprehension by strengthening learners' word recognition, semantic understanding, and inferencing skills. As learners acquire deeper knowledge of word meanings and usage, they are better able to connect prior knowledge with new information, construct mental representations of texts, and make meaning beyond literal interpretation. This cognitive processing supports more effective comprehension, particularly in complex reading tasks where understanding depends heavily on vocabulary depth.

In terms of classroom practice, the results suggest that teachers should not treat vocabulary instruction as an isolated component of reading lessons. Instead, it should be systematically integrated across learning activities through explicit instruction, contextual exposure, and interactive strategies. Doing so can help learners move beyond surface-level decoding toward deeper comprehension and improved academic performance in literacy-related tasks.

These findings are consistent with research indicating that vocabulary knowledge is strongly linked to reading comprehension outcomes. A meta-analytic study by Raudszus et al. (2021) and Ayana et al. (2024) confirmed that vocabulary knowledge is significantly correlated with reading comprehension across diverse learner populations, reinforcing the idea that vocabulary is a key predictor of reading success.

Furthermore, theoretical frameworks such as the Reading Systems Framework emphasize that vocabulary plays a central role in reading comprehension by supporting lexical access and meaning construction during reading (Perfetti & Stafura, 2021; Ria & Perdawati, 2021; Taye & Lodebo, 2026). These frameworks help explain the present findings, as learners with stronger vocabulary support are better able to integrate word meanings into a coherent understanding of texts.

Conclusion

This study provides empirical evidence on the relationship between teachers' vocabulary-building strategies and learners' reading comprehension. The findings indicate that vocabulary instruction, when consistently implemented and actively engaged in by learners, is strongly associated with improved comprehension outcomes. This highlights vocabulary-building strategies as important instructional practices that support the development of literacy skills among elementary learners. The statistically significant relationship further suggests that vocabulary development is associated with learners' ability to construct meaning, interpret texts, and demonstrate higher levels of reading proficiency.

In classroom practice, the results imply that teachers should consistently integrate vocabulary-building strategies into daily reading instruction. Instruction should go beyond incidental exposure and focus on structured, purposeful, and learner-centered vocabulary activities that actively engage students in word learning and application. Strengthening these practices may contribute to improved comprehension performance and greater reading independence among learners.

For educational policy and program development, the findings suggest the need to strengthen vocabulary instruction within literacy programs. School administrators and curriculum planners may consider providing targeted training and instructional resources that support effective vocabulary strategy implementation, thereby equipping teachers to better support learners' reading development. This may also inform the design of interventions for learners who experience difficulties in comprehension.

From a research perspective, this study contributes local empirical evidence on how teachers' vocabulary instruction practices are associated with learners' reading comprehension in elementary classrooms. Future research may further examine which specific vocabulary-building strategies show the strongest association with comprehension and explore how these strategies interact with other literacy variables such as motivation, reading fluency, and academic performance. Further studies using longitudinal or experimental designs are recommended to examine deeper relationships and long-term effects of vocabulary instruction.

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