
RESEARCH ARTICLE

Challenges and computer-aided reading strategies in vocabulary enhancement

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ABSTRACT. Early literacy development depends significantly on developing a vocabulary, and computer-aided reading techniques have the potential to improve this process. To maximize their efficacy, grade 1 teachers might encounter particular difficulties when implementing these tactics into their lesson plans. In light of this, the goal of this study is to determine the difficulties that Grade 1 instructors encounter when instructing vocabulary and investigate the possibility of using computer-aided reading procedures to help with these difficulties. The primary goal of the qualitative research for this study was to interview grade 1 teachers about their experiences and anecdotes. Six professional teachers—four from private and four from public schools—participated in the study's interviews. According to the results, the most challenges that first-grade teachers encounter when trying to expand their students' vocabulary include the transition from their native tongue to English, word pronunciation and spelling mistakes, and students' reluctance to learn new vocabulary. The twenty experienced educators use a range of techniques to help students with their vocabulary. These include using the Marungko Method in a multimedia presentation to introduce letter names and sounds, watching phonics and phonemic movies, pronouncing words using YouTube videos and audio-visual presentations, interactive slides, digital flashcards, recordings of the alphabet, and rereading while playing interactive language games to help with retention. The study's outcomes will contribute to the existing literature on vocabulary instruction and computer-aided learning, highlighting the potential of technology in addressing the challenges faced by Grade 1 teachers.

KEYWORDS: *Challenges, Computer-Aided, Reading Strategies, Vocabulary*

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Introduction

Vocabulary has been identified by the National Reading Panel (NICHHD, 2013) as one of the five main components of reading. The ability to read comprehension, communicate effectively, and succeed academically all depend on having a strong vocabulary. According to the National Reading Panel, vocabulary is crucial for learning to read as well as for understanding literature because readers cannot grasp material if they are unfamiliar with the majority of the words.

A child's core skills for reading and comprehension are built during the crucial first grade years of their education. Improving a student's vocabulary is essential to this process since it has a

direct impact on their capacity for comprehension and successful communication. However, first grade teachers frequently face a variety of obstacles when trying to increase their students' vocabulary, including the transition from their native tongue to English, word pronunciation, trouble remembering new vocabulary, misspelling words, and efficient vocabulary-building techniques.

One of the biggest challenges facing educators in first-grade classes is improving vocabulary. However, by utilizing multimedia resources, offering individualized and interactive education, and making progress tracking easier, computer-aided reading strategies present a promising alternative. First-grade teachers can establish a stimulating and productive learning environment that encourages vocabulary growth in their young students by implementing these tactics into their lesson plans. Teachers so employ a variety of techniques to deal with the aforementioned issues. For example, the participants employ multimedia presentations for the ICT reading strategies to improve the vocabulary of first-graders by presenting or displaying different words and phrases in multimedia experiences that assist vocabulary growth.

Fullan claims that playing video games can enhance vocabulary acquisition. This study (Fullan, 2021) intends to investigate the difficulties first-grade instructors encounter when trying to improve vocabulary and how computer-aided reading practices can assist in overcoming these difficulties. Furthermore, according to (Abbas, 2019), the impact of social media on learners' vocabulary was found through the responses of most teachers and students, who felt that social media improved vocabulary acquisition because it increased students' interest in learning a second language. In the present day, using ICT as a learning tool during the educational process is extremely acceptable.

Research Questions

1. What are the challenges in enhancing vocabulary among grade 1 teachers in terms of
 - a. Switching Mother Tongue to English
 - b. Pronunciation of words
 - c. Spelling of words
 - d. Other Challenges
2. What are the ICT reading strategies used in addressing the challenges in enhancing vocabulary in terms of
 - a. Marungko Approach
 - b. Multimedia Presentation
 - c. Other ICT strategies

Literature

Improving one's vocabulary is essential to learning and developing a language. Teachers in first grade in the Philippines encounter particular difficulties in expanding their vocabulary, such as choosing relevant words and resources and delivering efficient teaching. This study of the literature will look at computer-aided reading practices and research issues related to vocabulary enhancement for first-grade instructors in the Philippines.

The Department of Education acknowledges the critical role that technology plays in the twenty-first century. IT is undoubtedly significant in the digital age, and when used properly, it may overcome its limits. Information and communication technology (ICT) is widely utilized in education in today's interconnected world, so it is crucial that teachers are equipped to use it effectively and for the benefit of their pupils.

Discovering curriculum-aligned, age-appropriate vocabulary words is a major research concern for first-grade teachers in the Philippines. According to (Bernardo, 2018), a lot of first-

grade teachers had trouble coming up with vocabulary words that were appropriate for their pupils. The paucity of resources and materials available to teachers of first grade presents another research problem. When teaching vocabulary, first-grade instructors frequently use out-of-date and inadequate resources (Asis, 2015).

Teachers of first grade can help their pupils acquire more vocabulary by using computer-aided reading practices. Digital flashcards, interactive games, and online dictionaries are just a few of the computer-aided reading methodologies that Filipino scholars have investigated.

Digital Flashcards: Using digital flashcards to improve vocabulary is a common computer-assisted reading technique. According to a study (Bernardo, 2018), employing digital flashcards improved vocabulary retention and helped first-graders learn new words. **Interactive Games:** Students in grade 1 can benefit from playing interactive games to expand their vocabulary. According to (Catanghal, 2018), playing interactive games improved first-graders' vocabulary word recall and comprehension. Another computer-assisted reading approach that can help Filipino first-graders improve their vocabulary development is the use of online dictionaries. According to a study (Catanghal, 2018), first-graders' vocabulary and understanding improved when they used online dictionaries.

The Philippines presents particular difficulties for grade 1 teachers in terms of language development. To assist grade 1 students in learning new vocabulary terms, researchers in the Philippines have looked into computer-aided reading techniques like digital flashcards, interactive games, and online dictionaries. A legislative foundation for language learning and development in elementary schools is provided by the Philippines' Language Education Policy and K–12 Basic Education Program

Methodology

The purpose of this study is to probe the challenges and the use of computer-aided reading strategies in enhancing vocabulary among grade 1 teachers. This study used a Qualitative design as a research method to extract narratives and experience of the Grade 1 Teachers. The primary data gathered for this study is used as evidence for more in-depth theoretical and developmental analyses considering research.

Participants

Purposive sampling was utilized in the study, and professional teachers from both private and public schools were included. These individuals were chosen so that different perspectives might be used to assess the data. Four professional teachers from private schools and four from public schools in Zamboanga City teaching grade 1 level were specially interviewed for this study.

INSTRUMENT

The participants of the study were interviewed to gather the narratives on Challenges and Computer-Aided Reading Strategies in Vocabulary Enhancement. This instrument was validated by educational and reading experts to gather the data effectively and appropriately. The following are the guide questions for the interview.

Table 1.0 Instrument of the study

Objectives	Interview Questions	N
Identify the challenges in enhancing vocabulary among grade 1 teachers.	1. What are the challenges in enhancing vocabulary among grade 1 teachers in terms of difficulty in switching from Lingua franca or Mother Tongue to English?	20

	<ol style="list-style-type: none"> 2. What are the challenges in enhancing vocabulary among grade 1 teachers in terms of Pronunciation of words? 3. What are the challenges in enhancing vocabulary among grade 1 teachers in terms of spelling a word? 4. Are there any other challenges in enhancing vocabulary which were not mentioned above? 	
Determine the Information Communication Technology reading strategies used in enhancing vocabulary.	<ol style="list-style-type: none"> 1. What are the ICT reading strategies you use in enhancing vocabulary in terms Marungko Approach? 2. What are the ICT reading strategies you use in enhancing vocabulary in terms of multimedia presentation? 3. Are there any other ICT reading strategies in enhancing vocabulary which were not mentioned above? 	20

Data Gathering Procedure

The researchers wrote a written consent asking permission to interview teachers of Grade 1 and addressed it to the school principal. Before the interview, the participants received thorough instructions. The interview schedule was created based on the participants' availability and time. Every participant received a questionnaire containing sample guide questions.

Data Analysis

The participant narratives served as the study's primary source of data; the secondary data source was associated with Google studies. The stories were subjected to thematic analysis. taken from the conversation. The process of recognizing, evaluating, and analyzing themes within a set of data are categorized, reported, and summarized (Braun & Clark,2006). The analysis process involves meticulous writing and audio recording to ensure the stories are trustworthy recordings. Then, recurrent themes pertaining to the experiences of the individuals were identified from the recorded audio.

Results

Objective 1. Identify the challenges in enhancing vocabulary among grade 1 teachers.

Switching Mother tongue to English

According to the ten subjects, they had trouble converting from their mother tongue to English because their students spoke their original languages at home. It might be challenging for teachers to impart knowledge to their students since often there aren't clear or correct translations of the language being taught. The teachers find it difficult to achieve vocabulary mastery because the students are used to speaking their mother tongue at home. Occasionally, the teachers will lower their standards to allow the students to adjust and expand their vocabulary. Teachers put a lot of effort into changing from the mother tongue to the target language because the content needs to be translated after it is presented to the students. Additionally, both the teacher and the pupils will have difficulty learning and comprehending the information if the teacher lacks the ability to translate. Although mother tongue has its beauty, for some reason the challenges teachers face in teaching this subject overshadow it. As a result, they had difficulty understanding and had poor reading comprehension.

“It is tough for us teachers to transfer from our native tongues to English since they have innate languages and cannot pronounce words correctly. It takes more patience every day to increase their vocabulary, especially in English Classes.”

“One of the difficulties in increasing a child's vocabulary is translating words from English to their native tongue because there are frequently no precise or accurate translations available.”

“I believe that the use of the native tongue can provide incorrect information when learning a new word group. Several problems make this apparent in the form of improper pronunciation.”

“The learners face difficulties since they are accustomed to speaking their native language at home, and I find it challenging for them to master the necessary vocabulary to communicate about the subject being taught. I must lower my voice to match theirs for them to learn to adapt and eventually grow their vocabulary.”

“I've been teaching mother tongue for six years, and throughout that time, I've faced several difficulties. First, because they don't relate to the topic much, pupils who don't speak their mother tongue at home or as their first language find it difficult to relate to it. However, the fundamentals can be learned in mother tongue provided the teacher is able to convert the language to their first language. However, if the teacher lacks the skill to translate, both the teacher and the students will struggle to teach and understand the material. Second, it takes a lot of energy to teach MTB because you must convert the content from Chavacano to Filipino after you have presented it to the students in Chavacano. Due to this, the teacher occasionally is unable to achieve his or her aims or objectives for the day. Third, some MTB teachings resemble those taught in English and Filipino. This subject overlaps with concepts taught in both Filipino and English in certain ways. Finally, MTB has its beauty, but for some reason the difficulties teachers have teaching this topic eclipse this beauty.”

“When a teacher is not proficient in the learners' mother tongue, it may be difficult for them to translate the local word into English.”

Pronunciation of Words

Ten participants claim that due to their native languages, teachers have difficulties instructing students in reading and pronunciation. Because of variations in letter sounds, some words might be hard to say or mispronounced, making it challenging to comprehend their complicated meanings. Furthermore, natural phonetic abilities might affect vocabulary growth and motivation, making it difficult for teachers to impart these ideas. Chavacano must be taught throughout the first and second quarters of a student's grade level, which makes it more difficult to teach than teaching how to pronounce words. To complete these objectives, teachers must be flexible and adaptable.

“They cannot read words clearly if they are not proficient in the pronunciation of vowel and consonant sounds, which is a very large issue that we experienced. The ability to read follows accurately pronouncing the sounds of the letters in the alphabet.”

“Because of the students' and teachers' native language, some words can be difficult to speak or are mispronounced. For example, letter sounds can change from K to G and vice versa, or from D to K. Understanding words with many meanings requires identifying the stress in a passage.”

“A child's intrinsic phonetic skill may make it more difficult for him or her to expand their vocabulary. The motivation of each child to learn these things can also be impacted, which presents a difficulty for teachers.”

“Comparatively speaking, teaching concepts in Chavacano is more difficult than pronouncing words. For instance, I only teach letter sounds, letter names, letter vocabulary, and letter writing during the first and second quarters of my current grade level, Grade One. The third and fourth quarters are when ideas like synonyms, antonyms, homonyms, nouns, verbs, and adjectives among others come into play; at this point, I feel like additional exercises and activities ought to be offered because of the weight of these subject matters. It is difficult on our part because we do this on a regular basis, but the teacher should be adaptable in carrying out these tasks.”

“They pronounce words incorrectly due to their accent, which causes misunderstandings and changes the meaning of the words.”

“Teaching students to pronounce words correctly can be tough or demanding for the teacher. For instance, certain Muslim students may struggle to enunciate the letters L and R.”

Spelling of Words

Ten respondents stated that most of the students struggle with spelling words like Ññ and Rr, resulting in inaccurate spellings. The spelling of the mother tongue is different from that of English because the double "Ll" is pronounced singly rather than blended. It can be challenging to learn new vocabulary words and their corresponding spellings when complex concepts are introduced. Even after repeatedly saying words out loud and making the sounds associated with

each letter, some students still have trouble spelling words correctly. A child's ability to spell words correctly improves with reading exposure, and poor spelling may result from a child's inability to distinguish between different word sounds. Two respondents claimed that students have trouble remembering and recognizing letters, especially silent ones, which makes it difficult for them to spell words correctly.

“Most of my students struggle to recognize the spelling words Ññ and Rr. For instance, most of the students fail to correctly spell these letters when I assign spelling activities to them. Instead of writing Niño, they write it as "Ninyo". Another illustration is the word "Perro," which is written with a single "r" rather than two.”

“The spelling of letters in mother language is a bit different from English, as for example the double "Ll" in local dialect, the double letter "Ll" are being pronounced individually while in English they are being blended and make one sound.”

“Introducing more complex or abstract concepts can make it difficult to learn new vocabulary words and their corresponding spellings.”

“Some of my students find it difficult to write down the words correctly even after frequently pronouncing them and producing each letter's sound. I view this as one of the difficulties in expanding vocabulary in terms of spelling.”

“Inadequate spelling may be caused by an inability to discern the sounds of the words. The child's ability to spell words correctly increases with reading exposure.”

“They frequently find it difficult to spell terms accurately since they are unfamiliar with them. They have trouble correctly spelling words, especially when a word has a silent letter.”

“The problem is that they struggle to recognize and retain letters, particularly the silent letters that are present in words.”

Other Challenges

Ten participants state that the lack of outside practice by pupils makes teaching vocabulary difficult. To make things plain and simple for students, teachers must thoroughly understand the local dialect. To improve reading, it might be challenging to adapt to different student types and use a variety of approaches and ideas. Also, three participants expressed due to time constraints, teachers struggle to inspire pupils to learn and depend on parental support. Help from parents with at-home learning helps children become ready for in-person instruction and meets the requirements of all students.

“The difficulty of teaching and improving vocabulary might be influenced by the students' lack of practice outside of class.”

“I often find it difficult to adjust to my students because of my limited understanding of their dialect, but I firmly think that "as a teacher, forever a student" and that I must learn their dialect in-depth to make it clear and simple for them.”

“Since we deal with all types of students and employ various tactics, strategies, and methods in our everyday lessons, I believe there are additional difficulties that a teacher faces in enhancing reading.”

“I believe that their parents aren't motivating them to learn because we teachers don't have enough time to address all of the learners' needs, and in order to do this, we also need the support of parents.”

“For all of us teachers, time is the biggest obstacle because we only have a certain amount of time each day to engage students in each topic.”

“The support of parents in assisting their children in learning at home so that they are ready for face-to-face lessons.”

Objective 2. Determine the Information Communication Technology reading strategies used in enhancing vocabulary.

Marungko Approach

Six participants mention specific instances when the Marungko Approach is employed in a PowerPoint presentation to acquaint students with letter names and sounds, six responders

mention specific instances. Students watch phonics and phonemics movies, practice pronouncing words, and then are introduced to the approach. The technique is demonstrating the letter, producing the sound it makes, and then waiting for children to consider pronunciation. Students can learn to spell and pronounce words with the help of YouTube videos and audio-visual presentations. This method makes it possible to recognize and read the given words quickly.

“I employ the Marungko Method in a power point presentation. To familiarize students with letter names and letter sounds, I also download phonics and phonemics movies to play in class.”

“I demonstrate it by playing a video of the word being blended repeatedly on the classroom television, and the students repeat my pronunciation after me.”

“When employing the Marungko Approach, I show the letter, create the letter's sound, and then wait for them to factor in how to pronounce it so they may also produce the letter's first sound and subsequent sound.”

“I organized the letters depending on how they sound so that they would be simple for them to learn. I obtained films from YouTube and used them to present to the students.”

“Students can learn how to spell and pronounce words while hearing the sounds of each word through an audio-visual presentation on television.”

“By combining the letters to create words, the provided word may be quickly identified and read.”

Multimedia Presentation

Seven participants admitted to using a variety of methods to help students with their word pronunciation. They watch YouTube videos on the alphabet, interactive slides, audio clips, and music, as well as recordings of the letters from A to Z. They also watch television, watch pre-made films, and read words using technology. To assist students in pronouncing each letter, films are shown on tablets and speakers. Digital flashcards and interactive language games encourage dialogue and peer interaction. Students that learn best visually benefit from having multimedia in regular classes since it helps them comprehend words and their meaning.

“I employed the following techniques by letting them watch recordings of letters from A to Z being pronounced, as well as interactive slides, audio clips, and music related to word pronunciation.”

“I let them watch YouTube videos related to the pronunciation of the alphabet before having them say each letter aloud to gauge their progress.”

“By employing television and pre-made films to read words, I can provide my students access to a variety of technology tools that can grab their attention.”

“By directing them to YouTube videos that are relevant to improving their reading skills and by offering them various word games that will help them better understand how words sound.”

“I played a video for my kids using my tablet and speaker that projected how to pronounce each letter, and they were able to do so.”

“With the use of interactive vocabulary games or digital flashcards, I created cooperative design activities for the multimedia presentation that promote peer interaction and conversation.”

“Including multimedia in my everyday classes helps my pupils understand words and their meaning, especially those who learn best visually.”

Other Strategies

The reading comprehension skills of students are improved, according to seven participants, by multimedia presentation features including captions and subtitles. Strong vocabulary, phonemic awareness, and understanding approaches are among the strategies for pupils from varied backgrounds. Online resources like flashcards and YouTube can help with vocabulary development in addition to the important role that parents play in fostering language development.

“The multimedia presentation capabilities that give captions and subtitles for the spoken content aid students' reading comprehension skills.”

“Given the variety of students in the classroom, I believe there are still further strategies being employed by other educators.”

“I believe that having a strong vocabulary, phonemic awareness, and comprehension techniques.”

“I can advise a strategy for domestic conflict as well. We live in a digital age, and since our mobile phones have internet access, it is also important for parents to support their children in developing their language abilities.”

“The role of the child's guardian is crucial in encouraging students' desire to learn in all areas. Parents' involvement in their children's education is typically a weak point in our educational system.”

“I see flash cards, YouTube, and other online tools that can support vocabulary development.”

Discussion

Objective 1. Identify the challenges in enhancing vocabulary among grade 1 teachers.

One of the most crucial linguistic skills for learning English is vocabulary. This idea is consistent with the findings of (Chavez, 2022) learners of the English language, who were interviewed extensively to navigate their experiences in their real professional lives and extract significant stories where the use of the English language was important for many purposes. Vocabulary is considered a complex endeavor, mastery of which is difficult for most learners. Learners attempting to understand English vocabulary have challenges due to the intricacy of word forms, word choices, and diverse meanings (Ting & Tan, 2021). Acquiring knowledge of vocabulary can aid students in their English studies and aid them in learning the other language components. This is consistent with the findings of (Ceneciro, 2023) Language fluency enabled the students to communicate ideas succinctly and clearly. The switch from the students' native tongue to English is one of the major obstacles noted. Because the pupils are accustomed to speaking their mother tongue at home, teachers find it challenging to help them grasp vocabulary. This sometimes prevents the teacher from accomplishing the goals or objectives for the day. Children who have a firm foundation in their mother tongue tend to have greater reading abilities in the school language (Nurdini, 2021).

There are other accusations that teachers find it challenging to teach pupils pronunciation and reading because it is not their first language. Spoken language is made up of sound, and without sound, grammar and vocabulary cannot be made to come to life (Darcy, 2018). Teachers may also find it challenging to influence students' natural phonetic abilities, which could hinder vocabulary growth and motivation. Students may pronounce words incorrectly due to accents, leading to misunderstandings and difficulties spelling words correctly. Additionally, students may find it difficult to spell unfamiliar terms accurately. Finally, students may not practice their vocabulary outside of the classroom, which can further complicate the teaching of vocabulary. This theory is consistent with the findings of (Chavez, 2021). Parents bear a major responsibility for monitoring their child's linguistic development. Actually, these parents were observed at random to have sensitive opinions on the languages their children should learn as they progress from the nursery to the advanced fluency phases. In terms of the vocabulary components, students must comprehend word meaning, usage, grammar, collocation, formality, spelling, and pronunciation in order to learn the vocabulary (Al-Sofi, 2021).

In order to facilitate students' acquisition of vocabulary, effective vocabulary learning strategies should be implemented across various English classes (Ting & Tan, 2021). This notion is consistent with the conclusions of (Murro, 2023) strategies on the administration of learning modules, remote instructional support to bridge the gap in learning and intensify programs venturing in livelihood and entrepreneurial opportunities. Teachers are obliged to develop different teaching strategies and require the accuracy of teaching methods in order to boost students' interest and motivation in learning vocabulary (Hidayat, 2016).

According to (Baker, 2014), Els must continue to build her language skills throughout the early reading techniques and have a strong linguistic foundation before beginning kindergarten. This theory is consistent with the research of (Chavez, 2023) Language learning begins in the comfort of one's own home. Involving parents in their children's English language education is a great way to encourage literacy and communication skills.

Many researchers propose that an intervention program is necessary to improve students' language skills. This theory is consistent with research by Chavez (2023) which found that students' adaptive strategies included using open communication with others, adhering to government guidelines, and following health protocols. In March 2020, the World Health Organization declared a pandemic, citing the school's shift from in-person instruction to different learning modalities as the cause.

Objective 2. Determine the Information Communication Technology reading strategies used in enhancing vocabulary.

The study assessed how vocabulary might be improved by reading strategies for ICT (information and communication technology). The two most effective approaches were determined to be the multimedia presentation and the Marungko technique. The Marungko technique employed PowerPoint presentations to introduce students to the names and sounds of the letters, while the Multimedia Presentation used interactive slides and YouTube videos to improve word pronunciation.

The study also showed how important multimedia elements are for enhancing reading comprehension, such as captions and subtitles. Online resources for vocabulary improvement were also discovered, such as YouTube and flashcards. The study's findings support other research on the effectiveness of ICT technologies in promoting vocabulary growth. The overall conclusion of the study highlights the possible advantages of using ICT in language instruction and illustrates how various strategies for enhancing vocabulary are interconnected.

According to related earlier research, it is critical to acknowledge the advantages of game-based learning techniques employed by English language instructors in order to improve vocabulary instruction and learning for primary students (Chai, 2020). Through the identification of these obstacles that first-graders must overcome, educators can select the best game-based learning strategies to implement in their own classrooms in order to optimize their students' vocabulary acquisition.

The usage of information and communication technology (ICT) by teachers and the availability of learning opportunities in primary school were contrasted in the research conducted by Sundqvist (2020).

The results showed that increased use of ICT in reading classrooms was associated with higher teacher self-efficacy and more flexible instruction, both of which enhanced student outcomes. In order to improve sustainable education in ICT environments, the study highlights the importance of implementing teacher training programs and incorporating ICT into educational practices.

Conclusion

The difficulties faced by first-grade instructors in assisting their students' language development are covered in this paper. It is challenging to transition from one's mother tongue to English since it is hard to find trustworthy translations and examples of proper language usage. Words can be difficult to pronounce and spell because of changing spelling rules and a variety of letter sounds. Spelling errors and a lack of reading expertise can also contribute to vocabulary issues. Other challenges include the absence of outside practice, the requirement for parental

engagement, responding to various student types, and time limits. Multimedia presentations and the Marungko Method are two information and communication technology (ICT) techniques used to expand vocabulary. Use of flashcards, online resources, captions, subtitles, and parent participation are other useful strategies. Growing vocabulary in first-grade classrooms is a major concern for teachers. However, there are some intriguing alternatives, such as the utilization of multimedia resources, individualized instruction, and progress tracking provided by computer-aided reading approaches. By incorporating these strategies into their lesson plans, first-grade instructors can create an engaging and productive learning environment that promotes vocabulary growth in their young children. Overall, the study demonstrates that it is critical to address these issues and use a range of tactics in order to improve vocabulary development in students in Grade

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