

The Effectiveness of the Contextualized Reading Strategies in Improving the Vocabulary Acquisition of the Junior High School Learners in Capalonga District, Division of Camarines Norte

Manilyn R. Abasula¹

¹University of Northeastern Philippines, School of Graduate Studies and Research

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ABSTRACT

This article examined the effectiveness of contextualized reading strategies in improving vocabulary acquisition among Junior High School learners in Capalonga District, Division of Camarines Norte, for School Year 2024-2025. It was derived from a completed graduate thesis and recast into an IMRAD-oriented manuscript to foreground the empirical results, statistical interpretation, and policy implications. The central concern of the study was whether reading strategies grounded in context, interaction, and pre-reading support are meaningfully utilized by teachers and perceived as effective in improving learners' vocabulary development. The article positions vocabulary acquisition as a critical component of reading comprehension, classroom participation, and communicative competence. The study focused on five contextualized reading strategies: using context clues, repeated exposure to words in multiple contexts, interactive read-alouds, graphic organizers, and pre-teaching vocabulary before reading. These strategies were treated not as isolated techniques but as interrelated instructional supports that can help learners connect unfamiliar words to meaningful classroom experiences. The research further considered the effectiveness of these strategies along vocabulary retention, comprehension improvement, word usage in writing and speaking, engagement, and motivation. This dual attention to utilization and effectiveness allowed the study to examine both implementation and perceived instructional consequence. A descriptive-evaluative-correlational research design was used to generate teacher-based evidence on vocabulary instruction practices. Capalonga District was purposively selected as the locale, while total enumeration was used to include thirty-three Junior High School teachers as respondents. Data were gathered through a structured questionnaire and analyzed using weighted mean, rank, Kendall's Coefficient of Concordance W, and the corresponding chi-square test. The level of significance was set at 0.05, enabling the study to test agreement in rank ordering across respondent groups. Results showed that contextualized reading strategies were very much utilized overall, with a composite weighted mean of 4.63. Among the five strategies, pre-teaching vocabulary before reading obtained the highest mean of 4.72, followed by graphic organizers at 4.70 and interactive read-alouds at 4.69. Using context clues and repeated exposure to words in multiple contexts were also rated very much utilized, with means of 4.55 and 4.50, respectively. These findings suggest that teachers in the district frequently apply vocabulary-oriented reading supports that prepare, scaffold, and reinforce learners' understanding of new words. At the indicator level, the strongest utilization patterns centered on active preparation and meaningful connection. Learners practicing new vocabulary through engaging pre-reading activities and discussions that connect words to personal experiences both obtained very high ratings. Graphic organizers were strongly used to analyze complex words through prefixes and suffixes, while context clues supported independent inference during reading. However, relatively lower ratings were observed in sentence-level inference, reading-writing vocabulary transfer, and strategic pauses during read-alouds, revealing areas for instructional refinement. The test of significant agreement on the rank orders of utilization showed no significant agreement across the five strategy areas. Kendall's W ranged from 0.29 to 0.47, and all corresponding chi-square values were below the critical value at the 0.05 level. Consequently, the null hypothesis was accepted for using context clues, repeated exposure, interactive read-alouds, graphic organizers, and pre-teaching vocabulary before reading. This means that although strategies were rated highly, teachers differed in how they prioritized or ranked

them across school contexts. The strategies were also rated very much effective overall, with a composite weighted mean of 4.78. Word usage in writing and speaking ranked first with a mean of 4.85, suggesting that contextualized vocabulary instruction was most evident in learners' expressive language performance. Engagement and motivation both followed at 4.79, while vocabulary retention obtained 4.78 and comprehension improvement obtained 4.72. These results indicate that contextualized reading strategies were perceived to support not only word knowledge but also learner participation, confidence, and classroom communication. At the effectiveness-indicator level, several outcomes reached the maximum mean of 5.00. These included word games, visual aids and graphic organizers, cross-subject vocabulary application, vocabulary-supported inference-making, improved oral presentations, peer-to-peer vocabulary use, differentiated instruction, and intrinsic motivation. Such results imply that vocabulary learning becomes more durable and functional when learners encounter words through interaction, visual representation, personal relevance, and repeated classroom use. The lower-rated indicators, while still generally favorable, point to the need for stronger assessment evidence, expanded learner questioning, and sustained opportunities for independent vocabulary extension. The test of significant agreement on effectiveness revealed one major exception. Vocabulary retention obtained Kendall's W of 0.76 and a computed chi-square value of 20.52, exceeding the 0.05 critical value and reaching significance at 0.025. The null hypothesis was therefore rejected only for vocabulary retention, while it was accepted for comprehension improvement, word usage in writing and speaking, engagement, and motivation. This indicates that teachers showed stronger consensus on retention outcomes than on other effectiveness dimensions. The study concludes that contextualized reading strategies are highly embedded in vocabulary instruction in Capalonga District and are perceived as very effective in improving vocabulary acquisition. However, the absence of significant agreement in most rank-order tests suggests that implementation consistency and shared evaluative standards remain important concerns. The article recommends structured professional development, integrated vocabulary assessment, culturally relevant reading materials, systematic progress monitoring, and school-level policy support for contextualized vocabulary instruction. Keywords: Contextualized Reading Strategies; Vocabulary Acquisition; Junior High School Learners.

1. Introduction

Vocabulary knowledge occupies a central position in literacy development because it enables learners to attach meaning to texts, participate in academic discourse, and express ideas with increasing precision. In school settings, vocabulary is not merely a list of words to memorize; it is a dynamic resource that shapes comprehension, reasoning, and communication. Learners who understand words in meaningful contexts are better positioned to interpret concepts, follow instructions, and build connections across subjects. For this reason, vocabulary instruction remains a continuing concern in reading education and curriculum implementation.

Reading comprehension depends heavily on the learner's ability to recognize, infer, and apply word meanings within authentic texts. When learners encounter unfamiliar vocabulary without adequate support, they may lose the flow of meaning and become dependent on translation, dictionaries, or teacher explanation. This dependency may limit independent reading and weaken confidence in engaging with increasingly complex materials. Contextualized vocabulary instruction responds to this challenge by embedding word learning in situations, stories, visuals, classroom interaction, and relevant learning experiences.

Traditional vocabulary instruction often emphasizes definition recall and isolated word drills. While such methods may support short-term familiarity, they do not always produce flexible and durable word knowledge. Learners need opportunities to meet words repeatedly, analyze them structurally, connect them with prior knowledge, and use them in speech and writing. Contextualized reading strategies address these needs by making vocabulary acquisition part of reading, discussion, reflection, and application.

In contemporary classrooms, contextualized reading instruction is particularly important because learners bring diverse linguistic backgrounds, reading abilities, and exposure to texts. A single vocabulary strategy may not be sufficient to address the varied needs of learners across school types and classroom conditions. Teachers therefore combine multiple approaches, such as context clues, read-alouds, graphic organizers, vocabulary pre-teaching, and repeated exposure. The effectiveness of such approaches depends on how consistently and meaningfully they are implemented.

Using context clues is one of the most recognized strategies for helping learners infer meanings during reading. It trains learners to look for synonyms, antonyms, examples, explanations, restatements, and sentence-level signals that clarify unfamiliar words. This strategy is valuable because it promotes independence and reduces immediate reliance on external aids. When effectively taught, context clues strengthen both vocabulary acquisition and comprehension monitoring.

Repeated exposure to words in multiple contexts is another important principle in vocabulary learning. Words become more meaningful when learners encounter them across subjects, texts, images, classroom dialogues, and writing tasks. Repetition does not mean mechanical recurrence; rather, it involves varied and purposeful encounters that expand the learner's understanding of

usage, nuance, and application. This strategy supports the movement of vocabulary from initial recognition to long-term retention and functional use.

Interactive read-alouds support vocabulary acquisition by combining oral language, expressive reading, teacher modeling, and learner participation. During read-alouds, teachers can highlight word meanings, invite predictions, ask questions, and connect words to learners' personal experiences. This interaction transforms reading from a passive listening exercise into a meaning-making activity. When learners hear, discuss, and use new vocabulary in the flow of a story or text, they are more likely to remember and apply it.

Graphic organizers provide visual and structural support for vocabulary learning. Word webs, concept maps, charts, Venn diagrams, and morphological organizers help learners classify, compare, and connect words. These tools are particularly useful for learners who benefit from visual representation and for vocabulary items that involve relationships, parts, categories, or semantic associations. By making word relationships visible, graphic organizers deepen conceptual processing and support retention.

Pre-teaching vocabulary before reading prepares learners to access texts with greater confidence. When key words are introduced before a reading task, learners can anticipate important concepts and reduce interruptions caused by unfamiliar vocabulary. Pre-teaching may involve pronunciation practice, word walls, realia, visuals, examples, and engaging pre-reading activities. This strategy can be especially useful when the text contains academic language or culturally specific terms that require guided preparation.

The study on which this article is based examined these strategies in the context of Junior High School learners in Capalonga District, Division of Camarines Norte. It focused on teachers as respondents because teachers are direct implementers of vocabulary instruction and can provide informed assessments of classroom practice. Their responses offer evidence on the extent to which contextualized strategies are utilized and how effective these strategies are perceived to be. The district context also allows the study to compare perceptions across big, medium, and small schools.

A major strength of the study is its attention to both strategy utilization and learner-oriented outcomes. Utilization data show what teachers report doing in their classrooms, while effectiveness data show what outcomes they perceive from these practices. This distinction is important because a strategy may be frequently used without necessarily producing equal gains across all areas. Conversely, certain outcomes may be strongly perceived even when teacher agreement differs across school categories.

The article therefore treats vocabulary acquisition as a multidimensional process. It includes retention, comprehension, oral and written usage, engagement, and motivation. These dimensions capture the idea that word learning is not complete when learners can define a word; it becomes educationally meaningful when learners remember, understand, use, and value vocabulary in authentic situations. Such framing aligns vocabulary instruction with broader goals of literacy, communication, and learner agency.

The statistical use of Kendall's Coefficient of Concordance W adds another layer of interpretation to the study. Weighted means indicate the level of utilization or effectiveness, but Kendall W tests whether respondent groups agree in ranking the indicators. This is important in educational settings where high average ratings may conceal differences in implementation priorities. Agreement or lack of agreement can guide professional development, policy alignment, and monitoring efforts.

The findings of the study are particularly relevant to school heads, English teachers, reading coordinators, curriculum planners, and education supervisors. If contextualized reading strategies are highly utilized and perceived as effective, schools can institutionalize them through learning action cells, classroom-based assessment, and instructional supervision. If agreement is weak across groups, schools may need common standards and shared tools for evaluating vocabulary instruction. The results therefore have both pedagogical and administrative implications.

In the Philippine basic education context, vocabulary development is closely linked with reading recovery, content-area learning, and learner confidence. Students must understand and use words across English, Filipino, science, mathematics, social studies, and other subjects. Contextualized strategies can help bridge the gap between classroom language and learners' lived experiences. This is especially important in districts where schools differ in size, resources, and instructional support.

This article aims to transform the thesis findings into a coherent journal-ready manuscript that foregrounds empirical patterns and practical implications. Specifically, it examines the extent of utilization of contextualized reading strategies, the significance of agreement on utilization rankings, the perceived effectiveness of these strategies, the significance of agreement on effectiveness rankings, and the policy implications that can be derived from the data. The article proceeds through an IMRAD structure consisting of introduction, methodology, results and discussion, and conclusions and implications. Through this structure, the study contributes localized evidence on how contextualized reading strategies may support vocabulary acquisition among Junior High School learners.

2. Methodology

The study employed a descriptive-evaluative-correlational research design. The descriptive component documented the extent to which contextualized reading strategies were utilized in vocabulary instruction. The evaluative component assessed the perceived effectiveness of these strategies along selected learner outcomes. The correlational and concordance component examined the degree of agreement in rank orders using Kendall's Coefficient of Concordance W and its corresponding chi-square test.

The locale of the study was Capalonga District in the Division of Camarines Norte. This district was purposively selected because the study specifically sought to examine contextualized reading strategies among Junior High School learners in that setting. The school context was classified into big, medium, and small schools for comparative descriptive treatment. This classification allowed the researcher to observe whether patterns of utilization and perceived effectiveness varied across school types.

The respondents of the study were thirty-three Junior High School teachers from the district. Total enumeration was used in selecting the teacher respondents, ensuring that the available and relevant population within the identified setting was included.

Teachers served as respondents because they are the primary implementers of classroom reading strategies and are positioned to observe learner responses to vocabulary instruction. Their ratings provided the empirical basis for the tabulation, ranking, and statistical analysis presented in the study.

The research instrument was a structured questionnaire aligned with the study objectives. It measured the extent of utilization of five contextualized reading strategies: using context clues, repeated exposure to words in multiple contexts, interactive read-alouds, graphic organizers, and pre-teaching vocabulary before reading. It also measured the perceived effectiveness of these strategies along vocabulary retention, comprehension improvement, word usage in writing and speaking, engagement, and motivation. The indicators were rated using a weighted-mean scale that produced interpretations such as Very Much Utilized, Much Utilized, Very Much Effective, and Much Effective.

The study followed a survey procedure in which data were collected from the teacher respondents through the questionnaire. The responses were tallied, tabulated, and interpreted according to the stated research questions. Weighted mean was used to determine the extent of utilization and effectiveness for each indicator and each major area. Rank was used to arrange indicators and dimensions from highest to lowest, allowing clearer identification of dominant and less emphasized practices. The scale interpretation for utilization included Very Much Utilized for means from 4.50 to 5.00 and Much Utilized for means from 3.50 to 4.49. For effectiveness, the corresponding interpretations included Very Much Effective and Much Effective within the same mean ranges.

Kendall's Coefficient of Concordance W was used to determine whether there was significant agreement on the rank orders among respondent groups. The computed W values were paired with chi-square values and compared with tabular values at the 0.05 level of significance. A decision to accept or reject the null hypothesis was then made for each strategy or outcome dimension. This procedure was appropriate because the study involved rank-order agreement across grouped respondent ratings.

The methodology was limited to teacher-reported perceptions and did not include direct vocabulary pre-test and post-test scores from learners. Therefore, the results should be interpreted as evidence of reported utilization and perceived effectiveness rather than experimental proof of causal impact. Nonetheless, the design is suitable for generating district-level instructional evidence and identifying areas for policy support. The findings provide a systematic basis for strengthening vocabulary instruction, professional development, and monitoring practices in schools.

3. Results and Discussion

This section presents the empirical findings of the study in a journal-oriented format. The results are organized according to the two major domains of the investigation: the extent of utilization of contextualized reading strategies and the extent of their perceived effectiveness in improving vocabulary acquisition. Within each domain, summary tables are followed by analytical discussion to interpret the patterns, instructional meanings, and policy relevance of the data. The statistical agreement tests are also discussed to clarify whether teacher groups shared similar rank-order perceptions.

The interpretation of the data gives attention to both composite means and indicator-level patterns. Composite means show the general strength of each strategy or outcome area, while the highest and lowest indicators show where implementation is strongest and where improvement may be needed. Since the respondents came from big, medium, and small schools, the analysis also considers school-type variation as an implementation concern. The discussion therefore moves beyond numerical reporting and explains what the results imply for vocabulary instruction, instructional leadership, and reading policy.

Table 1. Summary of the Extent of Contextualized Reading Strategies Utilized in Improving Vocabulary Acquisition

Strategy	Big Schools Wx/Int./Rank	Medium Schools Wx/Int./Rank	Small Schools Wx/Int./Rank	Overall Wx/Int./Rank
Using Context Clues	4.72/VMU/4	4.68/VMU/2.5	4.23/MU/4	4.55/VMU/4
Repeated Exposure to Words in Multiple Contexts	4.71/VMU/5	4.59/VMU/5	4.21/MU/5	4.50/VMU/5
Interactive Read-Alouds	4.77/VMU/3	4.69/VMU/1	4.62/VMU/1	4.69/VMU/3
Graphic Organizers	4.88/VMU/2	4.67/VMU/4	4.57/VMU/3	4.70/VMU/2
Pre-Teaching Vocabulary Before Reading	4.90/VMU/1	4.68/VMU/2.5	4.58/VMU/2	4.72/VMU/1
Composite	4.79/VMU	4.66/VMU	4.44/MU	4.63/VMU

Table 1 shows that all five contextualized reading strategies were rated very much utilized at the overall level. Pre-teaching vocabulary before reading ranked first with a weighted mean of 4.72, followed closely by graphic organizers at 4.70 and interactive read-alouds at 4.69. Using context clues and repeated exposure also obtained very high ratings, although they ranked fourth and fifth respectively. The composite mean of 4.63 indicates that contextualized reading strategies are strongly embedded in the reported vocabulary instruction practices of the district.

The ranking pattern suggests that teachers give considerable emphasis to front-loading and visual scaffolding. Pre-teaching prepares learners before they encounter a text, while graphic organizers make word relationships visible and easier to process. Interactive read-alouds further support vocabulary learning by linking oral language, teacher modeling, and learner participation. These strategies appear to be favored because they provide immediate support for comprehension and classroom engagement.

The school-type data show that big and medium schools consistently registered very much utilized interpretations, while small schools obtained a composite interpretation of much utilized. This difference does not indicate absence of strategy use in small schools, but it may point to differences in resources, instructional support, class conditions, or professional development access. Small schools still rated interactive read-alouds, graphic organizers, and pre-teaching as very much utilized, showing that

contextualized instruction is present even in less resourced settings. However, lower means in context clues and repeated exposure suggest that implementation support may need to be more equitable.

Instructionally, the results affirm the value of a multi-strategy approach to vocabulary development. No single strategy alone can address the full range of vocabulary learning needs, especially when learners must infer, retain, use, and transfer words across contexts. The high composite rating indicates a favorable foundation for district-level vocabulary programs. The challenge is to standardize the quality of implementation so that all school types can benefit from the same level of strategic vocabulary instruction.

Table 2. Indicator-Level Patterns in the Utilization of Contextualized Reading Strategies

Strategy	Highest-Rated Indicator	Mean	Lowest-Rated Indicator	Mean	Overall Mean/Interpretation
Using Context Clues	Learners demonstrate improved ability to guess word meanings during independent reading	4.69	Learners are taught to infer word meanings through sentence context	4.33	4.55/VMU
Repeated Exposure to Words in Multiple Contexts	Words are consistently used in various subjects and discussions	4.69	Vocabulary words appear in both reading and writing activities	4.28	4.50/VMU
Interactive Read-Alouds	Discussions encourage learners to connect words to their personal experiences	4.95	Teachers pause during readings to discuss challenging words	4.32	4.69/VMU
Graphic Organizers	Graphic organizers are utilized to break down complex words into prefixes and suffixes	4.89	Learners use concept maps to explore word meanings and relationships	4.62	4.70/VMU
Pre-Teaching Vocabulary Before Reading	Learners practice new vocabulary through engaging activities before reading	4.95	Pre-teaching integrates with other strategies like context clues for deeper learning	4.58	4.72/VMU

Table 2 identifies the most and least emphasized indicators within each utilization area. The strongest indicators reveal that teachers frequently use engaging pre-reading vocabulary activities, personal-experience connections, morphological analysis through graphic organizers, and independent context-clue application. These findings show that vocabulary instruction is not confined to word definition but is linked with learner engagement, word structure, and contextual inference. Such practices are consistent with an active and meaning-oriented view of vocabulary development.

The highest-rated utilization indicators point to the importance of learner participation before and during reading. When learners practice vocabulary before reading, connect words to personal experiences, and analyze complex words visually, they are more likely to approach texts with readiness and confidence. The high rating for independent guessing of word meanings also indicates that teachers see context clues as a way to promote learner autonomy. These practices collectively help transform vocabulary learning into an interactive process.

The lowest-rated indicators are equally important because they reveal specific instructional gaps. Sentence-level inference, reading-writing vocabulary transfer, pauses during read-alouds, concept mapping, and integration of pre-teaching with context clues received lower means. Most of these indicators require deliberate instructional planning rather than incidental vocabulary exposure. Their lower ratings suggest that teachers may be using contextualized strategies broadly but not always linking them into a systematic sequence of instruction.

The results imply that professional development should move from general awareness to skillful integration. Teachers may already know the strategies, but they need support in combining them across the reading cycle: before reading, during reading, and after reading. For example, pre-taught words can be revisited through context-clue tasks, mapped through graphic organizers, and applied in writing or speaking activities. This integrated approach would address the lower-rated indicators and increase the coherence of vocabulary instruction.

Table 3. Kendall W Test of Agreement on the Rank Orders of Strategy Utilization

Strategy	SSD	W	Computed X ²	df	Critical X ² at 0.05	Decision	Interpretation
Using Context Clues	216	0.29	8.12	9	16.92	Accepted	Not Significant
Repeated Exposure to Words in Multiple Contexts	235	0.32	8.64	9	16.92	Accepted	Not Significant
Interactive Read-Alouds	347	0.47	12.59	9	16.92	Accepted	Not Significant
Graphic Organizers	223	0.30	8.10	9	16.92	Accepted	Not Significant
Pre-Teaching Vocabulary Before Reading	295.5	0.40	10.80	9	16.92	Accepted	Not Significant

Table 3 presents the Kendall W results for agreement on the rank orders of strategy utilization. All computed chi-square values were lower than the 0.05 critical value of 16.92, leading to acceptance of the null hypothesis across all five strategies. This means that there was no statistically significant agreement among respondent groups regarding the rank ordering of utilization indicators. In simple terms, teachers generally rated the strategies highly, but they did not rank the specific indicators in a uniform way. The absence of significant agreement should not be interpreted as a weakness in strategy utilization. Rather, it indicates diversity in classroom emphasis and teacher perception. Different teachers may prioritize different indicators depending on learner needs,

available materials, teaching style, or school context. Such diversity is common in instructional practice, especially when strategies are adapted to local classroom realities.

Interactive read-alouds obtained the highest W value among the utilization areas at 0.47, suggesting relatively stronger, though still non-significant, convergence in how teachers ranked its indicators. Using context clues obtained the lowest W value at 0.29, implying wider variation in how teachers perceived or prioritized its classroom indicators. This variation may reflect differences in how explicitly teachers teach inference, synonyms, antonyms, examples, and restatements. It may also indicate that some teachers treat context clues as incidental while others teach them as structured reading skills.

From a policy perspective, the lack of significant agreement supports the need for instructional calibration. Schools can maintain teacher flexibility while also establishing common expectations for vocabulary strategy implementation. Learning action cells, reading program monitoring tools, and classroom observation rubrics may help teachers develop shared standards. Such alignment would improve consistency without suppressing contextual adaptation.

Table 4. Summary of the Extent of Effectiveness of Contextualized Reading Strategies in Improving Vocabulary Acquisition

Outcome Area	Big Schools WxInt./Rank	Medium Schools WxInt./Rank	Small Schools WxInt./Rank	Overall WxInt./Rank
Vocabulary Retention	4.96/VME/3.5	4.91/VME/2	4.47/ME/5	4.78/VME/4
Comprehension Improvement	4.88/VME/5	4.76/VME/4	4.52/VME/4	4.72/VME/5
Word Usage in Writing and Speaking	4.97/VME/1.5	4.96/VME/1	4.61/VME/3	4.85/VME/1
Engagement	4.96/VME/3.5	4.70/VME/5	4.72/VME/1	4.79/VME/2.5
Motivation	4.97/VME/1.5	4.78/VME/3	4.62/VME/2	4.79/VME/2.5
Composite	4.95/VME	4.82/VME	4.59/VME	4.78/VME

Table 4 shows that contextualized reading strategies were rated very much effective across all five outcome areas. Word usage in writing and speaking ranked highest with a weighted mean of 4.85, indicating that teachers perceived the strategies to be most visible in learners' expressive vocabulary performance. Engagement and motivation followed with equal means of 4.79, while vocabulary retention obtained 4.78 and comprehension improvement obtained 4.72. The composite mean of 4.78 indicates strong perceived effectiveness across cognitive, communicative, and affective dimensions.

The highest rank of word usage in writing and speaking is pedagogically significant. It suggests that contextualized reading strategies help learners move beyond recognizing words toward actually using them in oral and written communication. This movement from receptive to expressive vocabulary is a key indicator of deeper vocabulary acquisition. When learners can use words in presentations, peer conversations, essays, and classroom discussion, vocabulary instruction becomes functionally meaningful.

The strong ratings for engagement and motivation indicate that contextualized strategies also influence the affective climate of reading instruction. Learners may participate more actively when vocabulary is presented through interactive tasks, visuals, real-world examples, and differentiated activities. Motivation is particularly important because vocabulary growth requires repeated effort, practice, and willingness to encounter unfamiliar words. The data suggest that contextualized strategies can make vocabulary learning less mechanical and more personally relevant.

Although comprehension improvement ranked fifth, its mean of 4.72 still falls within the very much effective range. This suggests that teachers strongly perceive vocabulary knowledge as supporting comprehension, but other outcomes may be more immediately observable in classroom behavior. Comprehension may require more formal tracking tools to document growth consistently. Therefore, schools should pair contextualized vocabulary instruction with systematic comprehension assessment to make learning gains more visible and measurable.

Table 5. Indicator-Level Patterns in the Effectiveness of Contextualized Reading Strategies

Outcome Area	Highest-Rated Indicator	Mean	Lowest-Rated Indicator	Mean	Overall Mean/Interpretation
Vocabulary Retention	Interactive word games, visual aids/organizers, and cross-subject vocabulary application	5.00	Teachers observe improved recall of vocabulary during assessments	4.37	4.78/VME
Comprehension Improvement	Vocabulary understanding supports critical thinking and inference-making	5.00	Complex texts become more accessible; reduced dictionary dependency	4.63	4.72/VME
Word Usage in Writing and Speaking	Oral presentations and peer-to-peer conversations show improved word use	5.00	Learners participate more actively in debates and role-playing exercises	4.75	4.85/VME
Engagement	Differentiated instruction caters to individual learning styles	5.00	Learners frequently ask questions and seek clarification about vocabulary	4.56	4.79/VME
Motivation	Intrinsic motivation develops as learners recognize practical benefits of vocabulary skills	5.00	Learners actively request additional vocabulary-building resources or activities	4.68	4.79/VME

Table 5 presents the strongest and weakest effectiveness indicators across the five learner outcome areas. Several indicators reached a mean of 5.00, including interactive word games, visual aids and graphic organizers, cross-subject vocabulary application, vocabulary-supported inference-making, oral presentations, peer-to-peer conversations, differentiated instruction, and intrinsic motivation. These maximum ratings show that teachers strongly associate contextualized strategies with retention, thinking, expression, engagement, and learner drive. The pattern reinforces the multidimensional nature of vocabulary acquisition. The strongest effectiveness indicators share a common feature: they require learners to do something meaningful with words. Learners play, visualize, infer, speak, discuss, connect, and recognize practical benefits. These actions create deeper processing than passive memorization because learners encounter vocabulary through varied modalities and purposes. This helps explain why contextualized strategies were perceived as highly effective in promoting durable and functional word knowledge. The lowest-rated indicators remained favorable but identify areas where evidence may be less consistent. Improved recall during assessments, access to complex texts, reduced dictionary dependency, active debate participation, frequent questioning, and requests for additional resources received comparatively lower ratings. These indicators require sustained observation and may depend on learner confidence, assessment design, and classroom culture. Their lower ranking suggests that schools should improve mechanisms for documenting actual vocabulary performance over time.

The table also highlights the need to connect motivation with measurable vocabulary outcomes. Learners may feel engaged and motivated, but schools must ensure that this motivation results in accurate recall, independent reading, and sophisticated word use. Teachers can strengthen this connection through vocabulary journals, speaking corners, writing rubrics, formative quizzes, and learner goal-setting. Such tools would translate perceived effectiveness into more systematic evidence of learning growth.

Table 6. Kendall W Test of Agreement on the Rank Orders of Strategy Effectiveness

Outcome Area	SSD	W	Computed X2	df	Critical X2 at 0.05	Decision	Interpretation
Vocabulary Retention	563.5	0.76	20.52	9	16.92	Rejected	Significant at 0.025
Comprehension Improvement	229.5	0.31	8.37	9	16.92	Accepted	Not Significant
Word Usage in Writing and Speaking	269	0.36	9.72	9	16.92	Accepted	Not Significant
Engagement	316	0.43	11.61	9	16.92	Accepted	Not Significant
Motivation	378	0.51	13.77	9	16.92	Accepted	Not Significant

Table 6 reports the Kendall W test for agreement on effectiveness rankings. Only vocabulary retention produced a significant result, with $W = 0.76$ and a computed chi-square of 20.52, exceeding the critical value and reaching significance at 0.025. The null hypothesis was rejected for vocabulary retention but accepted for comprehension improvement, word usage in writing and speaking, engagement, and motivation. This means that teachers showed strong agreement only in ranking indicators related to vocabulary retention.

The significant agreement on vocabulary retention is important because retention is a central concern in vocabulary acquisition. Teachers appear to share a common perception that contextualized strategies support learners' ability to remember words over time. This consensus may be due to visible classroom indicators such as recall, repeated application, visual memory, and word-game performance. It suggests that retention can serve as an entry point for building district-wide vocabulary monitoring tools.

The lack of significant agreement in the other four effectiveness areas does not negate their high weighted means. Instead, it shows that teachers vary in how they rank the specific indicators under comprehension, expressive word usage, engagement, and motivation. Such variation may occur because these outcomes are broader and more dependent on classroom conditions, learner personality, assessment opportunities, and teacher observation. For instance, engagement may be visible through participation in one class but through independent word use in another.

The results point to the need for a balanced approach to evaluation. Schools should preserve teacher sensitivity to local learner needs while developing common indicators for tracking vocabulary outcomes. Shared rubrics for writing and speaking, comprehension monitoring sheets, engagement checklists, and motivation reflection tools could improve agreement over time. These instruments would help transform high perceived effectiveness into a more coherent and evidence-based vocabulary program.

4. Conclusions and Implications

4.1 Conclusions

The study concludes that contextualized reading strategies are very much utilized in improving vocabulary acquisition among Junior High School learners in Capalonga District. The composite utilization mean of 4.63 indicates that teachers frequently apply strategies that prepare learners for reading, support meaning-making during reading, and reinforce vocabulary after exposure. The highest-ranked strategy was pre-teaching vocabulary before reading, suggesting strong teacher reliance on front-loading key words before learners engage with texts. This finding affirms the instructional importance of preparing learners to meet vocabulary demands in advance.

Graphic organizers and interactive read-alouds also emerged as highly utilized strategies. Their strong ratings suggest that teachers value visual representation, oral modeling, learner interaction, and meaningful classroom discussion in vocabulary instruction.

These strategies support learners who need concrete structures and guided participation to understand unfamiliar words. Their high utilization reflects an instructional orientation that recognizes vocabulary acquisition as both cognitive and social.

Using context clues and repeated exposure to words in multiple contexts were also rated very much utilized, but they ranked lower than the other strategies. This indicates that while these strategies are present, they may require more deliberate strengthening. The lower indicator ratings for sentence-level inference and reading-writing transfer suggest that teachers need support in converting broad strategy awareness into sequenced and integrated practice. Strengthening these areas would improve learner independence and expressive vocabulary use.

The study further concludes that there was no significant agreement on the rank orders of strategy utilization. This means that teachers differed in how they prioritized the indicators within each strategy area. Such variation may reflect differences in school size, learner profile, instructional resources, and teaching experience. The finding points to a need for shared implementation standards without eliminating teacher autonomy.

The contextualized reading strategies were also found to be very much effective in improving vocabulary acquisition. The composite effectiveness mean of 4.78 shows that teachers perceived the strategies to contribute strongly to retention, comprehension, expressive word use, engagement, and motivation. Word usage in writing and speaking ranked first, indicating that vocabulary instruction was perceived as most effective when learners used words in communicative tasks. This conclusion underscores the importance of moving learners from word recognition to authentic application.

Engagement and motivation also obtained very high effectiveness ratings. This suggests that contextualized vocabulary instruction can create a more active, meaningful, and encouraging classroom environment. Learners appear to benefit when vocabulary is connected to real-life use, peer interaction, differentiated activities, and positive reinforcement. Vocabulary learning therefore becomes not only an academic task but also a motivational experience.

The agreement test for effectiveness produced a significant result only for vocabulary retention. This indicates that teachers had a stronger shared perception regarding the ability of contextualized strategies to help learners remember vocabulary over time. However, agreement was not significant for comprehension, word usage, engagement, and motivation. These findings show that while teachers view the strategies as effective overall, they differ in the ranking of specific outcome indicators.

Overall, the study concludes that contextualized reading strategies provide a strong instructional foundation for vocabulary acquisition in the district. The strategies are widely used and positively perceived, but consistency in implementation and evaluation remains an area for improvement. The results support the adoption of coordinated vocabulary programs, professional development, and monitoring mechanisms. A systematic approach will help ensure that contextualized strategies produce sustained and equitable vocabulary growth across school types.

4.2 Implications

The findings imply that schools should institutionalize contextualized vocabulary instruction as part of reading program implementation. Since all strategies were rated very much utilized, the district already has a strong base for developing a coherent vocabulary framework. Such a framework should describe how context clues, repeated exposure, read-alouds, graphic organizers, and pre-teaching work together across the reading cycle. This would prevent fragmented implementation and promote a more systematic instructional approach.

For teachers, the results imply the need for deliberate strategy integration. Pre-teaching vocabulary should not end before reading; it should be followed by context-clue analysis, read-aloud discussion, graphic organization, repeated exposure, and expressive use. This sequence would allow learners to encounter words before, during, and after reading in progressively deeper ways. Teachers can use lesson plans that intentionally connect vocabulary preparation, guided comprehension, and application tasks.

For school heads and instructional leaders, the findings imply the importance of professional development focused on classroom execution. Training should go beyond listing strategies and should demonstrate how to teach sentence-level inference, pause strategically during read-alouds, use concept maps, and connect reading vocabulary with writing and speaking tasks. Learning action cells can be used to review sample lessons, analyze learner outputs, and calibrate expectations. Instructional supervision should include evidence of vocabulary strategy integration.

For curriculum planners and reading coordinators, the results imply the need for culturally relevant and developmentally appropriate reading materials. Learners are more likely to understand and retain vocabulary when words are presented through familiar contexts, local examples, and meaningful classroom situations. Reading materials should include target vocabulary, context-rich passages, visual supports, and post-reading application tasks. Such materials would strengthen the link between vocabulary acquisition and comprehension improvement.

For assessment practice, the findings imply that vocabulary learning should be evaluated through multiple forms of evidence. Since word usage in writing and speaking ranked highest in effectiveness, assessment should include oral presentations, peer conversations, journals, essays, and performance tasks. Vocabulary quizzes may remain useful, but they should be complemented by tasks that measure contextual application. Rubrics should capture accuracy, appropriateness, lexical variety, and confidence in word use.

For policy implementation, the absence of significant agreement in most rank-order tests implies the need for shared monitoring tools. Schools can develop vocabulary implementation checklists, learner progress charts, comprehension monitoring forms, and reflective teacher logs. These tools would help teachers document what strategies were used and what learner outcomes were observed. Over time, this documentation can improve consistency and data-informed decision-making.

For equity across school types, the lower composite utilization mean among small schools implies that support should be differentiated. Small schools may require additional materials, coaching, and access to multimedia or visual vocabulary resources.

Division-level support should ensure that vocabulary programs are not limited by school size or resource availability. Equitable implementation will help all learners benefit from contextualized reading instruction.

For future research, the findings imply the value of expanding the evidence base beyond teacher perception. Future studies may compare contextualized strategies with traditional vocabulary instruction, examine learner-level variables, and track long-term retention through direct assessment. Mixed-methods designs could capture both measurable vocabulary gains and classroom experiences of teachers and learners. Replication across grade levels and districts would also strengthen the generalizability of the findings.

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