
THE EFFECT OF READ-ALOUD STRATEGY IN VOCABULARY ACQUISITION

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ABSTRACT

This study aimed to examine the effects of the Read-Aloud Strategy on vocabulary acquisition. Specifically, this study aimed to determine the level of the Read-Aloud Strategy in terms of comprehension and engagement, and learners' vocabulary acquisition in terms of understanding and active listening. This study employed a descriptive correlational research design to examine the effect of the read-aloud strategy on learners' vocabulary acquisition and was conducted in Kadingilan Central Elementary School, Kadingilan, Bukidnon. This study used a purposive sampling, specifically targeting 161 Grade-4 learners from selected public elementary schools within the Kadingilan 1 District. The findings indicate that the Read-Aloud Strategy is highly effective, with students demonstrating very high levels of comprehension and engagement. Another result revealed that the level of learners' Vocabulary Acquisition in terms of understanding and active listening was interpreted as a very high level. Moreover, it was also found that there is a significant relationship between the level of the Read-Aloud Strategy and the level of Vocabulary Acquisition. These findings suggest that teachers can improve students' comprehension, engagement, and vocabulary learning by consistently implementing read-aloud strategies in the classroom. Incorporating interactive elements into these sessions can make the activities more effective. Discussing the meanings of new words with students can also deepen their understanding. Teachers may prompt students to make predictions about the story, which helps maintain attention and engagement. Using new vocabulary in sentences allows learners to practice applying what they have learned. Providing repeated exposure to new words in meaningful contexts reinforces retention. Overall, consistent and interactive read-aloud sessions contribute to improving students' overall language proficiency.

KEYWORDS: *Read-aloud Strategy, Vocabulary Acquisition, comprehension, engagement, understanding, active listening.*

INTRODUCTION

Vocabulary acquisition plays a crucial role in language learning, serving as a foundational element for reading comprehension, communication, and academic success. Learners with a rich vocabulary are better equipped to understand texts, express their thoughts, and engage in more complex language tasks. For many students, especially those in the early stages of language development, effective strategies to build vocabulary are essential. Among the various instructional techniques, the read-aloud strategy has gained attention for its potential to enhance vocabulary acquisition in a meaningful and engaging way.

The read-aloud strategy involves a teacher or proficient reader reading a text aloud to students while modeling fluent reading and expressive intonation. This interactive process exposes learners to new words in context, allowing them to hear proper pronunciation and understand meaning through story elements, pictures, and teacher explanations (Zucker, T. A., Cabell, S. Q., & Pico, D. L., 2021). Unlike silent reading, read-aloud sessions offer immediate opportunities for discussion, clarification, and reinforcement of unfamiliar vocabulary. This makes it particularly effective for young learners, second language learners, and struggling readers (Schiavo, G., et.al. 2021).

Research in language education has shown that repeated exposure to words, especially in rich and engaging contexts, increases the likelihood of vocabulary retention. Read-aloud sessions provide such exposure in an enjoyable format, making them a valuable component of vocabulary instruction. Teachers can intentionally select texts with target vocabulary, pause to explain word meanings, and encourage students to use new words in discussion. These elements combine to foster an environment where vocabulary learning is both purposeful and memorable (Shin, J., & Park, J., 2021).

Despite its recognized benefits, the effectiveness of the read-aloud strategy varies depending on how it is implemented, the learners' proficiency level, and the quality of teacher-student interaction during the session. Therefore, investigating its impact in specific learning settings, such as primary classrooms or English as a Second Language (ESL) environments, is important to determine its practical value. By focusing on vocabulary outcomes, educators

can better understand how this strategy contributes to language development and academic performance (Montuori P. et.al., 2021).

This study sought to examine the effect of the read-aloud strategy on students' vocabulary acquisition. Specifically, it aims to determine whether regular exposure to read-aloud sessions significantly improves learners' ability to understand, recall, and use new vocabulary words. The findings would contribute to the growing body of research on effective vocabulary instruction and offer practical insights for teachers seeking to enhance language learning through interactive reading practices.

Conceptual Framework

This study is grounded in Vygotsky's Sociocultural Theory, which highlights the importance of social interaction in cognitive development. Central to this theory is the Zone of Proximal Development (ZPD), where learners can accomplish tasks with guidance from a more knowledgeable other. In read-aloud strategies, the teacher fulfills this role by modeling fluent reading, proper pronunciation, and expressive delivery. Through these guided and interactive sessions, students are introduced to new vocabulary in meaningful contexts, allowing them to actively engage in discussions, ask questions, and develop deeper understanding.

The read-aloud strategy supports vocabulary acquisition by serving as a scaffold within the learners' ZPD. As teachers facilitate discussions and provide contextual explanations, students move beyond passive learning to active participation in meaning-making. This approach strengthens comprehension and engagement, as learners benefit from hearing fluent reading, observing language patterns, and interacting with peers. These elements foster a collaborative learning environment that aligns with Vygotsky's emphasis on dialogue as a key driver of learning.

Comprehension and engagement are key independent variables influencing vocabulary acquisition. Effective read-aloud strategies enhance comprehension through modeling and guided questioning, while interactive elements increase learner engagement, motivation, and attention. These, in turn, affect the dependent variables: understanding and active listening. When students listen attentively and participate actively, they are better able to interpret, retain, and appropriately use new vocabulary. Thus, interactive read-aloud sessions significantly improve both vocabulary understanding and long-term retention.

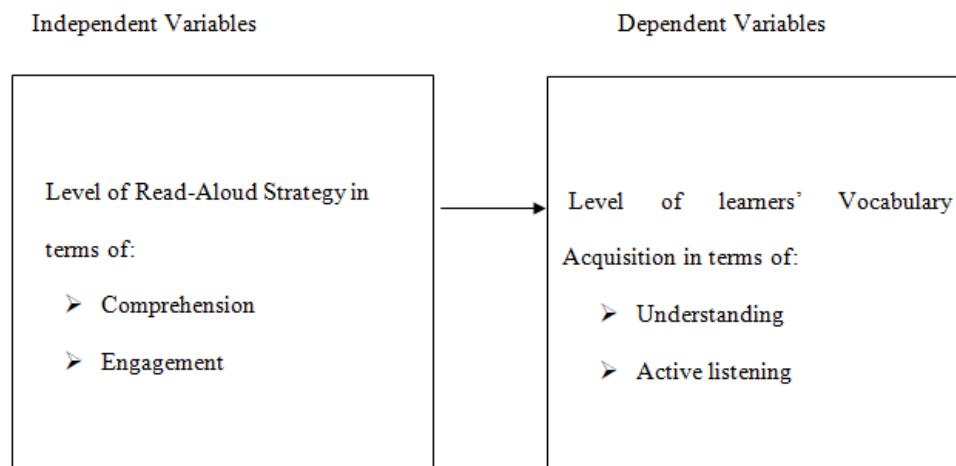


Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study.

Statement of the Problem

This study was conducted to examine the effects of the Read-Aloud Strategy in Vocabulary Acquisition for the School Year 2025-2026. Specifically, this study aimed to answer the following questions:

1. What is the level of the Read-Aloud Strategy in terms of comprehension and engagement?
2. What is the level of learners' Vocabulary Acquisition in terms of understanding and active listening?
3. Is there a significant relationship between the level of the Read-Aloud Strategy and the level of Vocabulary Acquisition?

Delimitation of the Study

This study investigated the effect of the read-aloud strategy on vocabulary acquisition among elementary learners, focusing on how teacher-led oral reading influences students' ability to learn and retain new words. The research covers Grade 4 classes within the Kadingilan Central Elementary School setting and examines vocabulary growth over a specific period. However, its scope is limited to a small sample size within one educational district, and it does not account for external factors such as home literacy environment, students' prior vocabulary knowledge, or the impact of other instructional strategies. Thus, the findings may not be fully generalizable to broader populations or different grade levels.

Review of the Literature

Level of Read-Aloud Strategy

Comprehension

Research consistently shows that read-aloud strategies significantly enhance learners' comprehension by improving listening skills and inferencing abilities. Studies such as Dwiastuti (2021) and Ibrahim and Al-Tarawneh (2021) found that students exposed to regular teacher-led read-aloud sessions demonstrated better understanding of both explicit and implicit meanings, as well as higher performance in reading comprehension assessments. These improvements are largely attributed to modeled fluent reading, increased listening focus, and contextualized vocabulary exposure, which help learners grasp narrative structure and meaning more effectively.

In various contexts, read-aloud strategies have proven particularly beneficial for learners who struggle with independent reading. Raudszus et al. (2021) showed that comprehension among Grade 3 learners improved when teachers incorporated questioning, summarizing, and connections during reading sessions. Similarly, Allagui and Al Naqbi (2021) highlighted the effectiveness of think-aloud techniques, where teachers model comprehension processes such as predicting and clarifying. Studies involving bilingual and ESL learners, like Ahmed et al. (2021), further confirmed that post-reading discussions and interactive engagement during read-aloud sessions deepen understanding across languages.

More recent studies emphasize the importance of structured and interactive elements in maximizing comprehension outcomes. Mosher and Kim (2023) found that structured prompts and elaborative teacher language significantly improved students' domain-specific understanding. Sénéchal et al. (2023) and other research on dialogic reading demonstrated that opportunities for student talk, such as answering questions and making predictions, enhance inferencing and story comprehension. Additionally, studies on interactive and even screen-mediated read-alouds (2023) reveal that well-designed, scaffolded interactions—whether in-person or virtual—play a crucial role in supporting meaning-making and overall comprehension development.

Engagement

Research consistently shows that the read-aloud strategy is highly effective in increasing learners' engagement. Studies such as Suggate et al. (2021) and Mello (2021) found that students displayed greater attentiveness, participation, and emotional involvement during

read-aloud sessions compared to silent reading. The expressive delivery of stories, combined with interactive questioning, created a more enjoyable and inclusive learning environment. This communal reading experience encouraged even shy or struggling learners to actively participate by asking questions, making predictions, and connecting with the text.

Further studies highlight that read-alouds enhance both behavioral and emotional engagement. Ehri and Gonzalez-Frey (2021) observed that students remained more focused and emotionally connected to stories, showing excitement and empathy toward characters, especially when culturally relevant texts were used. Similarly, Liu and Zhang (2021) emphasized the role of dialogic reading, where teacher-student interactions and discussions promote deeper engagement by allowing learners to share ideas and take ownership of their learning. Reyes and Tan (2022) also demonstrated that integrating multimedia elements in digital read-alouds helps sustain attention and interaction, particularly in remote learning environments.

Recent research (2023) further underscores the importance of structured and interactive approaches in maintaining engagement. Son et al. (2023) introduced a framework that defines engagement through attention, participation, and enjoyment, providing a way to measure student involvement during shared reading. Studies by Peng et al. (2023) and Bai et al. (2023) revealed that active discussions, responsive prompts, and practical design features—such as providing students with their own copy of the text—significantly boost participation and sustained interest. Overall, these findings suggest that well-planned, interactive read-aloud strategies, supported by purposeful teacher guidance and engaging materials, are essential for fostering high levels of learner engagement in both traditional and digital settings.

Level of Learners' Vocabulary Acquisition

Understanding

Understanding is a critical component of vocabulary acquisition, as it enables learners to grasp how words function in meaningful contexts rather than relying on rote memorization. Studies such as Khan and Sadiq (2021) and Mendoza and Razon (2021) show that learners retain and apply vocabulary more effectively when they interpret meaning through context, including sentence structure, synonyms, antonyms, and textual clues. Strategies like paraphrasing, visual representation, and contextual analysis help deepen comprehension, leading to more permanent vocabulary learning. Research across different settings further

confirms that storytelling, guided reading, and digital tools enhance learners' ability to understand and use new words appropriately.

Recent studies (2022–2023) reinforce that vocabulary understanding involves both breadth (knowing many words) and depth (knowing words well), which are strong predictors of overall text comprehension. Contextualized instruction, repeated exposure, and meaningful engagement with words significantly improve learners' ability to interpret and retain vocabulary. However, research also highlights that vocabulary learning is influenced by multiple factors, such as prior knowledge, working memory, and the quality of input. Effective assessment methods—ranging from recognition to contextual use—are also necessary to accurately measure how vocabulary supports understanding. Overall, comprehension-based vocabulary instruction is essential for developing higher-level literacy skills and long-term academic success.

Active Listening

Active listening plays a vital role in vocabulary acquisition by requiring learners to attentively process and engage with spoken language. Studies such as Ortega and Jimenez (2021) and Tanaka and Morimoto (2021) demonstrate that learners who participate in interactive listening activities—such as storytelling, dictogloss, and guided listening tasks—retain more vocabulary than those who engage in passive listening. These strategies encourage learners to infer meaning, predict content, and respond to auditory input, leading to deeper cognitive processing and improved retention. Similarly, research by Velasquez and Domingo (2021) and Wu and Chen (2021) highlights that active engagement through discussions, gestures, and comprehension checks strengthens vocabulary learning and promotes long-term memory encoding.

Recent findings (2022–2023) emphasize that listening-based vocabulary acquisition is most effective when supported by intentional strategies and instructional design. While incidental learning from listening is possible, it becomes more effective when combined with repetition, clear context, and supports such as captions or guided tasks. Active listening techniques—like note-taking, summarizing, and predicting—enhance vocabulary uptake, especially when paired with multimedia resources such as podcasts and videos. Overall, active listening transforms learners from passive receivers into active participants, enabling them to decode, interpret, and apply new vocabulary in authentic communication, thereby strengthening both comprehension and language proficiency.

Research Methodology

This study employed a descriptive correlational research design to examine the effect of the read-aloud strategy on learners' vocabulary acquisition. This study was conducted in Kadingilan Central Elementary School. The respondents of this study are the Grade 4 learners from Kadingilan Central Elementary School. This study employed a purposive sampling, specifically targeting Grade 4 learners from selected public elementary schools within the Kadingilan 1 District. This method was chosen to ensure that participants had direct and consistent exposure to the read-aloud strategy as part of their classroom instruction.

Findings

Presented below are the findings derived from this study.

The result revealed that the level of Read-Aloud Strategy in terms of comprehension and engagement interpreted as very high level.

Another result revealed that the level of learners' Vocabulary Acquisition in terms of understanding and active listening interpreted as very high level.

There is a significant relationship between the level of Read-Aloud Strategy and the level of Vocabulary Acquisition.

CONCLUSIONS AND RECOMMENDATIONS

Drawing from the study's findings, the following conclusions can be made:

The results revealed that the level of Read-Aloud Strategy in terms of comprehension and engagement was interpreted as very high. This indicates that students benefit significantly from hearing texts read aloud, as it enhances both their understanding and active participation in class. Furthermore, learners' vocabulary acquisition, in terms of understanding and active listening, was also rated very high, showing that read-aloud strategies support language development. Overall, the findings demonstrate that read-aloud strategies are an effective instructional approach that improves comprehension, engagement, and vocabulary acquisition.

The results revealed that the level of learners' vocabulary acquisition, in terms of understanding and active listening, was interpreted as very high. This indicates that students are effectively learning and retaining new words through attentive listening and active participation in classroom activities. The findings suggest that strategies which combine oral reading, teacher explanation, and interactive discussion significantly enhance both comprehension and vocabulary growth. Overall, learners' high performance demonstrates

that vocabulary acquisition is strongly supported by structured and engaging instructional approaches.

The results revealed a significant relationship between the level of the Read-Aloud Strategy and the level of Vocabulary Acquisition. This indicates that higher comprehension and engagement during read-aloud sessions are closely associated with greater vocabulary development among learners. The findings suggest that read-aloud strategies not only enhance understanding and participation but also play a critical role in supporting the acquisition of new words. Overall, the study confirms that implementing effective read-aloud strategies contributes significantly to improving both literacy skills and language proficiency.

Derived from the study's conclusions, the following recommendations are proposed:

Teachers consistently implement read-aloud strategies in the classroom to strengthen comprehension, engagement, and vocabulary learning. Incorporating interactive elements, such as asking questions, discussing new words, and encouraging predictions, can maximize student participation and retention. Teachers may provide repeated exposure to new vocabulary in meaningful contexts to reinforce understanding and application. By fostering an engaging and attentive listening environment, educators can enhance both literacy skills and students' enthusiasm for reading.

Teachers may continue to use strategies that promote active listening and understanding, such as read-aloud sessions combined with explanations of new words. Educators may encourage students to ask questions, use new words in sentences, and discuss meanings to reinforce learning. Providing repeated and meaningful exposure to vocabulary can further strengthen retention and application. By fostering an interactive and attentive learning environment, teachers can maximize students' vocabulary development and overall language proficiency.

Teachers consistently integrate read-aloud strategies into classroom instruction to strengthen vocabulary acquisition. Educators may combine oral reading with interactive activities, such as asking questions, explaining new words, and encouraging students to use vocabulary in context. Providing repeated exposure to words through stories and discussions can further enhance understanding and retention. By fostering an engaging and attentive learning environment, teachers can maximize the impact of read-aloud strategies on both comprehension and vocabulary growth.

Since the results of the study were significant, the researcher further recommends that another study be conducted using different variables to find out if there is a difference and increase the number of respondents.

For learners, it is recommended that they actively participate in read-aloud activities by paying close attention, asking questions, and engaging with the story. Doing so will enhance both their comprehension and vocabulary acquisition, as the results indicate that focused listening and active engagement during read-aloud sessions significantly improve understanding of new words and their correct usage. Learners should also make an effort to practice new words in sentences and discuss their meanings with peers, as this reinforces retention and deepens understanding. By consistently applying these strategies, students can maximize the benefits of read-aloud sessions, develop a richer vocabulary, and strengthen their overall reading comprehension skills.

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