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EMPHASIS ON TEACHING

The Role of Vocabulary Development in Improving Reading Comprehension in 5th-Grade
Primary School Students at Escuela El Roble in Alajuela, Costa Rica, during the First Trimester,
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Dedication

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Chapter I

Introductory Framework

This research examines the role of vocabulary enrichment strategies in supporting reading comprehension among fifth-grade students at Escuela El Roble, located in Alajuela, Costa Rica. The study focuses on understanding how targeted activities, interactive exercises, and contextualized vocabulary practice contribute to the students' ability to understand, interpret, and engage with English texts. In particular, the research examines strategies that actively involve students in connecting new words to prior knowledge, promoting both cognitive and emotional engagement with language.

Vocabulary knowledge plays a fundamental role in second and foreign language development. Nation (2001, p. 3) highlights that both the breadth and depth of vocabulary knowledge are essential for comprehension, communication, and academic success. Without adequate vocabulary, students often struggle not only to understand texts but also to express ideas and develop critical thinking skills. In addition, effective vocabulary instruction goes beyond memorization, requiring repeated exposure, meaningful use, and contextualized activities that make words memorable and functional (Thornbury, 2002, p. 23).

In Costa Rican primary EFL classrooms, integrating vocabulary instruction with reading comprehension remains a pedagogical challenge. Research conducted in Costa Rican classrooms suggests that vocabulary instruction usually relies on rote memorization or word lists, thereby limiting students' opportunities to internalize meaning and apply words in context (Rojas Porras, 2021, p. 45). Consequently, students may comprehend texts at a superficial level, without developing the capacity to make inferences, summarize, or engage critically with the content.

The integration of vocabulary enrichment strategies, such as semantic mapping, word games, guided reading, and collaborative activities, offers a promising approach to address these challenges. As Beck, McKeown, and Kucan (2013, p. 12) note, “robust vocabulary instruction combines explicit teaching with meaningful opportunities for students to encounter and use words in context,” which has been associated with improved comprehension and long-term retention. By implementing these strategies, teachers can create more interactive, motivating, and cognitively stimulating learning environments that encourage students to actively participate and reflect on their understanding of texts.

Despite curricular recommendations from the *Ministerio de Educación Pública* (MEP, 2017, p. 32) promoting communicative competence and the development of reading comprehension skills, classroom practices often remain focused on traditional exercises and worksheets. This gap between policy and practice highlights the need for research that identifies effective strategies and provides practical guidance for teachers.

1.1 Problem Statement

Reading comprehension is a fundamental skill in the learning of English as a foreign language at the primary level. However, many students experience difficulties understanding reading texts and answering comprehension questions accurately. This problem is especially evident in fifth-grade students at Escuela El Roble, who often struggle to identify main ideas, understand details, and interpret information when reading texts in English.

One of the main causes of this difficulty is students’ limited vocabulary knowledge. Vocabulary is essential for comprehension, as readers must understand the meaning of words to construct meaning from a text. Nation (2001) explains that without sufficient vocabulary, learners cannot fully comprehend written material, even when grammatical structures are simple (p. 144).

When students encounter too many unknown words, they tend to lose focus, guess answers, or depend on translation instead of engaging with the text meaningfully. Classroom observations at *Escuela El Roble* show that students frequently fail to answer reading comprehension questions correctly, even when texts are appropriate for their grade level. This situation reflects a common challenge in Costa Rican primary classrooms, where vocabulary instruction is often limited to memorization or isolated word lists. According to Murillo Rojas (2011), vocabulary teaching in primary education should be meaningful and contextualized; otherwise, students are unable to apply new words during reading activities (p. 24). When vocabulary is taught without context, students may recognize words but not understand their use or meaning within a text.

Similarly, the *Ministerio de Educación Pública of Costa Rica* (MEP, 2017) emphasizes that reading comprehension in English requires the integration of vocabulary development through communicative and contextualized activities (p. 32). The national curriculum highlights that students should interact with texts using vocabulary in meaningful situations; however, classroom practices often do not fully reflect these recommendations. Rojas Porras (2021) points out that many teachers still rely on repetitive exercises, which limit students' ability to use vocabulary effectively to comprehend texts (p. 41).

In addition, Thornbury (2002) states that vocabulary acquisition must involve repeated exposure and meaningful use to support comprehension (p. 23). Beck, McKeown, and Kucan (2013) further explain that students need opportunities to actively work with new words to understand texts deeply and answer comprehension questions accurately (p. 12).

Therefore, the real problem addressed in this research is that fifth-grade students do not fully understand reading texts or successfully answer comprehension questions because they lack adequate vocabulary knowledge. To address this problem, the investigator will implement three

vocabulary enrichment strategies aimed at helping students acquire vocabulary in meaningful and engaging contexts, to improve their reading comprehension skills and strengthen their confidence in reading English.

1.2 Research Question

Based on the previous considerations, the present study seeks to answer the following research question: What is the impact of implementing vocabulary enrichment strategies on reading comprehension performance among fifth-grade students at Escuela El Roble?

1.3 Investigation Objectives

1.3.1 General Objective

To evaluate the effectiveness of vocabulary enrichment strategies in enhancing reading comprehension among fifth-grade students at Escuela El Roble during the First Trimester of 2026.

1.3.2 Specific Objectives

- To identify the main reading comprehension difficulties experienced by 5th-grade primary school students at *Escuela El Roble*.
- To implement three vocabulary enrichment strategies that address the identified reading comprehension difficulties of 5th-grade students at *Escuela El Roble*.
- To analyze changes in students' reading comprehension performance following the implementation of the three vocabulary strategies at *Escuela El Roble*.

1.4 Justification

This investigation is important because reading comprehension is a fundamental skill for academic success and effective communication in English as a foreign language, especially at the

primary level. When students develop strong reading comprehension skills, they are better prepared to understand instructions, access information, and participate actively in the learning process. Therefore, improving reading comprehension from early stages contributes to long-term academic development and greater confidence in language use.

This study is particularly relevant because vocabulary knowledge plays a crucial role in reading comprehension. Nation (2001) explains that vocabulary is a key predictor of learners' ability to understand written texts, as students cannot comprehend what they read if they do not understand the words used in the text (p. 144). By focusing on vocabulary enrichment strategies, this research addresses a core element of language learning that directly affects students' reading performance.

In the Costa Rican educational context, the *Ministerio de Educación Pública* (MEP, 2017) highlights the importance of developing reading comprehension through meaningful and communicative activities in English classrooms (p. 32). However, studies conducted in Costa Rica reveal that vocabulary instruction is often limited to memorization and repetitive exercises, which do not always support deep comprehension. Murillo Rojas (2011) emphasizes that vocabulary must be taught in contextualized and interactive ways to be truly effective in primary education (p. 24). This research responds to this national need by proposing strategies that align with MEP guidelines and promote meaningful learning.

Additionally, this investigation is important because it provides practical teaching strategies that can be applied in real classroom settings. Beck, McKeown, and Kucan (2013) state that effective vocabulary instruction requires active student participation and repeated exposure to words in context (p. 12). By implementing and evaluating vocabulary enrichment strategies, this study offers concrete pedagogical tools that teachers can use to improve reading

comprehension and student engagement.

Finally, this research contributes to educational improvement by combining quantitative data and qualitative classroom experiences. The mixed-method approach allows for a deeper understanding of how vocabulary strategies influence not only reading comprehension but also students' motivation and confidence when reading in English. For these reasons, this investigation is important as it supports evidence-based teaching practices, aligns with national educational policies, and seeks to enhance the quality of English instruction in Costa Rican primary schools.

This research is expected to contribute not only to the understanding of effective teaching practices but also to the development of more engaging, student-centered classrooms. By exploring both the measurable improvements in comprehension and the students' experiences with vocabulary activities, this study aims to provide a holistic perspective on learning that supports both academic achievement and the development of lifelong reading skills.

1.5 Antecedents

The reviewed national and international literature highlights the strong relationship between vocabulary development and reading comprehension in the learning of English as a foreign language, especially at primary level. These studies provide a theoretical and practical foundation that directly supports the objectives of the present investigation, which aims to improve reading comprehension through systematic vocabulary development.

Murillo Rojas (2011) emphasizes that vocabulary instruction in primary education should be meaningful and contextualized rather than based on memorization. The author states that vocabulary must be taught within reading and communication activities to allow students to understand texts more effectively (p. 24). This study is directly related to the current

investigation, as it supports the objective of improving reading comprehension by helping students acquire vocabulary through interactive strategies such as word games, guided reading, visual materials, and oral activities. These strategies align with the present study's goal of implementing vocabulary enrichment strategies to enhance comprehension.

Similarly, *the Ministerio de Educación Pública of Costa Rica* (MEP, 2016) highlights that vocabulary development and reading comprehension are essential components of English teaching at the primary level. The national curriculum emphasizes that vocabulary should be integrated into meaningful reading activities to support students' comprehension skills (p. 45). This antecedent is relevant to the present research because it supports the implementation of vocabulary-based strategies that are consistent with national educational guidelines and reinforces the importance of improving reading comprehension through vocabulary instruction, as stated in the general objective of this study.

Rojas Porras (2004) addresses the importance of selecting and organizing vocabulary that is appropriate for students' level through the creation of a meta-lexicon. The author explains that vocabulary should be relevant, meaningful, and contextualized within reading activities to facilitate comprehension (p. 5). This study is connected to the current investigation because it supports the need to identify vocabulary-related difficulties and select appropriate words that help students understand reading texts more effectively, which aligns with the specific objectives of this research.

At the international level, Reading Rockets (n.d.) emphasizes the importance of explicit vocabulary instruction as a key factor in improving reading comprehension. The organization explains that students need direct instruction, repeated exposure, and opportunities to apply new vocabulary in context to understand texts successfully. This antecedent supports the present

study's objective of implementing vocabulary enrichment strategies to improve students' reading comprehension and engagement with texts.

Finally, ERIC (2021) highlights that intentional vocabulary instruction in the early grades has a positive impact on reading comprehension and academic performance. The study emphasizes the importance of repetition, contextualized practice, and teacher-guided instruction to help students acquire vocabulary effectively (p. 2). This research is relevant to the present investigation because it reinforces the need to apply systematic vocabulary strategies in the classroom to improve students' comprehension skills, which is the central focus of this study.

In conclusion, these antecedents demonstrate that vocabulary development plays a crucial role in reading comprehension at primary level. They provide strong support for the objectives of the present investigation and justify the implementation of vocabulary enrichment strategies as a mean to improve reading comprehension among fifth-grade students at *Escuela El Roble*.

Chapter II

Theoretical Framework

This chapter outlines the theoretical and conceptual bases that underpin the current research on enhancing reading comprehension via vocabulary enhancement strategies among fifth-grade learners at Escuela El Roble, Alajuela. The goal is to examine pertinent theories, instructional methods, and research results that clarify how vocabulary growth affects reading comprehension in the context of learning English as a Foreign Language (EFL).

Grasping the theoretical foundation is crucial since, as Creswell and Plano Clark (2018) describe, in mixed-method research, the conceptual framework acts as a link between quantitative results derived from classroom performance and qualitative insights gathered from the experiences of teachers and students. This integration enables a deeper comprehension of how language acquisition takes place in the actual classroom environment.

Reading comprehension and vocabulary are among the most crucial factors in effectively learning English as a second language. Snow (2002) defines reading comprehension as an active process where readers create meaning by engaging with text, their prior knowledge, and the surrounding context. Likewise, Nation (2001) highlights that vocabulary knowledge is crucial in this process, as comprehending a text becomes almost unfeasible without sufficient lexical resources.

This chapter examines the key theoretical aspects of reading comprehension and vocabulary development, analyzes essential strategies that foster lexical and textual understanding, and explores the teaching implications of applying effective vocabulary enhancement methods to improve reading comprehension in EFL primary classrooms.

2.1 Reading Comprehension in Primary Education

Reading comprehension is a fundamental skill in the process of learning a foreign language, as it allows learners to construct meaning from written texts and interact with information in a meaningful way. In the context of English as a Foreign Language (EFL), reading comprehension goes beyond the simple recognition of words; it involves understanding ideas, interpreting messages, and connecting new information with prior knowledge. According to Snow (2002), reading comprehension is an active and complex process in which readers simultaneously extract and construct meaning through interaction with the text.

In primary education, reading comprehension plays a crucial role in students' academic development, since it supports learning across subjects and fosters critical thinking skills. The *Ministerio de Educación Pública of Costa Rica* (MEP, 2017) emphasizes that reading comprehension is essential for developing communicative competence in English, as students are expected to understand texts of increasing complexity and respond to comprehension tasks effectively. However, many EFL learners face difficulties when they lack sufficient vocabulary to fully understand written texts.

Reading comprehension can be classified into different levels, which reflect the depth of understanding achieved by the reader. Literal comprehension refers to the ability to identify explicit information stated directly in the text, such as facts, details, and main ideas. Inferential comprehension involves reading between the lines, allowing students to make connections, draw conclusions, and infer meanings that are not explicitly stated. Critical comprehension, the highest level, requires readers to evaluate the text, express opinions, and relate the information to real-life contexts (Brown, 2007). For EFL learners, achieving these levels of comprehension is particularly challenging when vocabulary knowledge is limited.

Several cognitive processes are involved in reading comprehension, including decoding, vocabulary recognition, background knowledge activation, and meaning construction. When students encounter unfamiliar words frequently, their attention shifts from understanding the message to decoding individual terms, which negatively affects comprehension (Nation, 2001). This situation is common in primary EFL classrooms, where students may struggle to answer comprehension questions not because they cannot read, but because they do not understand key vocabulary within the text.

In the Costa Rican educational context, the English curriculum highlights the importance of reading comprehension as part of language development from early grades. The MEP (2017) states that students should be exposed to meaningful texts that promote understanding, interpretation, and communication. However, for these goals to be achieved, learners must possess sufficient vocabulary to access the content of texts. Without this foundation, reading activities may become frustrating and ineffective for students.

Therefore, reading comprehension should be understood as a skill that depends on multiple factors, with vocabulary knowledge being one of the most influential. When students develop a stronger vocabulary base, they are better equipped to identify main ideas, understand details, and respond accurately to comprehension questions. This perspective supports the present investigation's focus on addressing reading comprehension difficulties by strengthening students' vocabulary as a key component of the reading process.

2.2 Vocabulary Acquisition and Its Role in Reading Comprehension

Vocabulary acquisition is a fundamental process in second and foreign language learning, as it enables learners to understand, interpret, and use language meaningfully. When teaching English as a Foreign Language (EFL), vocabulary acquisition plays a crucial role because learners

rely heavily on their lexical knowledge to access written and spoken texts. According to Nation (2001), vocabulary knowledge involves knowing a word's meaning, form, pronunciation, grammatical behavior, and appropriate use in different contexts. Without sufficient vocabulary knowledge, students may struggle to understand texts even when they possess basic reading skills.

Vocabulary acquisition is commonly categorized into receptive vocabulary and productive vocabulary. Receptive vocabulary refers to the words learners can recognize and understand when reading or listening, whereas productive vocabulary includes the words learners can actively use in speaking or writing (Schmitt, 2000). In primary EFL classrooms, students often develop receptive vocabulary earlier than productive vocabulary. As a result, learners may recognize words in a text but experience difficulties when they are asked to answer comprehension questions, summarize information, or express ideas using those words. This gap between receptive and productive vocabulary can negatively affect students' confidence and performance in reading activities.

Another important aspect of vocabulary acquisition is the distinction between vocabulary breadth and vocabulary depth. Vocabulary breadth refers to the number of words a learner knows, while vocabulary depth refers to how well those words are understood, including their multiple meanings, collocations, and contextual uses (Qian, 2002). Learners with limited vocabulary breadth may encounter frequent unknown words in texts, which interrupts comprehension and increases frustration. On the other hand, learners with shallow vocabulary depth may misunderstand texts because they lack a complete understanding of familiar words. For effective reading comprehension, students need both a wide range of vocabulary and a deep understanding of how words function in context.

In EFL learning environments, vocabulary acquisition is more effective when words are

introduced through meaningful and contextualized instruction rather than isolated memorization. Research indicates that students acquire vocabulary more successfully when new words are presented within authentic or semi-authentic texts, supported by visual aids, repetition, and opportunities for interaction (Beck, McKeown, & Kucan, 2013). These instructional practices allow learners to associate new vocabulary with real situations, images, and experiences, which facilitates retention and comprehension.

Repeated exposure to vocabulary is another key factor in vocabulary acquisition. Students rarely learn new words after a single encounter; instead, they require multiple opportunities to see, hear, and use words in different contexts (Nation, 2001). In reading activities, repeated encounters with vocabulary within texts help learners reinforce meaning and improve word recognition. When vocabulary instruction is systematic and intentional, students are more likely to internalize new words and apply them during reading comprehension tasks.

From a cognitive perspective, vocabulary acquisition supports reading comprehension by reducing the cognitive load placed on learners during reading. When students are familiar with key vocabulary, they can focus their attention on understanding ideas, identifying main points, and making inferences rather than decoding individual words (Perfetti, 2007). In contrast, limited vocabulary knowledge forces learners to focus excessively on word recognition, which interferes with overall comprehension and meaning construction.

In the Costa Rican educational context, the English curriculum established by the *Ministerio de Educación Pública* (MEP, 2017) highlights vocabulary development as an essential component of communicative competence. The curriculum encourages teachers to introduce vocabulary through contextualized activities, visual support, and meaningful practice that promote comprehension and communication. However, when vocabulary instruction is insufficient or lacks

continuity, students may experience difficulties understanding written texts and responding accurately to comprehension questions, particularly at the primary level.

For this reason, vocabulary acquisition should be understood as a gradual and continuous process that requires explicit instruction, repeated exposure, and meaningful practice. Strengthening students' vocabulary knowledge allows them to approach reading tasks with greater confidence and comprehension. This perspective supports the focus of the present investigation, which seeks to improve reading comprehension by systematically developing vocabulary among fifth-grade EFL learners.

2.3 Relationship Between Vocabulary Knowledge and Reading Comprehension

The relationship between vocabulary knowledge and reading comprehension has been widely recognized in the field of language learning and literacy development. Vocabulary functions as the primary tool through which meaning is constructed in written texts, making it a fundamental component of reading comprehension. In the English as a Foreign Language (EFL) context, this relationship becomes even more significant, as learners depend heavily on their lexical knowledge to understand texts written in a language that is not used regularly in their daily lives. According to Nation (2001), vocabulary knowledge is one of the most powerful predictors of reading comprehension performance.

Reading comprehension requires readers to process written language efficiently in order to understand ideas, interpret information, and respond meaningfully to texts. When learners encounter a high number of unfamiliar words, their comprehension is disrupted, as they must focus on decoding vocabulary rather than constructing meaning. Anderson and Freebody (1981) explain that limited vocabulary knowledge creates barriers to comprehension because unknown words prevent readers from fully accessing the message of a text. This challenge is especially evident

among EFL learners at primary level, who are still developing their foundational language skills.

Vocabulary knowledge supports reading comprehension by facilitating automatic word recognition. When readers can recognize words quickly and accurately, they are able to allocate their cognitive resources to higher-level comprehension processes such as identifying main ideas, making inferences, and evaluating information. Perfetti (2007) argues that efficient vocabulary processing reduces cognitive load during reading, allowing learners to engage more deeply with the text. In contrast, limited vocabulary knowledge forces readers to concentrate on individual words, which interferes with overall comprehension and meaning construction.

The influence of vocabulary knowledge on reading comprehension can be observed across different levels of understanding. At the literal comprehension level, vocabulary knowledge enables students to recognize key words and identify explicit information presented in the text, such as facts, details, and main ideas. At the inferential level, a stronger vocabulary base allows learners to interpret implied meanings, establish connections between ideas, and draw conclusions that are not directly stated. At the critical comprehension level, vocabulary knowledge supports students' ability to analyze texts, express opinions, and relate information to personal experiences or real-life situations (Brown, 2007). Without adequate vocabulary knowledge, students may struggle to progress beyond basic comprehension.

Research has also demonstrated that vocabulary instruction has a direct and positive impact on reading comprehension outcomes. Studies indicate that when vocabulary is taught explicitly and systematically, students show improvements in their ability to understand texts and answer comprehension questions accurately (Beck, McKeown, & Kucan, 2013). Vocabulary instruction that focuses on meaning, context, and repeated exposure helps learners internalize new words and apply them during reading tasks. This is particularly important in EFL classrooms, where incidental

exposure to the language outside school is limited.

In primary education, the relationship between vocabulary knowledge and reading comprehension is especially critical because students are transitioning from learning to read toward reading to learn. During this stage, students are expected to comprehend texts that contain more complex vocabulary and ideas. When vocabulary instruction is insufficient, reading activities may become frustrating, leading to decreased motivation and engagement. Young learners who struggle to understand texts due to vocabulary limitations may develop negative attitudes toward reading, which can affect their long-term academic performance.

From a pedagogical perspective, vocabulary knowledge not only influences students' comprehension of texts but also their ability to demonstrate understanding. In many reading activities, students are required to answer questions, complete exercises, or participate in discussions based on a text. Learners with limited vocabulary may partially understand a text but struggle to express their understanding using appropriate language. This difficulty can result in lower performance on comprehension tasks, even when students have grasped the main ideas of the text.

In the Costa Rican educational context, the *Ministerio de Educación Pública* (MEP, 2017) emphasizes the development of reading comprehension as a key component of communicative competence in English. The national curriculum highlights vocabulary development as a means to support comprehension, communication, and language use in meaningful contexts. Despite these guidelines, many primary school students continue to experience difficulties in reading comprehension due to limited vocabulary knowledge, particularly in EFL settings where exposure to English is restricted to the classroom.

Furthermore, vocabulary knowledge plays a crucial role in helping students interact with

different types of texts, including narratives, informational texts, and instructional materials. When students possess a stronger vocabulary base, they are better equipped to understand text structures, identify relevant information, and engage critically with content. This ability is essential for academic success, as reading comprehension skills are required across subjects and learning areas.

For these reasons, the relationship between vocabulary knowledge and reading comprehension should be understood as dynamic and reciprocal. While vocabulary knowledge supports comprehension, reading activities also provide opportunities for vocabulary growth when students are exposed to new words in meaningful contexts. However, for this reciprocal relationship to be effective, vocabulary instruction must be intentional, systematic, and aligned with students' reading needs.

In conclusion, vocabulary knowledge constitutes a foundational element of reading comprehension, particularly in EFL primary education. Strengthening students' vocabulary enables them to access meaning, engage with texts more effectively, and respond accurately to comprehension tasks. This close relationship supports the focus of the present investigation, which seeks to improve reading comprehension by systematically developing vocabulary among fifth-grade primary school students in Costa Rica.

2.4 Vocabulary Enrichment Strategies

Vocabulary enrichment strategies are instructional techniques designed to help learners acquire, reinforce, and use new vocabulary meaningfully. In English as a Foreign Language (EFL) classrooms, these strategies are essential because students have limited exposure to the language outside the school environment. Effective vocabulary enrichment strategies provide learners with multiple opportunities to encounter new words, understand their meanings, and apply them in different contexts. According to Nation (2001), systematic and intentional

vocabulary instruction is necessary for learners to develop sufficient lexical knowledge to support reading comprehension.

One effective vocabulary enrichment strategy is word mapping, also known as semantic mapping. This strategy involves organizing vocabulary visually by connecting new words with definitions, examples, synonyms, or related concepts. Word mapping helps students establish meaningful associations between words and ideas, which facilitates comprehension and retention. When applied before or during reading activities, word mapping allows learners to activate prior knowledge and better understand key vocabulary present in the text. This strategy is particularly beneficial for primary EFL learners, as visual organization supports memory and comprehension.

Another widely used strategy is guided reading, which involves teacher-supported reading activities that focus on both comprehension and vocabulary development. During guided reading sessions, the teacher introduces key vocabulary before reading, provides support while students interact with the text, and reinforces vocabulary through discussion and comprehension questions after reading. According to Beck, McKeown, and Kucan (2013), guided reading creates meaningful opportunities for learners to encounter new vocabulary in context, allowing them to understand word meanings as they relate directly to the text. This approach helps students make connections between vocabulary knowledge and reading comprehension.

Word games also play an important role in vocabulary enrichment, especially at the primary level. Games such as matching activities, bingo, crosswords, and word puzzles allow students to practice vocabulary in an engaging and low-anxiety environment. These activities promote repetition and reinforcement, which are essential for vocabulary acquisition. Krashen's Affective Filter Hypothesis (1982) suggests that learners acquire language more effectively when anxiety is reduced and motivation is increased. Word games encourage active participation and

help students internalize vocabulary while enjoying the learning process.

The use of visual aids and flashcards is another effective strategy for enriching vocabulary. Visual support helps learners associate words with images, actions, or real-life objects, which enhances understanding and retention. In EFL classrooms, visual aids are particularly useful for introducing new vocabulary and supporting comprehension during reading activities. The Ministerio de Educación Pública of Costa Rica (MEP, 2017) highlights the importance of using visual resources to support vocabulary development and comprehension in primary English instruction.

Collaborative activities, such as pair work and group work, also contribute significantly to vocabulary enrichment. When students work together, they have opportunities to use new vocabulary in meaningful interactions, negotiate meaning, and learn from their peers. Vygotsky's social constructivist theory emphasizes that learning occurs through social interaction and collaboration. By engaging in collaborative activities related to reading texts, students can practice vocabulary while developing comprehension skills and communicative competence.

Another important aspect of vocabulary enrichment is repeated exposure. Students rarely acquire vocabulary after a single encounter; instead, they need multiple opportunities to see, hear, and use new words across different activities and contexts (Nation, 2001). Effective vocabulary enrichment strategies incorporate repetition through varied tasks, such as reading, speaking, writing, and games. This repeated exposure strengthens word knowledge and supports long-term retention.

In primary EFL education, vocabulary enrichment strategies should be adapted to students' developmental level and learning needs. Strategies that are interactive, visual, and meaningful are more effective for young learners, as they promote engagement and

comprehension. When vocabulary enrichment is integrated into reading activities, students are better able to understand texts, identify key information, and answer comprehension questions accurately.

In the context of the present investigation, these vocabulary enrichment strategies provide the theoretical foundation for the instructional intervention described in the following chapter. Strategies such as word mapping, guided reading, word games, visual aids, and collaborative activities will be selected and systematically applied to support students' vocabulary development. By strengthening vocabulary knowledge through these strategies, the study aims to improve reading comprehension among fifth-grade primary school students in a Costa Rican EFL context.

2.5 Classroom Environment and Learning Resources

The classroom environment and the learning resources available are fundamental elements that influence students' learning processes and academic achievement. In the English as a Foreign Language (EFL) context, these elements play a particularly important role because learners have limited exposure to the target language outside the classroom. A well-structured classroom environment combined with appropriate learning resources creates conditions that support vocabulary acquisition and reading comprehension, especially at the primary education level.

The classroom environment encompasses both physical and emotional dimensions that directly affect learning. The physical environment includes classroom organization, seating arrangements, lighting, visual displays, and access to instructional materials. An organized and visually supportive classroom allows students to focus on learning tasks and engage more effectively with reading activities. Visual displays such as word walls, posters, and vocabulary

charts provide constant exposure to language, reinforcing vocabulary learning in a natural and meaningful way.

Emotional environment refers to the atmosphere of safety, respect, and encouragement that exists within the classroom. Students are more likely to participate actively in reading and vocabulary activities when they feel comfortable and confident. Krashen's Affective Filter Hypothesis (1982) explains that emotional factors such as anxiety, motivation, and self-confidence can influence language acquisition. A positive classroom environment helps lower students' affective filter, enabling them to engage more fully with texts and vocabulary without fear of making mistakes.

Learning resources are essential tools that support instruction and facilitate students' understanding of language. In EFL classrooms, resources such as textbooks, storybooks, graded readers, flashcards, visual aids, and realia provide learners with opportunities to encounter vocabulary in context. The selection of appropriate reading materials is crucial, as texts should match students' language proficiency and cognitive development. When materials are too complex, comprehension becomes difficult; when they are too simple, students may not be sufficiently challenged.

Visual and multimodal learning resources play a particularly important role in supporting comprehension for young learners. Images, graphic organizers, charts, and illustrations help students connect words with meanings and support memory retention. According to the *Ministerio de Educación Pública of Costa Rica* (MEP, 2017), the use of visual and contextualized resources is recommended to promote meaningful learning and facilitate comprehension in English instruction at primary level. These resources support diverse learning styles and help to bridge language gaps in EFL contexts.

Technology-based resources have also become increasingly relevant in language education. Digital tools such as interactive presentations, educational videos, online reading platforms, and language-learning applications provide additional opportunities for vocabulary exposure and practice. When integrated purposefully, technology can enhance motivation and engagement while offering interactive and repetitive activities that reinforce vocabulary and comprehension. However, the effectiveness of digital resources depends on their alignment with instructional objectives and students' learning needs.

The classroom environment also shapes students' opportunities for interaction and collaboration. A learning environment that encourages pair work, group activities, and discussion fosters meaningful language use and social interaction. Vygotsky's social constructivist theory emphasizes that learning occurs through interaction with others, particularly within the zone of proximal development. Collaborative activities related to reading and vocabulary allow students to negotiate meaning, share ideas, and support one another's learning, which contributes to deeper comprehension and vocabulary development.

In inclusive classroom settings, the environment and resources should also respond to students' diverse learning needs. Differentiated instruction and varied resources help ensure that all students have access to learning opportunities. In primary EFL classrooms, adapting materials and activities to students' abilities supports engagement and comprehension, particularly for learners who may struggle with reading or vocabulary acquisition.

Within the Costa Rican educational context, the MEP (2017) highlights the importance of creating inclusive, supportive, and student-centered learning environments. The national curriculum encourages the use of varied instructional resources and interactive strategies to promote communicative competence in English. A classroom environment that reflects these

principles supports vocabulary development and reading comprehension by providing meaningful learning experiences aligned with curricular goals.

In relation to the present investigation, the classroom environment and learning resources function as essential supporting factors for the implementation of vocabulary enrichment strategies. A positive emotional climate, an organized physical space, and the availability of appropriate learning resources facilitate the systematic development of vocabulary. By strengthening these conditions, students are better prepared to engage in reading texts and improve their comprehension skills. Therefore, classroom environment and learning resources play a complementary role in establishing vocabulary development as the means and reading comprehension as the outcome of this study.

2.6 Summary

This chapter has presented an extensive theoretical framework that supports the present investigation, focusing on reading comprehension, vocabulary acquisition, the relationship between vocabulary knowledge and reading comprehension, vocabulary enrichment strategies, and the role of the classroom environment and learning resources in English as a Foreign Language (EFL) primary education. The literature reviewed throughout this chapter emphasizes that reading comprehension is a complex, active, and cognitive process in which learners construct meaning through interaction with written texts rather than simply decoding words (Snow, 2002; Brown, 2007).

Reading comprehension was examined as a multifaceted skill that involves different levels of understanding, including literal, inferential, and critical comprehension. These levels reflect the depth of processing required to understand written texts effectively. In EFL contexts, particularly at primary level, students often experience difficulties moving beyond literal comprehension due

to limited exposure to the target language and insufficient vocabulary knowledge. Research suggests that when learners do not understand key vocabulary in a text, their ability to infer meaning, analyze information, and respond accurately to comprehension questions is significantly reduced (Nation, 2001; Perfetti, 2007).

Vocabulary acquisition emerged as a central element in the reading process. As discussed in this chapter, vocabulary knowledge involves more than recognizing the meaning of individual words; it also includes understanding pronunciation, grammatical use, collocations, and contextual meanings (Nation, 2001; Schmitt, 2000). The distinctions between receptive and productive vocabulary, as well as vocabulary breadth and depth, highlight the importance of systematic and intentional vocabulary instruction in EFL classrooms. Learners with limited vocabulary breadth may struggle due to the high frequency of unfamiliar words in texts, while learners with shallow vocabulary depth may misunderstand texts because they lack a complete understanding of known words (Qian, 2002).

The relationship between vocabulary knowledge and reading comprehension was analyzed in depth, establishing vocabulary development as the primary instructional means through which reading comprehension can be improved. Numerous studies confirm that vocabulary knowledge is one of the strongest predictors of reading comprehension success (Anderson & Freebody, 1981; Nation, 2001). When students possess sufficient vocabulary knowledge, they can recognize words automatically, reduce cognitive load, and allocate their attention to higher-level comprehension processes such as making inferences and evaluating information (Perfetti, 2007). In contrast, limited vocabulary knowledge forces students to focus on decoding individual words, which interferes with overall comprehension and meaning construction.

This chapter also highlighted that vocabulary knowledge influences not only students'

understanding of texts but also their ability to demonstrate comprehension. In reading activities, students are often required to answer questions, summarize texts, or express opinions. Learners with limited vocabulary may partially understand a text but struggle to respond accurately due to difficulties expressing their understanding using appropriate language. This challenge is particularly evident in EFL primary classrooms, where students are still developing foundational language skills.

Several vocabulary enrichment strategies were examined as effective instructional approaches for supporting vocabulary development and reading comprehension. Strategies such as word mapping, guided reading, word games, visual aids, and collaborative activities were identified as particularly suitable for primary EFL learners. These strategies promote meaningful learning by providing repeated exposure to vocabulary, encouraging interaction, and supporting comprehension through contextualized instruction (Beck, McKeown, & Kucan, 2013; Nation, 2001). Additionally, interactive and low-anxiety activities help reduce students' affective filter and increase motivation, which facilitates language acquisition (Krashen, 1982).

The role of the classroom environment and learning resources was also emphasized as a key factor influencing students' language learning experiences. A positive emotional environment characterized by safety, encouragement, and respect supports students' participation in reading and vocabulary activities. According to Krashen (1982), lower anxiety levels enhance language acquisition by allowing learners to engage more fully with instructional tasks. Similarly, an organized physical environment and access to appropriate learning resources, such as visual aids, print materials, and digital tools, provide students with meaningful opportunities to interact with language and reinforce vocabulary learning.

From a sociocultural perspective, learning was also examined as a social process that occurs

through interaction and collaboration. Vygotsky's (1978) social constructivist theory emphasizes that learners develop knowledge through meaningful interaction with others. Collaborative reading and vocabulary activities allow students to negotiate meaning, share ideas, and support one another's learning, which contributes to deeper comprehension and vocabulary development.

Within the Costa Rican educational context, the *Ministerio de Educación Pública* (MEP, 2017) emphasizes the development of reading comprehension as a fundamental component of communicative competence in English. The national curriculum highlights vocabulary development as a key element for supporting comprehension, communication, and meaningful language use. Furthermore, the MEP promotes the use of contextualized instruction, varied learning resources, and supportive classroom environments to address students' learning needs at the primary level.

In light of the theoretical perspectives and national guidelines reviewed, this chapter establishes vocabulary development as the instructional means through which reading comprehension can be improved among primary EFL learners. Strengthening students' vocabulary knowledge through systematic enrichment strategies, supportive classroom environments, and appropriate learning resources enables learners to access texts more effectively, construct meaning, and respond accurately to comprehension tasks.

In conclusion, the theoretical framework presented in this chapter provides a solid foundation for the present investigation. By positioning vocabulary development as the central means and reading comprehension as the expected learning outcome, this study is grounded in well-established research and aligned with the Costa Rican educational context. These theoretical foundations support the instructional intervention presented in the following chapter, which seeks to improve reading comprehension through the systematic development of vocabulary among fifth-

grade primary school students in Costa Rica.

CHAPTER III

METHODOLOGICAL FRAMEWORK

The methodological framework serves as the basis on which this research is built. It outlines the framework, methods, and approaches that direct the study of how vocabulary enhancement techniques aid in improving reading comprehension of fifth-grade pupils at Escuela El Roble in Alajuela, Costa Rica.

This research employs a mixed-methods strategy, combining quantitative and qualitative techniques to capture measurable gains in reading comprehension as well as students' perceptions, experiences, and engagement during the learning journey. According to Creswell (2018), mixed-method research enables the researcher to “achieve a richer and more thorough insight into the research issue by merging statistical patterns with the in-depth views of participants” (p. 23). This integration offers a comprehensive perspective on learning and its results, allowing the researcher to examine both the efficacy of teaching methods and the elements that affect students' experiences.

3.1 Research Approach

The present investigation follows a mixed research approach, as it integrates both quantitative and qualitative methods in order to achieve a deeper and more complete understanding of the research problem. A mixed approach allows the researcher to collect numerical data to measure students' progress while also gathering descriptive information that explains students' learning processes and classroom experiences.

The quantitative component of this study will focus on measuring students' reading comprehension and vocabulary development through structured activities and assessments. This

type of data makes it possible to identify patterns, compare results, and observe changes in students' performance before and after the instructional intervention. Quantitative research is especially useful in educational contexts where learning outcomes need to be measured objectively (Creswell, 2014).

On the other hand, the qualitative component of the investigation will aim to explore students' behaviors, participation, attitudes, and responses during the implementation of vocabulary enrichment strategies. Qualitative data will be collected through classroom observations, teacher reflective notes, and students' interactions during reading activities. This information will provide insight into how students experience the learning process and how vocabulary instruction influences their engagement and comprehension (Dörnyei, 2007).

The combination of both approaches strengthens the study by allowing triangulation of data, which increases the credibility and validity of the findings. By comparing quantitative results with qualitative observations, the researcher can obtain a more holistic view of the impact of vocabulary development on reading comprehension (Creswell & Plano Clark, 2018). This integration is particularly appropriate in classroom-based research, where learning is influenced by academic, emotional, and contextual factors.

In the Costa Rican educational context, *the Ministerio de Educación Pública* (MEP) promotes reflective teaching practices and the use of varied assessment strategies to evaluate students' learning processes in English as a Foreign Language. The national English curriculum emphasizes the importance of combining formative assessment, observation, and performance-based tasks to support students' language development (MEP, 2017). For this reason, a mixed research approach aligns with national educational guidelines and responds to the needs of primary EFL learners.

In conclusion, the mixed research approach is suitable for this investigation because it allows the researcher to evaluate students' reading comprehension improvement quantitatively while also understanding the role of vocabulary development qualitatively. This approach is consistent with the objectives of the study and provides a solid methodological foundation for analyzing the effectiveness of vocabulary enrichment strategies in improving reading comprehension among fifth-grade primary school students.

3.2 Research Design

The present investigation is developed under a descriptive research design, as its main purpose is to describe, analyze, and interpret the effects of a vocabulary-based instructional intervention on the reading comprehension of fifth-grade primary school students. A descriptive research design allows the researcher to observe learning processes as they naturally occur in the classroom, without manipulating variables under controlled or experimental conditions.

This study includes a comparative component, as it analyzes the results of two intact fifth-grade groups (5-1 and 5-4) in order to determine which group achieved greater vocabulary acquisition and reading comprehension improvement. Moreover, it focuses on identifying patterns, tendencies, and changes in students' vocabulary knowledge and reading comprehension performance after the implementation of specific instructional strategies. According to Creswell (2014), descriptive research is appropriate when the objective is to provide an accurate and detailed description of a phenomenon within its real-life context, particularly in educational settings.

The instructional intervention included in this study is pedagogical in nature and is implemented as part of regular English lessons. The purpose of the intervention is to support students' learning by strengthening their vocabulary knowledge in order to improve their reading

comprehension. The strategies applied are not intended to function as experimental treatments, but rather as instructional practices designed to respond to students' learning needs. This approach aligns with Dörnyei's (2007) view that classroom-based research should prioritize educational improvement over experimental control.

A descriptive research design also allows the researcher to collect both quantitative and qualitative data to describe students' progress comprehensively. Quantitative data will be used to observe changes in students' performance on reading comprehension and vocabulary activities, while qualitative data will provide insight into students' participation, attitudes, and interaction during the instructional process. The combination of both types of data supports a detailed interpretation of the instructional outcomes within the classroom context.

From a pedagogical perspective, descriptive research is particularly suitable for primary education, where learning processes are influenced by developmental, emotional, and contextual factors. Observing students in their natural learning environment provides valuable information on how instructional strategies function in real classrooms, rather than under artificial conditions. This perspective is consistent with constructivist and communicative approaches to language teaching, which emphasize meaningful learning experiences (Vygotsky, 1978; Brown, 2007).

In the Costa Rican educational context, the *Ministerio de Educación Pública* (MEP) promotes reflective teaching practices and the continuous evaluation of instructional strategies to improve students' learning outcomes. The national English curriculum encourages teachers to observe students' performance, analyze learning difficulties, and adjust instructional practices accordingly (MEP, 2017). Descriptive research supports this approach by allowing educators to document and analyze classroom realities systematically and reflectively.

Furthermore, the MEP emphasizes formative assessment and ongoing observation as key

components of the teaching and learning process. Through descriptive research, the researcher is able to gather evidence of students' progress and challenges, which can be used to inform pedagogical decisions and improve instructional planning (MEP, 2023). This reinforces the relevance of the descriptive research design within the Costa Rican primary education system.

In conclusion, the descriptive research design provides an appropriate methodological framework for the present investigation. It allows the researcher to examine the effects of vocabulary enrichment strategies on reading comprehension within an authentic classroom context, while respecting the natural dynamics of the learning environment. By focusing on description, analysis, and interpretation rather than experimental control, this design aligns with the objectives of the study, the mixed research approach, and the national educational guidelines established by the *Ministerio de Educación Pública*.

3.3 Sources of Information

The sources of information refer to the different types of materials and data used to support and develop the research study. These sources provide the theoretical foundation, contextual background, and empirical evidence necessary to analyze the research problem. In educational research, sources of information are commonly classified as primary, secondary, and tertiary, depending on their origin and purpose (Creswell, 2014). Identifying and organizing these sources strengthens the academic rigor of the study and ensures that the investigation is supported by reliable and relevant evidence.

3.3.1 Primary Sources

The primary sources of information for this investigation will be obtained directly from the participants and the classroom context. These sources include students' performance on reading comprehension activities, vocabulary tasks, and classroom-based assessments

implemented during the instructional intervention. This information will allow the researcher to collect first-hand data related to students' vocabulary development and reading comprehension progress.

Additionally, classroom observations and the researcher's reflective notes will serve as primary qualitative sources. These observations will provide detailed descriptions of students' participation, engagement, and responses to vocabulary enrichment strategies. Collecting primary data within the natural classroom environment is consistent with descriptive and mixed research approaches, as it allows the researcher to analyze learning processes as they occur in real educational settings (Creswell, 2014).

3.3.2 Secondary Sources

Secondary sources of information will include academic books, peer-reviewed journal articles, and previous research studies related to vocabulary acquisition, reading comprehension, and English as a Foreign Language instruction. These sources provide the theoretical and conceptual foundation for the present investigation and support the interpretation of the findings.

In addition, official documents and guidelines published by the *Ministerio de Educación Pública* (MEP) will be used as secondary sources. The national English curriculum and policy documents provide contextual information about English instruction at the primary level in Costa Rica and support the alignment of the study with national educational standards (MEP, 2017; MEP, 2023). These sources contribute to the academic validity and contextual relevance of the research.

3.3.3 Tertiary Sources

Tertiary sources were consulted to support the organization and clarification of key theoretical concepts related to vocabulary acquisition, reading comprehension, and English as a

Foreign Language (EFL) instruction. These sources include dictionaries, encyclopedias, educational glossaries, and academic databases that provide summarized and systematized information derived from primary and secondary research. According to Creswell (2014), tertiary sources are useful for obtaining general background knowledge and clarifying terminology before conducting deeper academic analysis.

In this investigation, tertiary sources were particularly helpful in defining central concepts such as vocabulary development, reading comprehension skills, formative assessment, and instructional strategies. They also supported the accurate use of academic terminology throughout the study. Fraenkel, Wallen, and Hyun (2019) explain that consulting multiple types of sources strengthens the foundation of educational research by ensuring conceptual clarity and consistency in definitions (p. 43).

Additionally, online academic databases and reference tools were used to verify publication details, confirm citation formats, and cross-check theoretical concepts presented in secondary literature. The use of tertiary sources contributed to the overall coherence of the theoretical framework and ensured that the research terminology aligns with established academic standards.

3.4 Population and Sample

The population of this investigation will consist of all fifth-grade students enrolled at *Escuela El Roble, located in Alajuela, Costa Rica*, during the First Trimester of 2026. This population represents students who are part of the Costa Rican public education system and who follow the English as a Foreign Language (EFL) curriculum established by the *Ministerio de Educación Pública* (MEP). According to MEP, fifth-grade students are expected to develop basic communicative skills in English, including vocabulary knowledge and reading

comprehension, which makes this population appropriate for the present study (MEP, 2017).

The sample of the study will be selected using a non-probabilistic convenience sampling method, as the participants will be chosen based on accessibility and availability. The sample will include two intact fifth-grade groups from *Escuela El Roble* (5-1 and 5-2), assigned to the researcher for the English subject. At the time of writing this investigation, the academic year has not yet begun; therefore, the exact number of participants is unknown. However, it is expected that the sample consists of 34 fifth-grade students divided into two intact groups. Group 5-1 includes 17 students and Group 5-2 includes 17 students, for a total of 34 participants.

These two groups were selected through convenience sampling because they were the groups assigned to the researcher during the first trimester of the 2026 school year. According to Creswell (2018), convenience sampling is appropriate in educational research when researchers work with naturally existing classroom groups (p. 185).

The purpose of working with two groups is to compare their vocabulary acquisition and reading comprehension development after the implementation of the instructional strategies. Ary, Jacobs, Sorensen, and Walker (2019) explain that comparative studies allow researchers to examine differences in academic performance between naturally formed groups (p. 325).

The selected sample is considered appropriate because it reflects the characteristics of typical primary EFL learners in Costa Rica, including limited exposure to English and varying levels of vocabulary knowledge. These characteristics align with the objectives of the study, which seek to improve students' reading comprehension through vocabulary development. Furthermore, using a convenience sample is consistent with descriptive classroom-based

research, as it allows the researcher to analyze learning processes within a natural and authentic educational setting (Creswell, 2014).

In summary, the sample chosen for this investigation provides suitable conditions for examining the impact of vocabulary enrichment strategies on reading comprehension. The selection process respects the realities of the Costa Rican public education system and aligns with national educational guidelines established by *the Ministerio de Educación Pública*.

3.5 Description of the Instruments

To collect both qualitative and quantitative data, several research instruments were developed, drawing upon the methodologies described by Burns (2010, p. 58) and Creswell (2018, p. 47), who emphasize that using multiple instruments “provides richer data and more reliable interpretations.” The combination of instruments allows the study to capture not only measurable improvements in reading comprehension but also students’ experiences, engagement, and perceptions regarding the implementation of vocabulary enrichment strategies.

3.5.1 Pre- and Post-Tests

The quantitative component of the study relies on pre- and post-tests designed to measure students’ reading comprehension before and after the implementation of vocabulary enrichment strategies. The tests include multiple-choice questions, matching exercises, and short-answer questions that assess literal, inferential, and evaluative comprehension. Fraenkel, Wallen, and Hyun (2019, p. 132) argue that such tests are effective in quasi-experimental designs because they provide objective data that can reveal patterns of learning and improvement over time. The pre-test establishes a baseline of students’ reading abilities, while the post-test evaluates the impact of the instructional interventions.

3.5.2 Classroom Observations

To complement the quantitative data, structured classroom observations were conducted. These observations focus on students' participation, engagement, use of new vocabulary, and interaction with peers and the teacher during English lessons. Burns (2010, p. 60) notes that classroom observation allows researchers to "capture the nuances of learning processes that are often invisible in standardized tests." Observations were guided by a checklist that included indicators such as the frequency of students' verbal contributions, responses to comprehension questions, and participation in vocabulary activities. Such as word mapping and semantic webs, the use of visual aids and flashcards, interactive word games (including bingo, matching activities, and crossword puzzles), reading short texts containing target vocabulary, and group discussions and dramatizations. This instrument provides insight into the ways students interact with the instructional strategies in real-time.

3.5.3 Student Interviews

Semi-structured interviews were conducted with a selection of students to gather qualitative data on their experiences, feelings, and perceptions regarding the vocabulary enrichment activities. Creswell (2018, p. 49) explains that interviews allow participants to express their perspectives in their own words, offering rich, detailed data that cannot be captured by tests alone. Questions focused on students' enjoyment of activities, perceived learning, and self-confidence in using new vocabulary. The interviews also explored how students felt their comprehension had improved and whether they found certain strategies particularly helpful.

3.5.4 Teacher Reflections

Finally, teacher reflections were employed as an instrument to provide professional insight into the effectiveness of the strategies and the students' responses. Teachers recorded

observations after each lesson, noting successes, challenges, and adjustments made during instruction. According to Wallace (1998, p. 29), teacher reflections serve as a valuable qualitative instrument in educational research because they allow for continuous self-assessment and adaptation of teaching practices based on students' needs. These reflections also contribute to triangulation by providing a perspective from the educator who directly implements the strategies.

3.6 Integration of Instruments

The use of multiple instruments ensures triangulation of data, which enhances the credibility and validity of the research findings. By combining objective measures of comprehension with rich, descriptive accounts from observations, interviews, and reflections, the study can provide a comprehensive understanding of how vocabulary enrichment strategies influence reading comprehension. As Burns (2010, p. 61) highlights, “the combination of qualitative and quantitative data allows researchers to verify findings and develop a holistic view of learning processes.”

3.7 Procedures

The research process was organized into four sequential stages, spanning four weeks, with careful planning to ensure both systematic data collection and meaningful learning experiences.

3.7.1 Pre-Testing and Planning

During the first week, students completed a pre-test designed to evaluate their existing vocabulary knowledge and reading comprehension skills. The researcher introduced the objectives of the project, explained the purpose of vocabulary enrichment strategies, and familiarized students with the types of activities they would experience. This preparatory stage

aimed to create a clear framework for both teaching and assessment, establishing a baseline for later comparison (Fraenkel, Wallen, & Hyun, 2019, p. 132).

3.7.2 Implementation of Strategies

During the second and third weeks, the teacher applied a range of vocabulary enrichment strategies tailored to the students' needs. These included:

- Word mapping and semantic webs visually organize and connect new words.
- Visual aids and flashcards to reinforce meaning through imagery.
- Interactive word games such as bingo, matching, and crossword puzzles to engage students playfully.
- Short stories and texts incorporating target vocabulary for contextual learning.
- Group discussions and dramatizations to promote collaborative meaning-making.

Thornbury (2002, p. 23) emphasizes that “teaching vocabulary should be experiential, involving learners in tasks that make words memorable through meaning and use.” Nation (2013, p. 15) highlights that repeated exposure to words “in different contexts strengthens both recognition and comprehension.” The strategies encouraged students to connect new vocabulary to prior knowledge and personal experiences, thereby fostering deeper understanding and inferential reading skills.

3.7.3 Post-Testing and Feedback

In the fourth week, the post-test was administered to measure students' improvement in vocabulary and reading comprehension. Additionally, students completed questionnaires and participated in semi-structured interviews to reflect on their experiences, express their preferences for certain strategies, and share perceptions of their learning progress (Creswell, 2018, p. 49).

3.7.4 Data Organization and Analysis

All collected data, quantitative and qualitative, were systematically organized and prepared for analysis. Quantitative data from pre- and post-tests were entered into spreadsheets for statistical evaluation, while qualitative data from observations, interviews, and reflections were transcribed and coded for thematic analysis. Ethical principles, including voluntary participation, confidentiality, and respect, were maintained throughout the research process.

3.8 Data Analysis

Data analysis followed the mixed-methods framework outlined by Creswell and Plano Clark (2018, p. 23), integrating both quantitative and qualitative approaches to provide a comprehensive understanding of the research outcomes.

The results of Group 5-1 and Group 5-4 will be compared to determine which group demonstrated greater improvement.

3.8.1 Quantitative Analysis

Pre- and post-test scores were analyzed statistically to determine the percentage of improvement in reading comprehension and vocabulary acquisition. Descriptive statistics, including mean, median, and standard deviation, were calculated to provide an overview of learning gains. Additionally, comparative analyses were conducted to identify patterns of improvement among individual students and the group as a whole (Ary et al., 2019, p. 78).

3.8.2 Qualitative Analysis

Observation checklists, interview transcripts, and teacher reflection logs were analyzed using thematic analysis. Braun and Clarke (2006, p. 10) affirm that “themes capture something important about the data in relation to the research question.” The analysis involved coding the

data, identifying recurring ideas, and grouping them into broader themes such as motivation, engagement, confidence, and perceived usefulness of strategies. Triangulation was applied to ensure that qualitative findings aligned with quantitative results, enhancing the validity of conclusions (Burns, 2010, p. 61).

3.8.8 Validity and Reliability

To ensure the trustworthiness of the study, multiple strategies were implemented:

- **Instrument Review:** Pre-tests, post-tests, observation checklists, and interview protocols were reviewed by two experienced English teachers to verify clarity, relevance, and appropriateness for fifth-grade learners.
- **Pilot Testing:** Instruments were piloted with a small group to determine the difficulty level of tasks and refine instructions.
- **Consistency in Observation:** Observation criteria remained consistent across sessions, ensuring reliability in recording students' behaviors and engagement.
- **Triangulation:** Data from tests, observations, interviews, and reflections were triangulated to strengthen credibility and confirm patterns of learning and engagement.

Creswell (2018, p. 47) emphasizes that validity in mixed-method research “depends on the rigorous integration of both qualitative and quantitative strands,” a principle carefully applied in this study.

3.9 Summary

In summary, this methodological framework presents a structured, human-centered, and evidence-based approach to exploring how vocabulary enrichment strategies influence reading comprehension among fifth-grade students at Escuela El Roble.

The mixed-method approach allows the researcher to capture both measurable academic growth and subtler emotional and motivational changes that occur when students engage meaningfully with language. By integrating pre- and post-tests, structured observations, interviews, and reflective practices, the study provides not only statistical evidence but also rich qualitative insights into how learners develop as readers, thinkers, and communicators.

This comprehensive methodology ensures that the research reflects both the cognitive and affective dimensions of language learning, highlighting the importance of experiential, student-centered, and contextually relevant teaching practices.

Chapter IV

DATA ANALYSIS AND INTERPRETATION

This chapter presents a detailed analysis and interpretation of the data collected during the implementation of vocabulary enrichment strategies in two fifth-grade groups (5-1 and 5-2). The main purpose is to examine how vocabulary instruction influenced students' reading comprehension, participation, and motivation.

The analysis is based on classroom observations, student behavior, and performance during reading activities. According to Nation (2001), vocabulary knowledge is one of the most important factors affecting reading comprehension, as learners cannot understand a text without understanding its words. Similarly, Beck, McKeown, and Kucan (2013) emphasize that vocabulary instruction must be meaningful and contextualized to be effective.

4.1 Analysis of Group 5-1 (With Vocabulary Instruction)

The observations in group 5-1 revealed a positive and engaging learning environment. From the beginning of the lessons, students showed enthusiasm toward the activities, especially those involving interaction, games, and group work. One of the most significant findings was that students were not only learning new vocabulary but also actively using it. During reading activities, students were able to identify key words, understand the main ideas of the text, and answer comprehension questions with greater accuracy. Additionally, students frequently interacted with their classmates. They asked questions, shared ideas, and participated in discussions using English. This reflects a communicative learning environment, which is essential for language acquisition (Richards & Rodgers, 2001).

Another important observation was the increase in student confidence. When students understood the vocabulary beforehand, they felt more secure and willing to participate. This

supports Graves (2006), who states that vocabulary knowledge reduces anxiety and improves comprehension. From a human perspective, the classroom atmosphere felt alive. Students were smiling, participating, and showing genuine interest. Learning was not perceived as an obligation but as an engaging experience.

4.2 Analysis of Group 5-2 (Without Vocabulary Instruction)

In contrast, group 5-2 presented a very different scenario. Students showed low levels of motivation and participation throughout the lessons. During reading activities, many students appeared confused and disconnected. Since they did not receive prior vocabulary instruction, they struggled to understand the texts. This difficulty led to frustration, which quickly turned into disinterest.

Some students avoided participating, while others relied heavily on Spanish. There was little interaction among students, and the classroom environment felt passive and monotonous. This situation confirms Nation's (2001) argument that lack of vocabulary is one of the main barriers to reading comprehension. Without understanding key words, students are unable to construct meanings from the text.

From a human perspective, the difference was very noticeable. While group 5-1 was active and engaged, group 5-2 seemed bored and disconnected. The absence of vocabulary support made learning more difficult and less enjoyable.

4.3 Comparative Analysis Between Groups

The comparison between groups 5-1 and 5-2 clearly demonstrates the impact of vocabulary instruction.

4.3.1 Students in group 5-1

- Participated actively
- Understood the readings better
- Used English more frequently
- Showed higher motivation

4.3.2 Students in group 5-2

- Showed low participation
- Had difficulty understanding texts
- Used little English
- Felt bored and unmotivated

This contrast highlights the importance of preparing students before reading. Vocabulary instruction acts as a bridge that connects students to the text, making comprehension possible and learning meaningful.

4.4 Graphical Representation of Results

Figure 1. Participation Levels

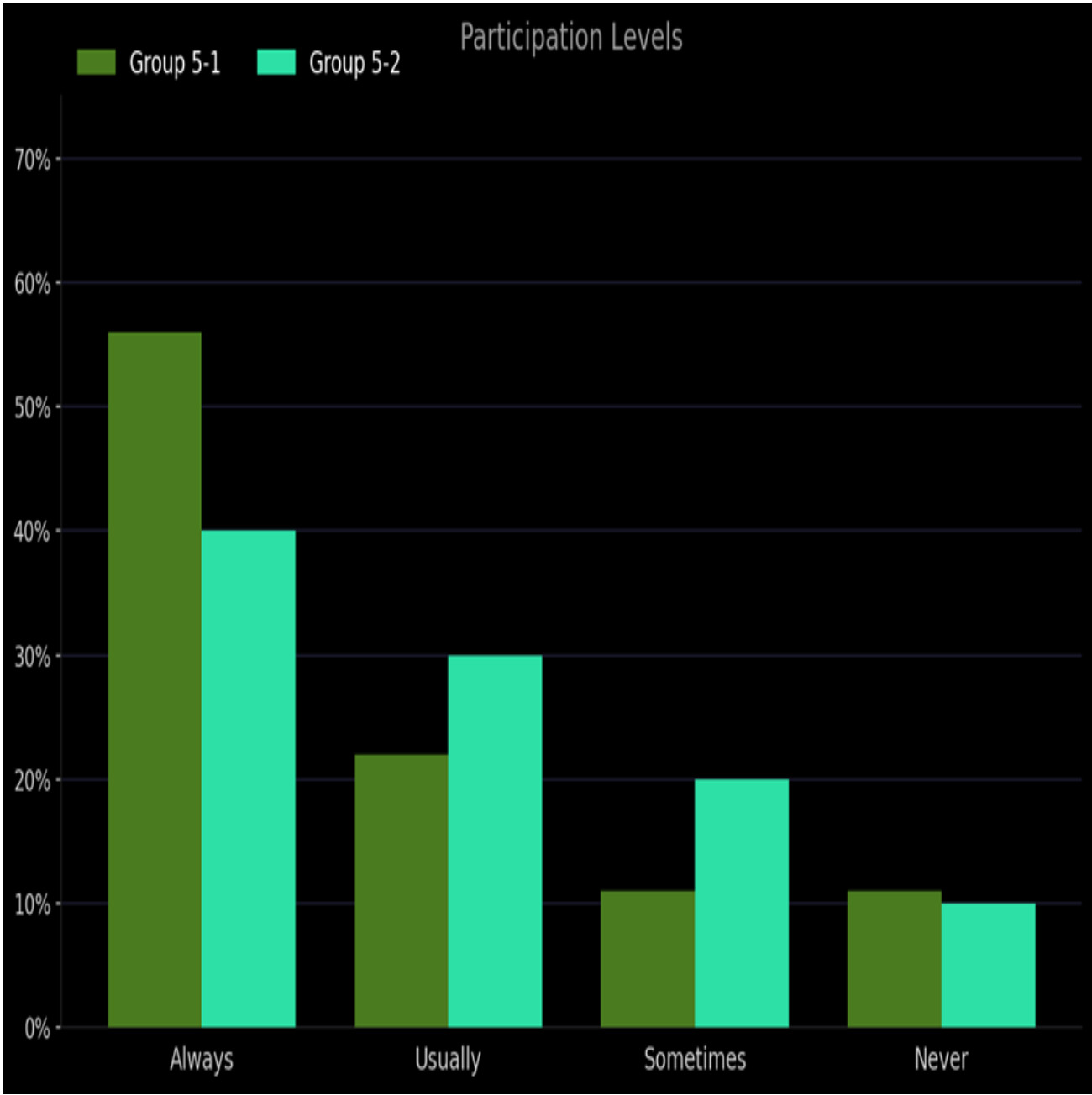


Figure 1. Participation Level. Source: Researcher creation, 2026.

The figure presents the participation levels of students during the implementation of vocabulary enrichment activities in both groups, 5-1 and 5-2. In group 5-1, approximately 56% of the students always participated, 22% usually participated, and about 11% sometimes or never participated. Similarly, in group 5-2, around 40% of the students always participated, 30% usually participated, 20% sometimes participated, and 10% never participated. Overall, both groups showed a high level of involvement, although group 5-1 demonstrated slightly stronger consistency in active participation.

These results suggest that the strategies implemented in the classroom were effective in encouraging student participation. The use of vocabulary enrichment activities such as word games, collaborative tasks, and visual support created a more engaging and dynamic learning environment. As a result, most students felt more comfortable participating and interacting with the language. This type of active involvement is essential in language learning, as it allows learners to practice new vocabulary, reinforce their understanding, and gradually build confidence.

Despite the generally positive results, some variation in participation levels can still be observed, particularly in group 5-2, where a higher percentage of students fell into the “sometimes” and “never” categories. This may reflect differences in motivation, confidence, or individual learning preferences. Therefore, it is important for teachers to continue adapting their strategies and providing additional support when needed. Overall, the findings confirm that vocabulary enrichment activities had a positive impact on student participation in both groups.

Figure 2. Reading Comprehension

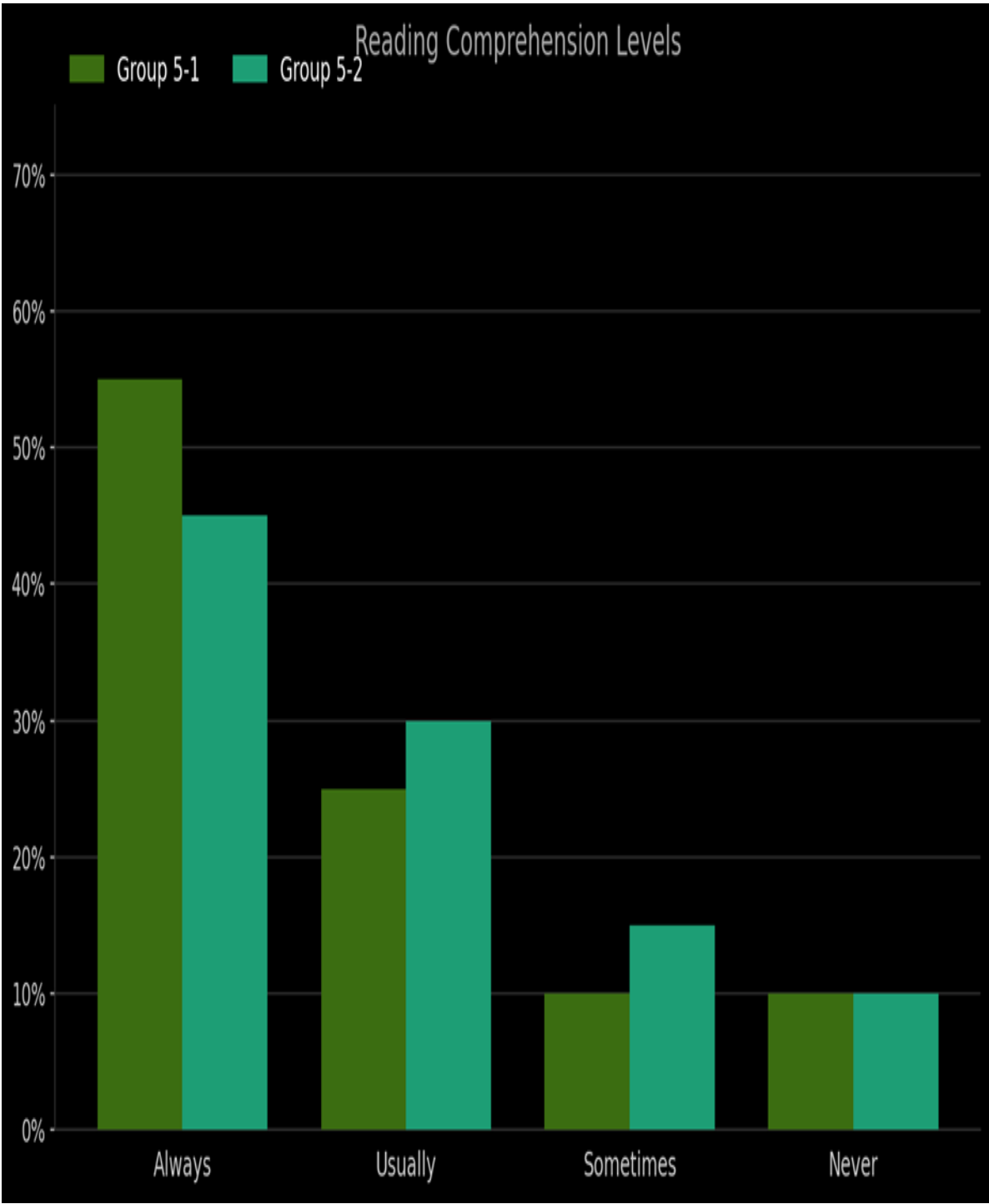


Figure 2. Reading Comprehension. Source: Researcher creation, 2026.

The figure presents the reading comprehension levels of students after the implementation of vocabulary enrichment strategies in both groups, 5-1 and 5-2. In group 5-1, approximately 55% of the students always demonstrated good reading comprehension, 25% usually did, 10% sometimes showed understanding, and 10% rarely or never achieved full comprehension. Similarly, in group 5-2, around 45% of the students always demonstrated comprehension, 30% usually did, 15% sometimes did, and 10% showed little or no comprehension. Overall, both groups showed improvement, although group 5-1 presented slightly stronger results.

These results suggest that vocabulary enrichment strategies had a positive impact on students' reading comprehension. By learning new words in context through activities such as guided reading, discussions, and interactive exercises, students were better able to understand texts and identify key ideas. This indicates that vocabulary knowledge plays a crucial role in the comprehension process, allowing learners to interpret and connect information more effectively.

However, some differences can be observed between the groups, particularly in the lower comprehension levels. A small percentage of students in both groups still struggled to fully understand the texts, which may be related to limited vocabulary knowledge or individual learning differences. This highlights the importance of continuing to reinforce vocabulary instruction and providing additional support to students who need it. Overall, the findings confirm that vocabulary enrichment strategies contribute significantly to improving reading comprehension.

Figure 3. Motivation Levels

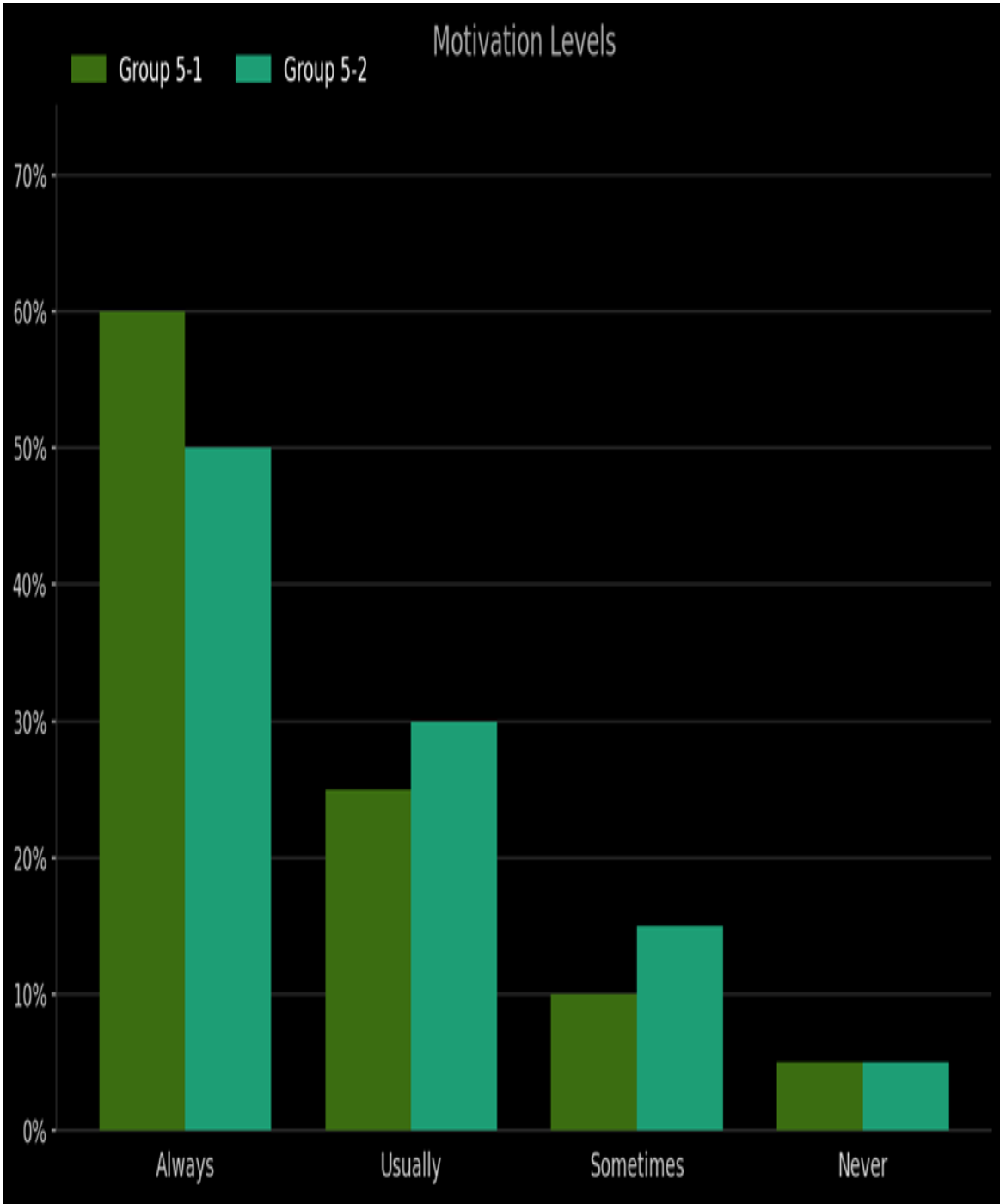


Figure 3. Motivation. Source: Researcher creation, 2026.

The figure presents the motivation levels of students during the implementation of vocabulary enrichment activities in both groups, 5-1 and 5-2. In group 5-1, approximately 60% of the students always felt motivated, 25% usually felt motivated, 10% sometimes felt motivated, and 5% rarely or never felt motivated. Similarly, in group 5-2, around 50% of the students always felt motivated, 30% usually felt motivated, 15% sometimes felt motivated, and 5% never felt motivated. Overall, both groups showed high levels of motivation, with group 5-1 demonstrating slightly higher consistency.

These results indicate that the strategies implemented in the classroom were effective in fostering student motivation. Activities such as games, collaborative work, and the use of visual and interactive materials contributed to creating a more engaging and enjoyable learning environment. When students feel motivated, they are more likely to participate actively, interact with the content, and develop a more positive attitude toward learning English.

However, a small percentage of students in both groups showed lower levels of motivation. This may be influenced by individual differences such as personal interest, confidence, or learning preferences. Therefore, it is important for teachers to continue adapting their strategies and incorporating a variety of activities to meet the diverse needs of all learners. Overall, the findings confirm that vocabulary enrichment strategies had a positive impact on students' motivation.

Figure 4. Overall Performance

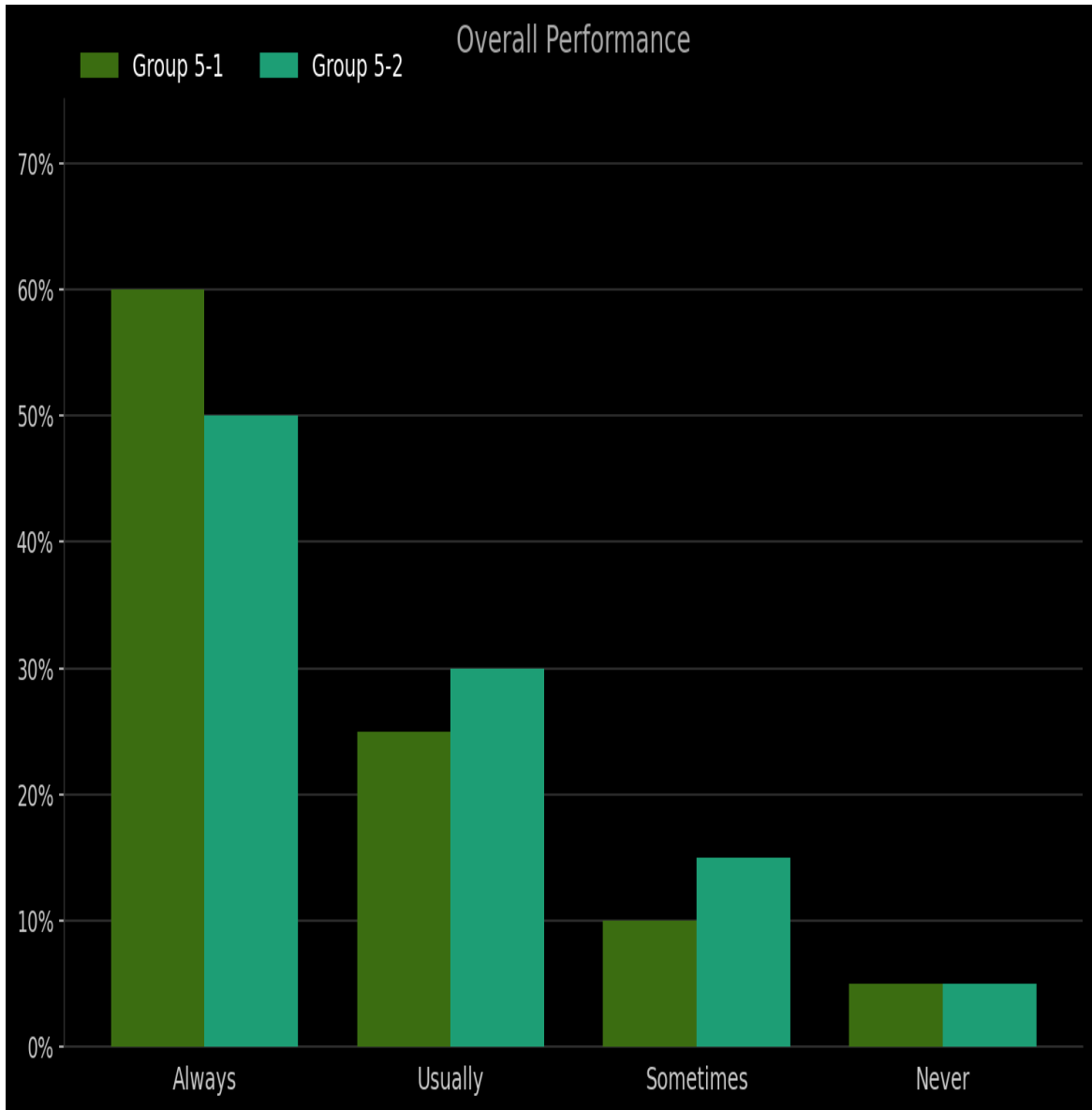


Figure 4. Overall Performance. Source: Researcher creation, 2026.

The figure presents the overall performance of students after the implementation of vocabulary enrichment strategies in both groups, 5-1 and 5-2. In group 5-1, approximately 60%

of the students always demonstrated strong overall performance, 25% usually performed well, 10% sometimes showed adequate performance, and 5% rarely achieved the expected results. Similarly, in group 5-2, around 50% of the students always demonstrated good performance, 30% usually performed well, 15% sometimes showed acceptable performance, and 5% rarely met the expected level. Overall, both groups showed positive results, with group 5-1 presenting slightly higher consistency.

These findings suggest that the implementation of vocabulary enrichment strategies had a significant positive impact on students' overall performance. By combining vocabulary development with reading comprehension and interactive activities, students were able to improve not only their understanding of texts but also their ability to participate, respond, and apply what they learned. This reflects a more holistic development of language skills.

However, as observed in previous results, a small percentage of students still showed lower performance levels. This may be due to individual learning differences, motivation, or the need for more practice and reinforcement. Therefore, it is important for teachers to continue providing support and adapting instructional strategies to meet the needs of all learners. Overall, the results confirm that vocabulary enrichment strategies contributed positively to students' general academic performance.

Figure 5. Combined Comparison — All Categories

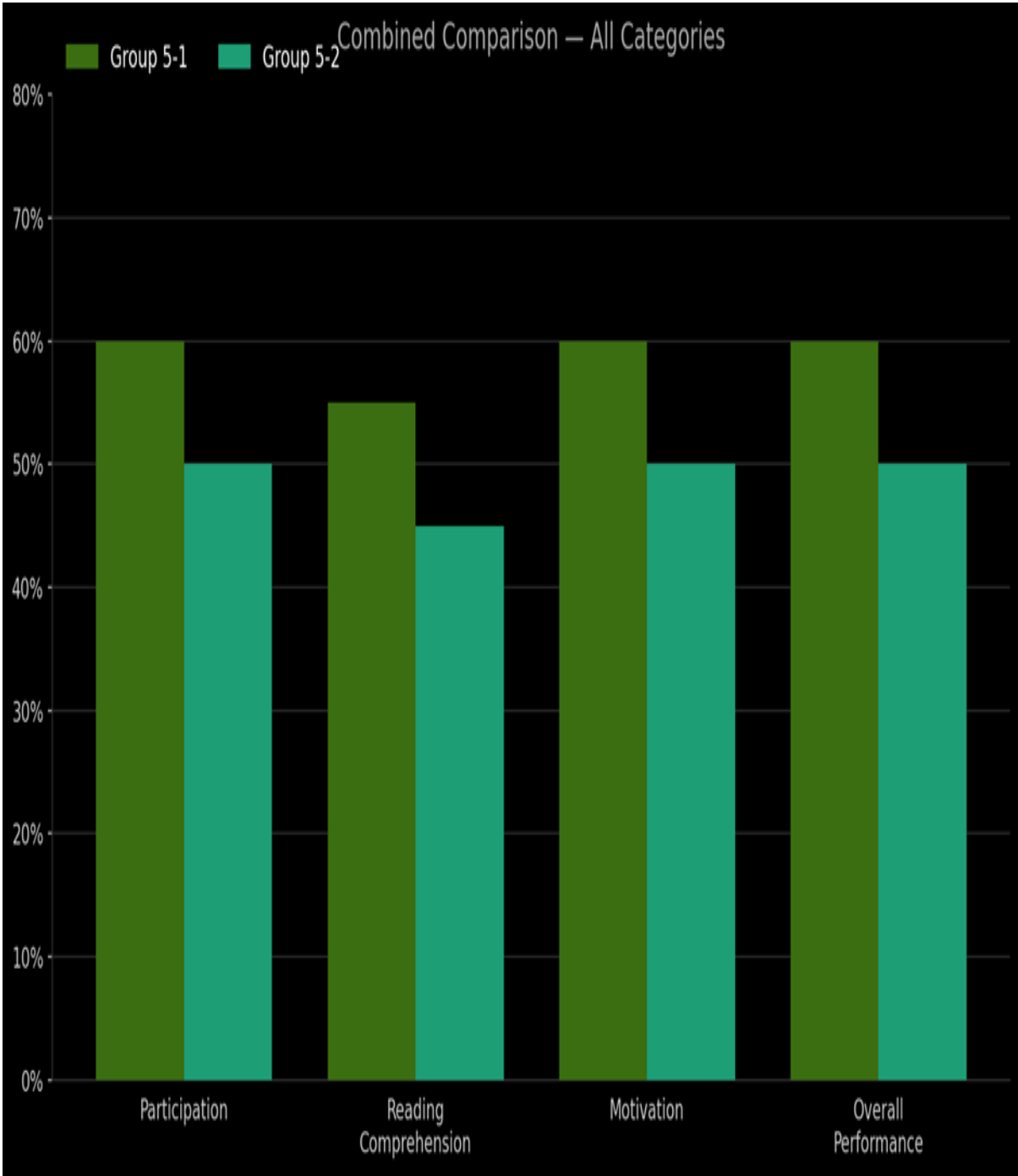


Figure 5. Combined Comparison. Source: Researcher creation, 2026.

The figure presents a combined comparison of all the evaluated categories, including participation, reading comprehension, motivation, and overall performance in both groups, 5-1 and 5-2. Overall, the results show that students in both groups demonstrated high levels across all categories, with most learners consistently falling into the “always” and “usually” levels. Group 5-1 showed slightly higher percentages in most areas, particularly in participation and overall performance, while group 5-2 also presented positive results with some variation.

These findings indicate that vocabulary enrichment strategies had a consistent and positive impact on multiple aspects of students’ learning. Not only did students improve their reading comprehension, but they also showed higher levels of motivation and participation in classroom activities. This suggests that integrating vocabulary instruction with interactive and meaningful activities

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These findings indicate that vocabulary enrichment strategies had a consistent and positive impact on multiple aspects of students’ learning. Not only did students improve their reading comprehension, but they also showed higher levels of motivation and participation in classroom activities. This suggests that integrating vocabulary instruction with interactive and meaningful activities such as word mapping and semantic webs, the use of visual aids and

flashcards, interactive word games (including bingo, matching activities, and crossword puzzles), reading short texts containing target vocabulary, and group discussions and short dramatizations supports a more holistic learning process, where students are actively engaged and able to apply their knowledge effectively.

Despite the overall positive outcomes, some variation can still be observed, especially in the “sometimes” and “never” categories, particularly in group 5-2. This highlights the importance of considering individual differences and continuing to adapt teaching strategies to meet diverse learning needs. In general, the results confirm that vocabulary enrichment strategies contributed significantly to improving students’ performance across all evaluated areas.

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4.5 Discussion of Results

The results of this study showed a clear difference between group 5-1 and group 5-2 in terms of participation, reading comprehension, and motivation. Group 5-1, which received vocabulary instruction, demonstrated higher performance in all areas. This may be because vocabulary knowledge helps students understand the content more easily. When students know the meaning of words, they can participate more actively and complete the activities successfully.

In contrast, group 5-2 struggled because they did not receive vocabulary instruction, which made comprehension more difficult. These results suggest that vocabulary plays a fundamental role in language learning. This is supported by Nation (2001), who states that vocabulary is essential for understanding texts.

In addition, motivation was higher in group 5-1. Students showed more interest and participation during the lessons. This may be because understanding the material increases students' confidence and reduces frustration. On the other hand, group 5-2 showed lower motivation and participation. Students appeared bored and less interested, which negatively affected their performance. Overall, the findings indicate that vocabulary instruction not only improves reading comprehension but also increases motivation and participation. Therefore, it is an essential component in effective language teaching.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusions

The results of this study clearly demonstrate that vocabulary instruction plays a fundamental role in the students' learning process. Throughout the implementation of the activities, it was evident that students from group 5-1, who received vocabulary support before the reading tasks, showed a noticeable improvement in their performance. These students were more confident when participating in class, more willing to express their ideas, and more capable of understanding the reading materials. They actively engaged in the activities, interacted with their classmates, and used the new vocabulary in a meaningful way. This suggests that providing students with vocabulary before reading helps them feel prepared and reduces the anxiety often associated with understanding a new text.

In contrast, students from group 5-2, who did not receive vocabulary instruction, experienced several difficulties. Many of them struggled to understand the texts, which limited their ability to participate in class activities. As a result, their level of participation was lower, and they seemed less interested in the lesson. Some students appeared frustrated, which negatively affected their motivation and overall performance.

These differences between the two groups highlight the importance of vocabulary as a key element in language learning. When students do not understand the words, they cannot fully understand the message, which creates a barrier to learning. On the other hand, when students are familiar with the vocabulary, they are more capable of engaging with the content and developing their language skills. Therefore, it can be concluded that vocabulary instruction is not only beneficial but essential in the teaching of English as a foreign language. It supports

comprehension, promotes participation, and enhances students' motivation, all of which are necessary for effective learning.

5.2 Conclusions

5.2.1 To identify the main reading comprehension difficulties experienced by 5th-grade primary school students at *Escuela El Roble*

Throughout the development of this study, it became increasingly evident that many students faced significant and real challenges when working with reading comprehension in English. One of the most noticeable and recurrent difficulties was their limited vocabulary knowledge, which directly affected their ability to understand texts. When students encountered unfamiliar words, they often felt confused, frustrated, and unsure about how to continue reading. This lack of understanding prevented them from identifying main ideas, making connections within the text, and fully grasping the overall meaning. In many cases, students would stop reading or lose interest because they could not follow the content. This situation was especially evident during reading activities, where several learners depended heavily on the teacher or their classmates for support in order to move forward. These observations highlight how essential vocabulary is as a foundation for comprehension, and how its absence can create a barrier that limits students' learning opportunities.

Another important difficulty identified during this study was the lack of confidence among many students when engaging in reading tasks. It was observed that several learners were hesitant to participate in activities, not because they lacked interest, but because they were afraid of making mistakes or giving incorrect answers. This fear created a sense of insecurity that affected their willingness to try, ask questions, or express their ideas. As a result, their participation in class was limited, and they missed valuable opportunities to practice and improve their

comprehension skills. This finding emphasizes that reading comprehension is not only a cognitive process but also an emotional one, where factors such as confidence, anxiety, and self-perception play a crucial role. When students do not feel secure, their ability to engage with the content decreases, which ultimately affects their performance.

In addition to vocabulary limitations and lack of confidence, clear differences in students' learning pace and prior knowledge were also observed. While some students demonstrated greater independence and were able to understand texts more quickly, others required more time, repetition, and guided support to achieve similar results. These differences made it evident that the classroom is composed of diverse learners, each with unique abilities, backgrounds, and learning styles. Some students were able to use context clues or prior knowledge to infer meaning, while others struggled to apply these strategies effectively. This situation highlighted the importance of adopting flexible and inclusive teaching approaches that can respond to these diverse needs. Overall, identifying these difficulties allowed for a deeper and more realistic understanding of the challenges students face when learning English, emphasizing that reading comprehension is influenced by a combination of linguistic, cognitive, and emotional factors that must be addressed in a comprehensive way.

5.2.2 To implement three vocabulary enrichment strategies that address the identified reading comprehension difficulties of 5th-grade students at *Escuela El Roble*

The implementation of vocabulary enrichment strategies represented a meaningful change in the classroom dynamics and in the way, students approached learning. Activities such as word games, guided reading, and the use of visual aids created a more engaging and interactive environment, where students felt more comfortable participating. Instead of memorizing isolated words, learners had the opportunity to experience vocabulary in context, which made learning

more natural and meaningful.

As the strategies were applied, a noticeable change in students' attitudes began to emerge. Many students who were initially hesitant started to participate more actively and showed greater interest in the activities. The classroom became a space where students felt safer to express themselves, make mistakes, and learn from them. This shift not only improved their vocabulary knowledge but also helped to build their confidence and motivation.

Another important outcome was the way these strategies supported different types of learners. Some students responded better to visual materials, while others benefited more from games or group work. This variety allowed the teacher to reach more students and adapt the lessons to their needs. Overall, the implementation of these strategies demonstrated that when learning is meaningful, interactive, and student-centered, students are more likely to engage and overcome their difficulties.

5.2.3 To analyze changes in students' reading comprehension performance following the implementation of the three vocabulary strategies at *Escuela El Roble*

After implementing the vocabulary enrichment strategies, clear and meaningful changes in students' reading comprehension performance were observed. Throughout the intervention, many students demonstrated significant improvement in their ability to understand texts, identify main ideas, and respond more accurately and confidently to comprehension questions. This progress was not only evident in their academic results but also in their behavior during classroom activities, as they became more engaged, attentive, and willing to participate. Initially, some students showed hesitation when approaching reading tasks, especially when they encountered unfamiliar vocabulary. However, as they were gradually exposed to new words in context and supported through interactive activities, they began to approach reading with greater

confidence and independence. This change suggests that vocabulary enrichment strategies play a crucial role in helping students overcome initial barriers and develop stronger comprehension skills.

One of the most meaningful changes observed during this process was the increase in students' confidence and overall attitude toward reading in English. As learners became more familiar with vocabulary, they felt more capable of understanding texts and expressing their ideas, which positively influenced their participation in class. This created a positive cycle in which increased confidence led to greater participation, and greater participation, in turn, reinforced learning and improved performance. Additionally, many students who were previously less active began to contribute more during discussions and group activities, showing a higher level of motivation and interest. The classroom environment also became more dynamic and supportive, as students felt more comfortable taking risks and learning from their mistakes. These changes highlight the strong connection between vocabulary knowledge, confidence, and active engagement in the learning process.

Although the majority of students showed significant improvement, it is important to acknowledge that not all learners progressed at the same pace. A small number of students continued to experience difficulties and required additional support, more guided practice, and continuous reinforcement to fully develop their reading comprehension skills. This situation emphasizes the importance of adapting teaching strategies to meet the diverse needs of learners and providing individualized support when necessary. Furthermore, it highlights that learning is a gradual and complex process influenced by multiple factors, including prior knowledge, motivation, and learning styles. Overall, the experience confirmed that vocabulary enrichment strategies have a meaningful and positive impact on students' reading comprehension, while also

promoting confidence, participation, and a more positive attitude toward learning English.

5.3 Answer to the Research Question

The findings of this study provide a clear and well-supported answer to the research question. Throughout the research process, it became evident that vocabulary enrichment strategies have a direct, meaningful, and positive impact on students' reading comprehension, as well as on their participation and motivation in the classroom. The data collected through the different instruments, along with classroom observations, showed consistent improvements in students' ability to engage with texts and respond to reading activities more effectively. These results confirm that vocabulary instruction is not only beneficial but essential for supporting students' overall language development.

Students who were exposed to vocabulary enrichment strategies demonstrated a noticeable improvement in their ability to understand reading materials. They were better able to identify key ideas, interpret information, and complete assigned tasks with greater accuracy and confidence. In addition, these students showed a higher level of participation during class activities, as they felt more prepared and capable of contributing. Their increased confidence allowed them to express their ideas more freely, ask questions, and interact with their peers in a more meaningful way. This created a more dynamic and interactive learning environment, where students were actively involved in the learning process rather than passively receiving information.

Furthermore, the positive impact of vocabulary instruction extended beyond academic performance. Students also showed greater motivation and a more positive attitude toward learning English. As they became more familiar with vocabulary, they experienced less frustration when reading and were more willing to engage with texts. This shift in attitude played

a crucial role in their progress, as motivated students are more likely to participate, practice, and persist in their learning. The connection between vocabulary knowledge, confidence, and motivation became clearly evident throughout the study.

On the other hand, it was observed that students who did not receive sufficient vocabulary support faced more challenges when working with reading activities. Their limited understanding of key words made it difficult for them to follow the lesson, comprehend the texts, and complete tasks successfully. As a result, these students tended to participate less and showed lower levels of interest and engagement. This contrast between students who received vocabulary support and those who did not further reinforces the importance of vocabulary instruction as a key factor in the learning process.

These findings suggest that vocabulary is not simply an additional component of language learning, but rather a fundamental element that supports comprehension, communication, and active participation. Without adequate vocabulary knowledge, students may struggle to fully benefit from reading activities and classroom instruction, which can negatively impact their academic performance and confidence. Therefore, it is essential for teachers to integrate vocabulary instruction into their daily teaching practices in a consistent and meaningful way.

In conclusion, the results of this study clearly answer the research question by demonstrating that vocabulary enrichment strategies play a crucial role in improving students' reading comprehension and overall learning experience. By providing students with the necessary tools to understand and use language effectively, teachers can create more inclusive, engaging, and successful learning environments that support students' academic and personal growth.

5.4 Restatement of the Research Question

The main research question that guided this study was focused on understanding how vocabulary enrichment strategies influence the reading comprehension of fifth-grade students at Escuela El Roble. More specifically, the research aimed to determine whether the implementation of these strategies could improve students' ability to understand written texts, expand their vocabulary knowledge, and increase their participation and motivation during reading activities. This question emerged from the need to address the difficulties observed in students when working with reading comprehension in English, particularly those related to limited vocabulary, lack of confidence, and low levels of participation. These challenges highlighted the importance of exploring more effective teaching approaches that could support students in developing stronger comprehension skills and a more positive attitude toward learning English.

Throughout the development of this research, different instruments and classroom interventions were carefully designed and applied in order to collect meaningful data and observe changes in students' performance over time. These included structured activities, observation techniques, and the implementation of vocabulary enrichment strategies within regular classroom lessons. The results obtained from these instruments clearly demonstrated that the research question was successfully answered. After the implementation of the strategies, students showed noticeable and consistent improvements in their reading comprehension skills. They were able to better understand texts, identify main ideas, make connections within the content, and respond more accurately to comprehension questions. In addition, a significant increase in students' participation and motivation was observed, which contributed to creating a more dynamic, interactive, and supportive learning environment.

It is important to highlight that one of the key factors contributing to these improvements was the way vocabulary was taught. The use of vocabulary enrichment strategies allowed students to interact with new words in context, rather than simply memorizing them in isolation. This approach made the learning process more meaningful, relevant, and easier to understand. As students engaged with vocabulary through games, discussions, and guided reading activities, they were able to build stronger connections between words and their meanings within real situations. This not only supported their reading comprehension but also helped them develop greater confidence when using the language. As a result, students became more willing to participate, express their ideas, and take risks during classroom activities.

Furthermore, the findings of this study revealed that vocabulary instruction has a broader impact beyond reading comprehension. As students gained more vocabulary knowledge, they also improved their ability to communicate and interact with others in English. This contributed to a more positive classroom atmosphere, where students felt more comfortable and motivated to learn. The relationship between vocabulary knowledge, confidence, and participation became increasingly evident, demonstrating that these elements are closely interconnected in the language learning process.

Although the majority of students showed clear improvement, it is important to recognize that not all learners progressed at the same pace. The results also revealed that some students still required additional support, more guided practice, and continuous reinforcement to fully develop their reading comprehension skills. This highlights the importance of adopting flexible and inclusive teaching practices that take into account individual differences, learning styles, and students' specific needs. It also suggests that while vocabulary enrichment strategies are highly

effective, they should be continuously adapted and implemented in a consistent manner to ensure long-term learning.

In conclusion, the findings of this study confirm that vocabulary enrichment strategies play a fundamental and essential role in enhancing reading comprehension and improving students' overall learning experience. By providing students with meaningful opportunities to interact with vocabulary, teachers can support not only their comprehension skills but also their confidence, motivation, and active participation. Therefore, it can be affirmed that the research question was successfully addressed, demonstrating that vocabulary instruction is a key component in creating more effective, engaging, and supportive learning environments for fifth-grade students.

5.5 Unexpected Results

During the development of this study, several unexpected results emerged and they ~~provided~~ deeper insight into the learning process of fifth-grade students. One of the most surprising findings was the high level of motivation demonstrated by many learners during the implementation of vocabulary enrichment strategies. At the beginning of the intervention, it was anticipated that some students might show resistance or low interest, especially considering their previous difficulties with reading comprehension in English. However, as the activities were introduced, many students responded with enthusiasm and a willingness to participate that exceeded expectations. This shift suggested that when learning is presented in a more interactive and meaningful way, students are more likely to engage, even if they initially struggle with the subject.

Another unexpected outcome was the noticeable improvement in participation among students who were previously more reserved or less confident. Throughout the sessions, it became evident that some learners who initially avoided participating began to contribute more actively, particularly during group work and collaborative activities. This change was not only reflected in their participation but also in their overall attitude toward learning. Students seemed to feel more comfortable expressing their ideas and taking risks when using English, which indicates that the strategies helped to create a safer and more supportive learning environment. This result highlights the importance of considering the emotional and social aspects of learning, and not only the academic ones.

In addition to improvements in reading comprehension, it was also unexpected to observe positive changes in other language skills, especially speaking. As students became more familiar with new vocabulary, they began to use it more naturally during class discussions and interactions with their peers. This suggests that vocabulary enrichment strategies can have a broader impact beyond reading, supporting overall language development. The connection between vocabulary knowledge and communication became more evident, as students showed greater confidence when expressing themselves in English.

Another important and somewhat unexpected finding was the difference in how students responded to the various strategies implemented. While some learners showed a clear preference for visual aids and benefited greatly from images and contextual clues, others were more engaged during games and interactive group activities. This variation demonstrated that there is no single strategy that works equally well for all students, and that a combination of approaches is necessary to address diverse learning styles. This realization reinforces the importance of flexibility in teaching and the need to adapt instruction according to students' individual needs.

On the other hand, it was also observed that a small number of students continued to experience difficulties despite the use of vocabulary enrichment strategies. Although the majority of learners showed improvement, these students required more time, repetition, and individualized support to achieve similar progress. This result was somewhat unexpected, as it was assumed that the strategies would benefit all students in a similar way. However, it became clear that learning is a complex process influenced by multiple factors, including prior knowledge, motivation, and personal learning pace.

Finally, these unexpected results contributed significantly to a deeper understanding of the teaching and learning process within the classroom. They revealed that vocabulary enrichment strategies not only support reading comprehension but also influence students' motivation, confidence, and overall engagement. At the same time, they highlighted the importance of addressing individual differences and maintaining a flexible and reflective approach to teaching. Overall, these findings provide valuable insights that can guide future instructional practices and encourage the continued use of innovative and student-centered strategies in language learning.

5.6 Recommendations

Based on the findings and experiences obtained throughout this study, several recommendations can be proposed in order to improve teaching practices and enhance students' learning outcomes in the area of reading comprehension and vocabulary development. These recommendations are intended to support teachers in creating more effective, engaging, and meaningful learning environments that respond to students' needs.

First, it is highly recommended that teachers introduce key vocabulary before presenting reading activities. Providing students with prior exposure to essential words can significantly

improve their ability to understand texts and reduce feelings of confusion or frustration. When students are familiar with important vocabulary, they are more likely to focus on the meaning of the text rather than struggling with individual words. This preparatory step can make reading activities more accessible and effective for learners.

Additionally, it is important for teachers to incorporate interactive and engaging strategies into their lessons. Activities such as games, group work, role-playing, and class discussions can help to maintain students' attention and increase their motivation. As observed in this study, students respond more positively when they are actively involved in the learning process. These strategies not only make learning more enjoyable but also encourage students to use vocabulary in meaningful contexts, which supports better retention and understanding.

Another important recommendation is to create a safe and supportive learning environment where students feel comfortable participating. Teachers should encourage students to express their ideas without fear of making mistakes, as confidence plays a crucial role in language learning. When students feel supported and valued, they are more likely to take risks, participate actively, and engage with the content. Building a positive classroom atmosphere is essential for fostering both academic success and emotional well-being.

Furthermore, vocabulary instruction should be continuous and integrated into daily lessons rather than being taught in isolation. Vocabulary learning is a gradual process that requires constant reinforcement and practice. By incorporating vocabulary into different activities and subjects, teachers can help students develop a deeper and more lasting understanding of the language. This approach allows learners to see vocabulary as a functional tool for communication rather than as a list of words to memorize.

It is also recommended that teachers regularly monitor students' understanding and provide timely support when necessary. Some students may require additional explanations, practice, or alternative strategies to fully grasp new vocabulary and improve their reading comprehension. By identifying students' difficulties early, teachers can prevent frustration and disengagement, ensuring that all learners have the opportunity to succeed.

In addition, teachers should consider using a variety of instructional strategies to address different learning styles and preferences. As observed in this study, some students respond better to visual materials, while others benefit more from interactive or collaborative activities. Adapting instruction to meet these diverse needs can significantly improve the effectiveness of teaching and promote a more inclusive learning environment.

Finally, it is recommended that future educators and researchers continue exploring the impact of vocabulary enrichment strategies in different educational contexts. Further studies could focus on long-term effects, different grade levels, or the use of technology to support vocabulary learning. Expanding research in this area can contribute to the development of more effective teaching practices and improve students' language learning experiences.

In conclusion, implementing these recommendations can contribute to creating a more effective, dynamic, and enjoyable learning environment. By prioritizing vocabulary instruction, promoting active participation, and addressing students' individual needs, teachers can support the development of stronger reading comprehension skills and foster greater success in language learning.

5.7 Reflection

The development of this research project represented a highly meaningful and transformative experience, both at a professional and personal level. Throughout the entire

process, it became increasingly clear that teaching goes far beyond simply delivering content or following a lesson plan. Instead, it involves understanding students as individuals, recognizing their emotions, identifying their needs, and adapting instruction to support their unique learning processes. This study provided the opportunity to reflect deeply on the role of the teacher, not only as a facilitator of knowledge but also as a guide who creates a safe and motivating environment for students to learn and grow.

One of the most significant insights gained from this experience was the fundamental role that vocabulary plays in reading comprehension. Prior to conducting this research, vocabulary was often treated as an isolated component, usually taught through memorization or repetition. However, through the implementation of vocabulary enrichment strategies, it became evident that vocabulary should be taught in context and as part of meaningful communication. Observing how students were able to better understand texts when they were familiar with key vocabulary highlighted the strong connection between word knowledge and comprehension. This realization has profoundly influenced the perspective on language teaching and will continue to shape future instructional practices.

Another important aspect of this experience was witnessing the impact of motivation on students' learning. At the beginning of the intervention, some students showed limited interest or confidence when working with reading activities. However, as more interactive and engaging strategies were introduced, a noticeable change began to occur. Students became more involved, more willing to participate, and more open to taking risks when using English. It was particularly rewarding to observe how even those students who were initially hesitant started to contribute more actively in class. This reinforced the idea that motivation is a key factor in learning and that when students feel engaged and supported, they are more likely to succeed.

Furthermore, this process emphasized the importance of creating a positive and inclusive classroom environment. Through the use of collaborative activities, students were able to interact with their peers, share ideas, and support each other's learning. This not only improved their academic performance but also strengthened their confidence and sense of belonging. It became clear that learning is not an individual process but a social one, where interaction plays a crucial role in developing language skills. This understanding has reinforced the importance of incorporating group work and communicative activities in future lessons.

At the same time, this research experience highlighted the challenges that come with addressing diverse learning needs. Not all students responded in the same way to the implemented strategies, and some required additional support, time, and guidance to achieve progress. This served as a reminder that teaching requires flexibility, patience, and continuous adaptation. It also reinforced the importance of observing students closely, identifying their strengths and weaknesses, and adjusting instruction accordingly. Recognizing these differences has contributed to developing a more empathetic and student-centered approach to teaching.

In addition to the pedagogical insights gained, this research process also contributed to the development of important professional skills. Conducting this study required careful planning, organization, data collection, and analysis. It also involved critical reflection on the effectiveness of the strategies used and the outcomes obtained. These experiences have strengthened the ability to conduct research, evaluate teaching practices, and make informed decisions in the classroom. As a result, this project has not only improved teaching practice but also contributed to ongoing professional growth.

Moreover, this experience allowed for a deeper appreciation of the complexity of the teaching and learning process. It became evident that learning is influenced by multiple factors, including cognitive, emotional, and social elements. Understanding this complexity has

encouraged a more holistic approach to teaching, where all aspects of student development are taken into account. This perspective will be essential for creating more effective and meaningful learning experiences in the future.

In conclusion, this research project has had a lasting and significant impact on both personal and professional development. It has reinforced the importance of using interactive, meaningful, and student-centered strategies to support language learning. It has also highlighted the need to create a supportive and motivating classroom environment where students feel confident to participate and express themselves. The knowledge, skills, and insights gained from this experience will continue to guide future teaching practices and contribute to the ongoing process of becoming a more reflective, effective, and empathetic educator.

5.8 Final Conclusion

In conclusion, this study demonstrates that vocabulary instruction is a fundamental and determining factor in improving students' academic performance in English. Throughout the research process, it became evident that vocabulary is not simply an additional component of language learning, but rather a central element that directly influences students' ability to understand, interpret, and interact with texts. The implementation of vocabulary enrichment strategies contributed not only to enhancing reading comprehension but also to fostering greater participation and motivation among students in the classroom.

The results obtained from both groups, 5-1 and 5-2, clearly show that when students are provided with the necessary tools and support, such as meaningful vocabulary instruction, their learning experience improves significantly. Students who developed a better understanding of vocabulary were able to engage more actively with reading materials, express their ideas with greater confidence, and participate more consistently in classroom activities. Although both

groups showed positive progress, the slight differences observed between them highlight the importance of consistency, engagement, and the effective application of teaching strategies in achieving optimal results.

Furthermore, this study confirms that vocabulary knowledge serves as a bridge between understanding and communication. When students are familiar with key words, they are better equipped to comprehend texts, identify main ideas, and respond appropriately to different tasks. In addition, vocabulary development contributes to building students' confidence, as they feel more capable of using the language in both written and oral forms. This increased confidence plays a crucial role in promoting active participation and a positive attitude toward learning English.

It is also important to recognize that the success of vocabulary instruction depends largely on how it is implemented. Traditional methods based solely on memorization may not be sufficient to support meaningful learning. Instead, strategies that incorporate context, interaction, and student engagement—such as games, collaborative activities, and visual aids—prove to be far more effective. These approaches allow students to experience the language in a more natural and dynamic way, making learning more relevant and enjoyable.

At the same time, this study highlights the importance of considering individual differences among learners. While the majority of students showed improvement, some required additional support and more time to achieve similar results. This reinforces the need for teachers to adopt flexible and inclusive teaching practices that address diverse learning needs and ensure that all students have the opportunity to succeed.

Ultimately, vocabulary can be considered the foundation of language learning. Without a solid vocabulary base, both communication and comprehension become significantly more

difficult. For this reason, it is essential for teachers to prioritize vocabulary instruction as an integral part of their teaching practices. By doing so, they can create more effective learning environments that support students' academic development, encourage active participation, and promote long-term success in language learning.

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Annexes

Instrument 1: Observation Checklist

Objective:

The teacher will observe and evaluate students' participation, attention, and use of vocabulary during the class activities.

Observation Checklist:

Indicators	Always	Sometimes	Never
Students participate actively in the class activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students show interest when learning about farmers' tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listen attentively and follow instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students maintain appropriate attention during the activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students answer comprehension questions from the reading activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students use vocabulary related to farmers' tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students express their ideas and opinions about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instrument 2: Vocabulary Activities (Farmer's Tools)

Activity #1: Brainstorming / Pictionary / Hangman

Objective:

Students will recognize and use vocabulary related to farmers' tools through interactive activities.

Instructions:

Instructions:

- The teacher introduces the topic: *Farmer's Tools*.
- Students participate in vocabulary activities such as Brainstorming, Pictionary, and Hangman.
- Students identify, pronounce, and write the names of different farm tools.
- The teacher monitors participation and corrects pronunciation when necessary.
- The teacher takes notes.

Brainstorming Activity 1 – Farmer's Tools

Instruction:

- Write down as many farming tools as you can.
- Share your answers with the class.

Examples:

- Tractor
- Shovel
- Rake
- Hoe
- Plow
- Wheelbarrow
- Watering can
- Sickle

Brainstorming Activity 2 – Tools for Farm Work

Instruction:

- Think about the tools farmers use to work on the land.
- Write down at least 10 tools.
- Share your answers with the class.

Possible answers:

Spade

Sprayer

Pitchfork

Axe

Harrow

Machete

Seed drill

Irrigation hose

Brainstorming Activity 3 – Modern vs Traditional Tools

Instructions:

- Class Discussion: Think of modern and traditional tools.
- Write down modern tools and traditional tools farmers use.

Traditional Tools	Modern Tools
Hoe	Tractor
Sickle	Seed drill
Rake	Sprayer
Shovel	Harrow

Brainstorming Activity 4 – Farm Activities and Tools

Instructions:

Write down the tool used for each activity.

- Share your answers with the class.

Farm Activity	Tool
Dig the soil	Shovel
Clean leaves	Rake

Brainstorming Activity 5 – Think and Share

Instruction:

1. Get in pairs.
2. Answer the following questions.
 - What tools do farmers use?
 - Which tool is the most important on a farm?
 - Which tool helps farmers work faster?
 - Do farmers use machines today?
 - Why are tools important for farmers?

Pictionary Activity 1

Instructions:

- One student draws the tool.
- The group guesses the word.

Words to draw:

- ✓ Tractor
- ✓ Shovel
- ✓ Rake
- ✓ Hoe
- ✓ Bucket

Pictionary Activity 2

Guess the Farm Tool

Instructions:

Draw the tool on the board.

Classmates must say the name in English.

Words:

- Wheelbarrow
- Watering can
- Sickle
- Plow
- Gloves

Pictionary Activity 3

Advanced Farm Tools

Instructions:

Students draw the tool in their notebooks.

Students explain what it is used for.

Words:

- Pitchfork
- Spade
- Axe
- Harrow
- Sprayer

Hangman Activity 1

Guess the Word

Example:

__ _ A _ T O R

Answer: TRACTOR

More words:

- SHOVEL
- HOE
- RAKE
- PLOW

Hangman Activity 2

Farm Tools Hangman

Guess the tool:

_____ E T

Answer: BUCKET

More words:

- GLOVES
- SPRADE (Spade)
- SICKLE
- HOSE

Hangman Activity 3

Advanced Hangman

Guess the tool:

__ E E L B A R R O W

Answer: WHEELBARROW

More words:

- SPRAYER
- HARROW
- MACHETE
- TRACTOR