

Abakada to Work for Words: Engaging Manipulative Activities to Enhance Filipino Vocabulary of Grade 1 Pupils

Annalyn C. Manolong^{1*}, Jerlyn C. Llorinte², Marjun A. Salizon³, Janien L. Balmores⁴, Jenica G. Cabras⁵, Chrismark O. Principe⁶, Ronald D. Manolong, Lpt, Maed-Elt⁷, Erap L. Ordaneza, Lpt, Maed-Elt⁸

Monkayo College of Arts, Sciences, and Technology, Monkayo, Davao de Oro, Philippines, 8805

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.10200224>

Received: 11 February 2026; Accepted: 16 February 2026; Published: 02 March 2026

ABSTRACT

This action research investigated the impact of using cube-based activities on developing the Filipino vocabulary of 1st graders in Casa Amazing Grace School. The researcher followed a dual-method approach in this research. The research used quantitative analysis for pre-test and post-test scores exercises, using descriptive statistics and a t-test, revealed a significant positive effect of the intervention. The participants of the study represented (24) male and female pupils. After conducting the pre-posttest, the researcher analyzed the collected data by using qualitative data, along with the quantitative pre-test and post-test results. The computed mean score increased from 7.43 in the pretest to 9.48 in the posttest, showing a notable improvement in academic performance. The standard deviation also decreased from 1.72 to 0.75, indicating that the posttest scores were more consistent across the group. Furthermore, the paired sample ttest yielded a t-value of 7.10 with a p-value less than 0.0001, which is far below the conventional threshold of 0.05. This result strongly suggests that the observed improvement is not due to random chance but rather to the effectiveness of the intervention. Therefore, it can be concluded that the intervention had a statistically significant and positive impact on the pupils' academic outcomes. The use of cube-based activities was anchored on Multiple Intelligences Theory, which emphasizes that children learn in different ways — linguistic, visual-spatial, kinesthetic, interpersonal, and intrapersonal. The qualitative analysis further supported these findings. Thematic analysis of observational notes and teacher reflections revealed four key themes: strengthens reading fluency, builds Filipino vocabulary, promotes enjoyable and collaborative learning, and enhances instructional strategies. These themes underscore how the intervention not only improved vocabulary skills but also fostered a more interactive, supportive, and effective classroom environment.

Keyword: Filipino vocabulary, Cube-Based Activities, ABAKADA, Patinig, and Katinig, Monkayo, Davao de Oro, Philippines

INTRODUCTION

Learning Filipino vocabulary presents several challenges to elementary students in private schools. These difficulties stem from linguistic, environmental, and pedagogical factors that influence students' exposure to and understanding of the Filipino language. Buhisan et al.(2024) study showed that teachers face various difficulties and challenges when it comes to effectively teaching Filipino subject to their English- speaking student in private school. Individuals with limited vocabulary may encounter challenges in reading comprehension, affecting their academic performance. Hezam et al (2022) a study showed that the most students have same problems is lack of vocabulary and recognition of the words. Vocabulary is one of the biggest problems when trying to work out the meaning and general idea of the text.

The emphasis on vocabulary development in reading, particularly in Filipino words, underscores the urgency of exploring and examining the predominant experiences of the Grade 1 teacher at Casa Amazing Grace School, a private institution in Monkayo, Davao de Oro. This teacher handles pupils who primarily use English vocabulary

as their main medium of communication. Lack of practice in reading Filipino vocabulary is evident in selected first-grade pupils at Casa Amazing Grace School. Teacher Faith Hazel Ayala confirmed that out of 24 pupils in her class, 13—equivalent to 54.17%—primarily use English as their medium of communication and face challenges in reading Filipino vocabulary. As to the result of the Philippine Informal Reading Inventory (Phil-IRI) used by the teacher, a total of 71.25% accumulated from their corresponding scores of pupils methodological gap in vocabulary enhancement research can help first graders by introducing or improving teaching strategies that make learning more effective and engaging. A contextual gap in research highlights missing or underexplored areas in vocabulary development for first graders, such as effective teaching methods, cultural influences, and technology use. Filling these gaps can lead to more tailored, engaging, and inclusive strategies that enhance vocabulary learning.

Addressing these challenges for more balanced language exposure, culturally relevant teaching materials, and creative instructional methods that make Filipino vocabulary both meaningful and accessible to young learners. As discussed by Fleihan (2024), a strong vocabulary enables us to connect with diverse people and understand various perspectives, fostering empathy and collaborations. It also plays a critical role in education, allowing students and professionals to express complex concepts more clearly.

This action research aims to explore innovative teaching strategies to enhance pupils' vocabulary. The cube-based activities are a fun and interactive way to help students enhance their vocabulary and phonetic skills. There are three cubes to be used, one cube contains a commonly used vowel letters such as A, E, I, O, and U and other two contains commonly used consonant letters such as B, L, M, P, S, and T. Other set cubes are displaying pictures, phonemes, and words to add more strategic teaching of Filipino vocabularies. This activity encourages pupils to practice letter sounds, recognize word patterns, and improve their vocabulary. By using the cube-based activity teaching, in group or individual exercises, learners can develop confidence in forming words and pronouncing them correctly.

Action Research Questions

This study aimed to determine the effectiveness of Cube-Based Activities in enhancing the Filipino vocabulary skills of pupils in Casa Amazing Grace School. Specifically, it sought to answer the following questions:

1. What is the level of Filipino vocabulary skills of Grade 1 pupils before and after the implementation of the intervention?
2. How do Cube-Based Activities enhance Grade 1 pupils in improving their vocabulary skills in Filipino terms?
3. How can the intervention be improved?

Research Hypotheses

H_0 : There is a significant improvement in the Filipino vocabulary skills of Grade 1 pupils after the implementation of Cube-Based activities.

H_1 : There is no significant difference in the vocabulary skills of Grade 1 pupils before and after the use of cube-based activities.

Theoretical Lens

This study is grounded in Gardner's (1983) Multiple Intelligences Theory, which asserts that children learn best when instruction engages multiple learning modalities such as visual, auditory, and kinesthetic experiences. Learners possess varied intelligences, and meaningful learning occurs when teaching strategies are responsive to these differences. In enhancing the Filipino vocabulary of Grade 1 pupils, manipulative and hands-on activities allow learners to actively engage with words through movement, visuals, and oral interaction, thereby supporting effective vocabulary acquisition.

This theoretical foundation is supported by empirical studies highlighting the importance of interactive and learner-centered approaches in vocabulary development. Hezam et al. (2022) identified vocabulary recognition

difficulties as a major contributor to poor reading comprehension, emphasizing the need for early vocabulary intervention. Similarly, Rambuyon and Sawada (2022) underscored the role of environmental and cognitive factors in vocabulary comprehension, suggesting that rich, engaging learning environments enhance language learning. Collectively, these theories and studies justify the use of engaging manipulative activities, such as *ABAKADA to Work for Words*, as an effective strategy for improving Filipino vocabulary among Grade 1 pupils.

METHODOLOGY

This action research employed a dual-method approach, integrating quantitative and qualitative techniques to comprehensively evaluate the effectiveness of the intervention, *ABAKADA to Work for Words*, which utilizes engaging manipulative activities to enhance the Filipino vocabulary of Grade 1 pupils. The quantitative component focused on comparing pupils' vocabulary test scores before and after the implementation of the intervention to determine measurable improvements in word recognition and usage. Meanwhile, the qualitative component involved observations and informal interviews with pupils to gather deeper insights into their learning experiences, engagement, and confidence in using Filipino vocabulary. The dual-method design is appropriate for this study as it allows for triangulation of data and provides a more comprehensive understanding of both measurable learning outcomes and learners' lived classroom experiences (Azra & Zeeshan, 2025). Consistent with the purpose of action research, this approach supports reflective practice and data-informed instructional improvement aimed at addressing immediate learning needs (Akram et al., 2024).

The integration of quantitative and qualitative methods is particularly suited to evaluating *ABAKADA to Work for Words*, as the intervention targets both vocabulary acquisition and active learner engagement. Quantitative data offer objective evidence of pupils' vocabulary gains, while qualitative data capture pupils' enthusiasm, participation, and meaningful interaction with manipulative materials—dimensions of learning that cannot be fully measured through test scores alone. By employing a dual-method approach, the study ensures a holistic assessment of the intervention's cognitive and affective impacts, thereby strengthening the validity of the findings and highlighting the value of manipulative-based, learner-centered strategies in early Filipino language instruction (Salem et al., 2025).

Research Participants

The respondents of this study were 24 Grade 1 pupils from Casa Amazing Grace School who experienced difficulties in reading Filipino terms and demonstrated limited fluency, largely due to their primary use of English as their main language of communication. These challenges were evident in their difficulty decoding Filipino words and reading them smoothly and continuously. Of the 24 participants, 8 were male (33.3%) and 16 were female (66.7%), representing 100% of the study sample. These pupils were selected based on their identified need for support in Filipino vocabulary reading skills.

In collaboration with the class adviser, the researchers gathered baseline information regarding the pupils' vocabulary reading abilities in Filipino. To comprehensively assess the effectiveness of the intervention, the study employed a dual-method approach combining quantitative and qualitative strategies. The research commenced with the analysis of Phil-IRI results and the administration of a pretest to determine the pupils' initial level of vocabulary proficiency. Based on the findings, a series of six engaging manipulative-based activities were implemented: "ABKD Nakakabasa," "ABAKADA Ang Saya," "BABA Blank Sheets," "Picture Talks," "Fill in the Blanks," and "Work for Words." These carefully designed interventions aimed to enhance vocabulary skills while fostering a more interactive and enjoyable learning environment. After the implementation phase, a post-test was conducted to measure improvements and evaluate the overall impact of the intervention on the pupils' Filipino vocabulary development.

Research Instrument

This study utilized two research instruments to collect quantitative and qualitative data in evaluating the effectiveness of the intervention *ABAKADA to Work for Words*. For the quantitative component, a teacher-made Filipino vocabulary test was administered as both a pre-test and post-test to measure the Grade 1 pupils'

vocabulary development, word recognition, and decoding skills, with support from the Phil-IRI assessment to determine baseline reading proficiency. The test items were aligned with Grade 1 Filipino learning competencies and content-validated by the class adviser to ensure appropriateness and reliability. For the qualitative component, observational notes and informal feedback from the class adviser were used to document pupils' engagement, participation, and responses during the implementation of manipulative-based activities, providing deeper insights into how the intervention influenced pupils' vocabulary learning and classroom interaction.

Data Collection

The data collection for this study employed both quantitative and qualitative procedures to comprehensively evaluate the effectiveness of the intervention *ABAKADA to Work for Words*. For the quantitative phase, a pretest was administered to the 24 Grade 1 pupils before the implementation of the intervention to determine their initial level of Filipino vocabulary and reading proficiency. After the completion of the manipulative-based activities, the same test was administered as a posttest to measure improvements in pupils' vocabulary recognition and word decoding skills. This pretest–posttest approach enabled the researchers to generate objective evidence of learning gains, which is a widely used strategy in action research to assess the impact of instructional interventions (Creswell & Creswell, 2022). For the qualitative phase, classroom observations and informal interviews with the class adviser were conducted after the intervention to capture pupils' engagement, learning behaviors, and observed changes in vocabulary use. These qualitative methods provided rich, descriptive data that complemented and contextualized the quantitative results, offering a deeper understanding of how the intervention influenced pupils' learning experiences (Creswell & Creswell, 2022)

Data Analysis

This action research utilized two data analysis methods to interpret the findings. For the quantitative phase, the data were analyzed using a paired sample t-test to compare the pupils' pretest and posttest scores in Filipino vocabulary. This statistical method was appropriate because it determines whether there is a significant difference between two related sets of scores—in this case, the same Grade 1 pupils before and after the implementation of the cube-based intervention—making it suitable for evaluating the effectiveness of *ABAKADA to Work for Words* in improving vocabulary and reading skills (Creswell & Creswell, 2022). The paired t-test provided objective and statistical evidence of whether the intervention resulted in measurable learning gains.

For the qualitative phase, observational notes and interview responses from the class adviser were analyzed using thematic analysis to identify recurring patterns, themes, and insights regarding pupils' engagement, participation, and vocabulary development during the intervention. This method was appropriate for examining how the manipulative-based activities influenced learners' confidence, fluency, and overall classroom interaction (Jones, 2024). Thematic analysis enriched the study by offering deeper contextual understanding that complemented and explained the quantitative results.

RESULTS AND DISCUSSION

This part presented the discussion of results and reflection of the study. The data presented in this part followed the arrangement set in the Research Questions. The data were described, analyzed and explicated in this section.

RQ 1. What is the level of Filipino vocabulary skills of Grade 1 pupils before and after the implementation of ABAKADA intervention?

Table 1. Paired Samples t-Test Results for the Pretest and Posttest Scores of the Students

Test	Mean	Standard Deviation	t-value	p-value	Interpretation
Pretest	7.43	1.72			
Posttest	9.48	0.75	17.10	< 0.0001	Significant difference observed

Table 1 presents a clear and significant difference between the pretest and posttest scores of the pupils before and after the implementation of the intervention. The computed mean score increased from 7.43 in the pretest to 9.48 in the posttest, showing a notable improvement in academic performance. The standard deviation also decreased from 1.72 to 0.75, indicating that the posttest scores were more consistent across the group.

Furthermore, the paired sample t-test yielded a t-value of 17.10 with a p-value less than 0.0001, which is far below the conventional threshold of 0.05. This result strongly suggests that the observed improvement is not due to random chance but rather to the effectiveness of the intervention. Therefore, it can be concluded that the intervention had a statistically significant and positive impact on the pupils' academic outcomes.

RQ 2. How do Cube-Based Activities enhance Grade 1 pupils in improving their vocabulary skills in Filipino terms?

The study revealed that Cube-Based Activities enhance Grade 1 pupils' Filipino vocabulary by strengthening reading fluency, expanding word knowledge, encouraging enjoyable and collaborative learning experiences, while also presenting challenges in internalizing new terms.

Strengthens Reading Fluency. Based on the responses of the research participant, it was revealed that through cube-based activities strengthen reading fluency. As participant initially emphasized:

“Fluency interventions improve pupils' reading skills by focusing on accuracy, speed, and prosody through strategies like repeated reading, modeled and assisted reading.”

She also added:

“Fluent readers can recognize words automatically, freeing up cognitive resources to focus on meaning.”

Cube-based activities are inherently multimodal, allowing students to engage with content through linguistic intelligence, bodily-kinesthetic, and interpersonal intelligence. These activities support fluency by catering to different learning styles, making reading more interactive, engaging, and meaningful. As participants responded, the active and varied nature of cube-based tasks helped them decode, comprehend, and articulate text more fluently, suggesting that the integration of multiple intelligences in instructional strategies can positively influence reading development.

The fact that children's success in reading is greatly dependent upon their development of early literacy skills, which refers mainly to oral language development, and phonological and phonemic awareness. Phonological awareness involves orally and aurally working with rhymes, words, syllables, onsets, rimes, and individual phonemes. For early learners, according to Calibugan and Maghuyop (2024), phonological awareness is developed through play, conversations, songs and language games. Phonemic awareness, a major component of phonological awareness, is the understanding that language is made up of individual sounds. Young children must learn to track, isolate, identify, categorize, blend, delete, add and substitute phonemes, as well as to segment words orally into phonemes and syllables. Young learners should also have early meaningful interactions with print, including and introduction to the alphabet. Children who participate in manipulative-based activities in grade 1 will be much more likely to excel at phonics and comprehension in subsequent school years.

Builds Filipino Vocabulary. In line with this, the activity integrated in this research study builds Filipino vocabulary that is understandable since it highlights the difficulty and how it was addressed. Teacher May-May openly discussed:

“In every implementation, there are always changes, specifically in proper pronunciation, to ensure effective communication.”

She further highlighted that:

“Cube-based activities teach learners Filipino vocabulary.”

The result indicating that cube-based activities help build Filipino vocabulary can be linked to Multiple Intelligence Theory, which emphasizes that students possess different kinds of intelligences and learn in varied ways. Cube-based activities engage linguistic intelligence, as learners read, recognize, and use new Filipino words in meaningful contexts. When these activities involve group interaction, interpersonal intelligence is activated, allowing learners to exchange vocabulary through collaboration.

The biggest challenge in teaching Filipino subject to pupils with primary learned language is English is lack, if not absence, of three basic skills in language proficiency: word recognition (or fluency), reading comprehension, and reading speed. In the hopes of facilitating the development of these skills, Filipino teachers in many private schools enroll them in the Filipino Learning Support Program of LSP where they were assessed and grouped based of the results (Luga et al., 2024).

Promotes Enjoyable and Collaborative Learning. The findings of the study revealed that the integrated activities promote enjoyable and collaborative learning. The implementation of the learning is actually bringing motivation to the language learner. This has been emphasized by Teacher May-May, as she elaborated that:

“Cube-Based Activities provides an opportunity for students to collaborate and cooperate with each other.”

She also shared:

Create a fun, interesting, and effective learning environment and promote an enjoyable learning experience.

The theory and the presented theme both advocate for teaching strategies that tap into the diverse intelligences of learners. Cube-based activities, as described by the participants, create an engaging and inclusive environment by incorporating interpersonal intelligence (through group collaboration), bodily kinesthetic intelligence (through hands-on manipulation of materials), and linguistic intelligence (through verbal and written expression). This variety allows students to participate in ways that match their strengths, making learning more enjoyable and meaningful. The collaborative nature of these activities fosters peer interaction and teamwork, key components of social learning, while the fun, game-like structure maintains motivation and interest.

As cited by Aranas et al. (2024), one important educational objective that supports children's achievement is learning to read. Proficiency in reading is highly regarded and crucial for personal growth. Everyone will benefit from having this skill since it will enable us to read literature, learn new things, and go about our daily lives.

Presents Challenges in Word Internalization. Teacher May-May stressed out that the integration of the intervention presents challenges in word internalization. As she specifically mentioned: “Some of the words are they first read it during the activity.”

She further discussed that:

“Students have a problem in understanding and conceptualizing the words.”

Lastly, teacher May-May concluded;

“They cannot picture out the word if it is not given.”

The challenges reported by participants in internalizing new words may stem from instructional methods that do not sufficiently engage the full range of intelligences. For instance, learners with strong visual-spatial, musical, or bodily kinesthetic intelligences may struggle when vocabulary is taught solely through linguistic means (e.g., rote memorization or textbook definitions). This suggests a mismatch between teaching strategies and learners' preferred modes of learning. Therefore, the difficulty in internalizing words highlights the need to integrate multiple intelligences such as using movement (bodily-kinesthetic), visual aids (visual-spatial), music or rhythm (musical), and collaborative tasks (interpersonal) to make vocabulary acquisition more effective and personalized. Addressing these diverse learning needs can help overcome the internalization challenges noted by the participants.

Using games in classroom improved level of student motivation to study a language. This implies that language teachers who commonly experience difficulties with students' apathy, disinterest, passivity and boredom during language classes could find a partial solution when games are an integrated part of teaching and learning (Jabonetea & Mejaritob, 2021).

RQ 2. How can the intervention be improved?

The research highlighted the need to improve the intervention by enhancing instructional strategies, implementing a progressive learning process, and optimizing the use of educational materials to better support vocabulary development.

Enhances Instructional Strategies. As highlighted to the responses of the research participant, the integrated activities enhance instructional strategies. This includes the use of real objects for manipulation, models, laboratory, and other means that allows a real-life situation for the learners to experience. This involves a deep engagement of the learners to a certain topic or simply learning by doing. This further opens doors and windows for children to explore beyond their textbooks, which could serve as an alternative assessment aside from the traditional pencil and paper. This has been shared by Teacher May-May, as she opened:

“To improve an intervention, focus on data-driven decision making, consistent implementation.”

Additionally, she also suggested that:

“The activities should employ more assessments to identify specific needs and measure the impact of interventions.”

It has been highlighted in the theory that manipulative materials demonstrated that individuals learn new things by combining their thoughts and experiences. Learners construct their own representations of the world and incorporate new information into their prior knowledge as they experience it and reflect on it. Manipulatives are useful tools that can encourage children to reflect and reason more deeply. Such manipulatives can help children acquire solid, integrated understandings of concepts by giving them concrete opportunities to fully comprehend.

It would be beneficial for the teacher to give photographs of shoes and/or bring in genuine shoes to help learners build their comprehension if they do not know the word. The use of manipulatives benefits learners who are visual and kinesthetic (Cromer, 2020).

Implements Progressive Learning Process. It has been elaborated in the responses of the research participant that using manipulative materials help to implement a progressive learning process. Hence, Teacher May-May clarified that:

“It should from syllable- words- phrases- sentences, to check if they know and understand the word.”

A progressive learning process involves gradually building knowledge and skills through meaningful, student-centered experiences. Cube-based activities reflect this by allowing learners to engage in tasks that stimulate different intelligences, linguistic (reading and expressing ideas), logical-mathematical (organizing and sequencing information), bodily-kinesthetic (manipulating cubes), and interpersonal (working with peers). As learners interact with content through varied modes, they deepen their understanding step by step, reinforcing previous knowledge while acquiring new concepts. This aligns with the principle of progressive learning, where instruction evolves based on the learner's pace and readiness. By accommodating diverse intelligences, cubebased activities support a more inclusive, scaffolded, and developmentally appropriate learning process.

Educators generally view progressive education as a transformative approach that fosters deeper student engagement, autonomy, and holistic development. The integration of the cube-based activities implements a progressive learning process. However, according to Timbal and Sulatorio (2024), complications such as time constraints, the need to strike a balance between student-driven learning and structured content, and the management of varying learning paces were also identified as challenges.

Optimizes the Use of Materials. Optimizing the use of manipulative materials illustrated the impact of building vocabulary. Teachers must optimize the use of materials in teaching young children. As concluded by Teacher May-May, she pronounced that:

“They just need to make use the materials properly and appropriately like showing pictures in a cube and on the other cube, let the pupil find the correct word.”

As to her last recommendations, she generally suggested that:

“We should let the pupils form a word from the different cubes provided and ask what the word means.”

Cube-based activities, as highlighted by the participants, make full use of manipulatives and learning tools that cater to different learning styles. For instance, learners with bodily-kinesthetic intelligence benefit from hands-on interaction with physical cubes, while those with visual-spatial intelligence are supported through the structured, visual nature of the materials. Linguistic intelligence is engaged when students read, write, or speak during the activity, and interpersonal intelligence is activated when materials are used in group tasks or discussions. By intentionally using materials that stimulate multiple intelligences, the learning process becomes more dynamic, interactive, and effective—thus maximizing the educational value of the materials and deepening student engagement.

Teachers must optimize the use of materials in teaching young children. These materials can be tools in developing essential skills needed to meet the demands of 21st century society. Several materials develop more than one skill, depending on their characteristics and nature. Moreover, skill development varies depending on the activity and type of materials used (Bautista-Ramilo et al., 2022).

CONCLUSION

Based on the findings, the following conclusions were drawn. The study demonstrated that ABAKADA to Work for Words, which utilized cube-based manipulative activities, had a significant and positive impact on the Filipino vocabulary skills of Grade 1 pupils. Quantitative findings showed a notable increase in mean scores from the pretest to the posttest, with statistical analysis confirming that the improvement was highly significant and unlikely to occur by chance. The intervention effectively addressed learning gaps in Filipino vocabulary recognition and decoding skills, resulting in measurable gains in pupils' academic performance.

Qualitative results complemented these quantitative findings by revealing how cube-based activities strengthened pupils' reading fluency, expanded Filipino word knowledge, and promoted enjoyable and collaborative learning experiences. The learners' responses and teacher observations highlighted the importance of engaging instructional strategies, supportive classroom environments, and hands-on learning approaches in facilitating early vocabulary development.

In summary, the study supports the Multiple Intelligences Theory proposed by Howard Gardner (1983), which emphasizes that learners possess different kinds of intelligences and learn effectively through varied instructional modalities. The findings affirm that well-designed manipulative-based activities, such as ABAKADA to Work for Words, can enhance vocabulary acquisition by engaging linguistic, kinesthetic, and interpersonal learning styles. These results provide strong evidence for adopting similar learner-centered and activity-based strategies to improve Filipino vocabulary development among Grade 1 pupils.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are suggested:

School. It is advisable for the school to consistently formulate strategic measures aimed at upholding high performance in areas such as building active and progressive teaching instructions and strategies that would the needs of the teachers and the pupils. This collaborative effort ensures the ongoing enhancement of educational outcomes and the sustained success of the instruction.

Parents. Based on the findings of the implementation of the intervention, it is highly recommended that the parents may foster support system by having the preliminary teaching of Filipino vocabularies to his/her child/ren. Sustaining parental engagement in primary hand-on teaching is essential which facilitate increased participation of parents or guardians in helping the child in familiarizing Filipino terms and vocabularies. This collaborative approach fosters a synergistic relationship in delivering educational services and contributes to the attainment of elevated learning outcomes in both the school and the parents.

Pupils. The students are encouraged to show collaboration between peers as a paramount significance in achieving additional educational outcomes both at home and in school. It is highly recommended to have a collaborative effort should aims to enhance various educational strategies, reflecting a conducive environment for pupils' progression, retention, and success. Such outcomes underscore the effectiveness of existing educational strategies and support 30 systems, emphasizing the importance of continued partnership between schools and parents in promoting student achievement.

Future Researchers. Based on the findings and results of this action research, it is highly implicated that future researchers are encouraged to further explore the significance of peer collaboration as a vital element in achieving enhanced educational outcomes among pupils. Emphasis should be placed on examining how collaborative efforts both in the home and school environments can contribute to the development and implementation of effective educational strategies. It is highly recommended that future inquiries aim to support the creation of learning environments that promote pupil progression, retention, and overall academic success. These outcomes will help validate and strengthen existing support systems, while also informing innovative practices that foster a more inclusive and collaborative educational experience.

ACKNOWLEDGMENT

The researchers would like to express their deepest gratitude to God Almighty for the wisdom, strength, and guidance that sustained them throughout the course of this study. Without His blessings, this work would not have been possible.

The researchers also extend heartfelt thanks to the Monkayo College of Arts, Sciences, and Technology (MonCAST) for the invaluable support and resources provided during this research endeavor. Special appreciation is given to the MonCAST Research Development and Extension Office (RDEO) for their unwavering guidance, technical assistance, and encouragement.

The researchers are profoundly grateful to their Research Adviser, Sir Erap L. Ordaneza for the guidance all throughout the conduct of the study; to all the participants who actively participated the intervention program. Their time, cooperation, and willingness to share their experiences contributed greatly to the successful completion of this study.

REFERENCES

1. Akram, H., Malik, M. A., Sarwar, M., Anwer, M., & Hussain, S. (2024). Action research as a reflective practice for improving teaching and learning processes. *Journal of Educational Research and Practice*, 14(1), 45–58. <https://doi.org/10.5590/JERAP.2024.14.1.04>
2. Aranas, J. P., Villanueva, M. R., & De Leon, R. T. (2024). Reading proficiency and academic success among early grade learners. *International Journal of Language and Literacy Studies*, 6(2), 112–124. <https://doi.org/10.36892/ijlls.v6i2>.
3. Azra, S., & Zeeshan, M. (2025). Mixed-methods research in classroom-based educational interventions. *Asian Journal of Educational Research*, 13(1), 21–34. <https://doi.org/10.20448/ajer.v13i1>.
4. Bautista-Ramilo, M. E., Dizon, R. J., & Calimag, J. P. (2022). Instructional materials and 21st-century skill development among primary learners. *Journal of Early Childhood Education Research*, 11(2), 89–104. <https://doi.org/10.5897/JECER2022>.
5. Buhisan, A. L., Navarro, J. T., & Reyes, C. A. (2024). Teaching Filipino to English-speaking pupils in private schools: Challenges and instructional implications. *Philippine Journal of Language Teaching*, 15(1), 33–47. <https://pjlt.org.ph/articles/2024-15-1-buhisan>

6. Calibugan, R. C., & Maghuyop, M. L. (2024). Developing phonological awareness through play-based strategies in early childhood education. *Asia-Pacific Journal of Early Childhood Literacy*, 9(1), 55–68. <https://apjecl.org/2024/vol9-issue1>
7. Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications. <https://us.sagepub.com/en-us/nam/researchdesign/book255675>
8. Cromer, J. A. (2020). Manipulatives and multimodal learning in primary classrooms. *Journal of Childhood Learning and Development*, 8(3), 201–215. <https://doi.org/10.1080/jcld.2020.803421>
9. Fleihan, S. R. (2024). Vocabulary development as a foundation for literacy and communication. *International Journal of Educational Linguistics*, 10(2), 77–91. <https://doi.org/10.5296/ijel.v10i2>
10. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books. https://books.google.com/books/about/Frames_of_Mind.html?id=
11. Hezam, T. A., Alharbi, M. A., & Alzubi, A. A. (2022). Vocabulary knowledge and its impact on reading comprehension among young learners. *Journal of Language Teaching and Research*, 13(4), 764–771. <https://doi.org/10.17507/jltr.1304.12>
12. Jabonetea, R. J., & Mejaritob, M. L. (2021). Game-based learning and student motivation in language classrooms. *International Journal of Educational Studies*, 8(1), 19–30. <https://doi.org/10.53935/2641533x.v8i1>
13. Jones, M. (2024). *Thematic analysis in educational research: A practical guide*. Routledge. <https://www.routledge.com/Thematic-Analysis-in-Educational-Research>
14. Luga, M. E., Panganiban, R. J., & Santos, A. F. (2024). Filipino learning support programs and reading intervention outcomes in private schools. *Philippine Journal of Reading Education*, 6(1), 40–54. <https://pjre.org.ph/vol6-issue1-2024>
15. Rambuyon, K. A., & Sawada, Y. (2022). Environmental and cognitive factors affecting vocabulary comprehension. *Journal of Educational Psychology Research*, 14(2), 98–113. <https://doi.org/10.1234/jep.r.v14i2>
16. Salem, A. A., Hassan, R., & Mahmoud, N. (2025). Learner-centered strategies and engagement in early language instruction. *International Journal of Instruction*, 18(1), 145–160. <https://doi.org/10.29333/iji.2025.18110a>
17. Timbal, J. M., & Sulatorio, E. C. (2024). Challenges in implementing progressive education in primary schools. *Journal of Curriculum and Instruction*, 17(2), 63–78. <https://doi.org/10.3776/joci.2024.v17i2>