

ECDW-Based Learning Module: A Tool for Improving Vocabulary Proficiency in 21st Century Literature from the Philippines and the World

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ABSTRACT

This capstone project is a learning tool that has been well-planned and tested. The ECDW method was used to help students learn new words that are used in writing today, like works from the Philippines and other places. The ADDIE method was also used for this project, but only the first four steps were looked at: analysis, design, development, and evaluation. Materials are made in a systematic way, with expert review and input, making sure they are of high quality and useful, using the modified ADDV framework. Findings from the Vocabulary Size Test and data on the least-mastered competencies revealed that most students are struggling to

understand text because of limited vocabulary. Because of this, it is harder for them to fully understand books or see how different settings can add to meaning and help them understand better. The results show that students had a hard time getting interested in books because they did not know many words. The Elicit, Concept Check, Drill, and Write (ECDW) method was used to teach these skills in the module. This method uses both active and passive tasks to help students remember what they already know. The print did not cost much. The module was made to teach these skills using the Elicit, Concept Check, Drill, and Write (ECDW) method. This method helps students remember what they already know by giving them both active and passive tasks. It was created using inexpensive, printable resources and a facilitator's guide to assist teachers in implementing it in the classroom. All five assessors awarded the materials a "Passed" mark in four crucial areas: content, format, presentation and organization, and accuracy and timeliness. The DepEd LRMS tool also made it easier for specialists to review the contents. The resource received high grades from all of the assessors, indicating that they all thought it was good, practical, and long-lasting. The results show that the module meets all requirements and is ready to be used in the classroom. Relevant resources and a facilitator's guide to assist educators in implementing it in the classroom.

Keywords: *ECDW Framework, vocabulary proficiency, 21st Century Literature from the Philippines and the World*

INTRODUCTION

In building interpersonal relationships, people must know how to use the English language effectively, for it serves as the foundation of effective communication. It helps how individuals express their ideas and how they understand others. In communication, English proficiency also helps learners in their academic performance. With this, vocabulary knowledge is strongly connected to reading comprehension and writing skills, which are essential in education. Vocabulary is vital for academic success, for it has been shown to be the strongest predictor of reading comprehension (Dursun & İnce, 2025). This skill is based on grammar and vocabulary, which are parts of language. When growing as a person, a good vocabulary is important in order to do well in school and/or business.

Vocabulary learning involves not only mere word recognition, but it also requires cognitive and metacognitive abilities. Word recognition is confirmed as the most frequent cognitive activity in reading (Han, 2015). Therefore, vocabulary gives power in understanding and critically analyzing texts on a deeper level.

With this, students with a strong vocabulary could have more job options when they grow up. Ayong et al. (2024) demonstrated that possessing adequate vocabulary proficiency can facilitate employment in sectors such as law, marketing, business, and media. Additionally, research concerning word retention indicates a correlation between memory strength and meaningful engagement. Hulstijn (2015) discovered that tasks necessitating readers to associate a word with existing knowledge (semantic elaboration) and utilize it to enhance textual meaning create significantly more robust memory traces than tasks solely concentrating on replication or intonation.

Filipino students always have trouble with vocabulary, even though it is important. In the 2022 Program for International Student Assessment, the Philippines ranked 76th out of 81 countries in reading comprehension. Santillan (2020) said that these problems are caused by things like being poor, not having meaningful conversations, not learning vocabulary well, and not reading well.

At present, 22 senior high school students are enrolled in the School Year 2025-2026. Still, many students have limited vocabulary. The researcher noted that students frequently misinterpret texts, often lacking comprehension of the intended meaning, and the thematic complexity of reading materials. This functional weakness is especially problematic because English is the main language used to teach most of the curriculum. However, a lot of these students do not have enough vocabulary.

It was reflected by the results of Quarter 1 assessment for School Year 2025-2026 in 21st Century Literature from the Philippines and the World, highlighted student difficulties in the following competencies: (1) Compare and contrast the various 21st century literary genres, about 40% or low proficient, and (2) Discuss how different contexts enhance the text's meaning and enrich the reader's understanding, about 45% or low proficient. This assessment consists of 10 targeted vocabulary questions for each learning competency. This shows that in performing high-level tasks like comparing, contrasting, and discussing context, students should be proficient in vocabulary, for it affects learners' ability and hinders their academic success in the subject.

A standardized 140-item Vocabulary Size Test (VST) from Nation and Beglar's (2007) has been utilized to further reiterate this concern. The findings indicated that all Grade 11 learners, enrolled in the 21st Century Literature from the Philippines and the World, possessed vocabulary knowledge within 3,000–5,000-word families, which represents the minimum level for conversing. Dang and Webb (2018) assert that a minimum of 3,000-word families is essential for conversational engagement, whereas Hsu and Chen (2022) indicate that 9,000 are required for understanding real materials such as novels and newspapers. The subject of 21st Century Literature from the Philippines and the World requires that learners possess enough vocabulary to be able to understand specific materials. This is because novels, short stories, and poems require a lot of words.

In the Philippines, most learning materials are written in English and serve as the primary medium of instruction (Canceran & Temporal, 2020). This reality suggests the need for learning materials such as a learning module to fulfil the learning gaps in vocabulary development. Salam (2017) emphasized that in order for the learners to proficiently read a text, appropriate instructional resources should be used. While Amaya (2018) highlighted that the teachers' materials, text, and strategies could also affect students' comprehension. The National Reading Panel (2000) likewise said that vocabulary is central to both learning to read and understanding texts.

In response, this capstone project titled "ECDW-Based Learning Module: A Tool for Improving Vocabulary Proficiency in 21st Century Literature from the Philippines and the World," aimed to design, develop and validate instructional material that strengthen vocabulary, which is said to be essential in reading comprehension.

The module integrates the Elicit, Concept-Checked, Drill, and Write (ECDW) framework in 21st Century Literature from the Philippines and the World. It was guided by a needs analysis using the Vocabulary Size Test (VST) and an evaluation of skills that needed to be enhanced. This ensured that the targeted vocabulary deficiencies were effectively identified. Moreover, the Elicit, Concept Check, Drill, and Write (ECDW) framework has been used as a material's design which incorporates interactive activities, such as collaborative learning and visualization, in improving both productive and receptive vocabulary skills. This method made sure that the module was made to fill in specific learning gaps that had been noted, such as students having trouble (1) comparing and contrasting different 21st-century literary genres with older ones by talking about their elements, structures, and traditions, and (2) talking about how different contexts add to the meaning of the text and help the reader understand it better.

The ECDW framework carefully combines interactive tasks like interactive activities, prediction, and visualization in improving productive and receptive vocabulary skills. Moreover, this framework fits well with the K to 12 curriculum on learning through competence, critical thinking, and meaningful engagement with literary works (DepEd, 2016, 2020).

Rationale

Senior High School students are diverse, coming from different schools, backgrounds, and cultures. Many people want to improve their vocabulary or, at the very least, be able to understand

academic writing. However, some people still experience trouble with reading comprehension because their vocabulary is limited. To help them do better in school, they need to face these challenges.

Students need to be good at language in order to write, read, and think critically. For this reason, when students have enough vocabulary, they can express their thoughts, understand literary texts, and participate during class discussions. Thus, it should not be limited to knowing what words mean, but also understanding their meaning, nuance, and how to use them in different situations.

Instructional materials that use techniques like pre-reading, anticipating, questioning, and visualizing can connect theory and practice. It makes the learning experience more meaningful. Donnelly and Fitzmaurice (2024) contended that the learning material must uphold a rigorous, logical consistency among its Learning Outcomes, Learning Activities such as tasks and activities, and Assessment Criteria such as evaluation.

Developing structured learning modules to improve vocabulary skills is highly significant in the teaching-learning process. PMC (2019) claimed that effective instruction goes beyond just knowing the definition of the word. It must help students learn how words work and how to use what they know about words well. This often involves morphological (word parts) analysis and discussions that make students think about the different meanings of a word. The aim is to create a learning module that is not only visually appealing but suitable for young learners. This learning module has a unique feature of a day-by-day learning structure that is systematically aligned with the ECDW (Elicit, Concept-Check, Drill, and Write) framework. Each day is designed to build a session, ensuring a smooth and progressive development of students' vocabulary and literary appreciation. Moreover, it immerses learners in authentic literary experiences, encourages critical reflection, and develops 21st-century skills through creative, context-based, and performance-oriented activities. It also includes interactive activities and formative assessments to meet the different needs of Grade 11 students in addressing the least learned competency, *discuss how different contexts enhance the text's meaning and enrich the reader's understanding and discuss how different contexts enhance the text's meaning and enrich the reader's understanding*, in 21st Century Literature from the Philippines and the World.

Statement of the Problem

A lack of vocabulary is still a big problem for 11th graders, making it hard for them to understand academic texts. In literature classes, especially in Grade 11, 21st-century literature from the Philippines and the World, students often have trouble understanding when they come across words they do not know. This makes it hard for them to follow the flow of ideas, analyze the ideas behind the text, and critically interpret it. Even though the curriculum focuses on important skills, national assessment data show that many students are still having trouble because they do not know enough words.

This capstone project aimed to tackle these challenges by creating a learning module aimed at improving students' vocabulary skills, especially by focusing on the least-learned competencies

that impede their understanding and critical engagement with academic texts in 21st-century literature from the Philippines and the World. The research is directed by the subsequent inquiries, structured in accordance with the ADDV framework:

1. How may the need to develop a learning module using the Elicit, Concept-Check, Drill and Write (ECDW) framework to improve the vocabulary proficiency of Grade 11 learners be analyzed based on:
 - 1.1 least learned competencies; and
 - 1.2. results of the Vocabulary Size Test (VST)?
2. How may the learning module integrating the Elicit, Concept-Check, Drill, and Write (ECDW) framework be designed?
3. How may the learning module integrating the Elicit, Concept-Check, Drill, and Write (ECDW) framework be developed?
4. What is the quality of the developed learning module be validated by experts in terms of:
 - 4.1 content;
 - 4.2 format;
 - 4.3 presentation and organization; and
 - 4.4 accuracy and up-to-datedness of information?

METHODOLOGY

This capstone project employed a developmental research design. According to PMC (2024), developmental research design seeks to document, describe, and analyze the conditions under which individuals live and learn in natural settings.

According to Ibrahim (2016), developmental research is “a systematic study of design, development, and evaluation with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and new or enhanced models that govern development.” This approach is appropriate when the focus is on producing practical solutions, such as teaching materials, while also contributing to educational theory and practice. In this project, the design was used to guide the creation of a vocabulary module, making it pedagogically effective, learner-centered, and culturally responsive.

This point of view is consistently reaffirmed by modern scholarship in Design-Based Research (DBR), which continues to emphasize the need for research that is grounded in practical application (McKenney & Reeves, 2019). Consequently, this surely fits with the goal of this

project, that is to make sure that the learning module is based on research and could be used in the classroom.

The project utilized a modified version of the ADDIE model, which was a common framework for designing materials. ADDIE is an acronym for analysis, design, development, implementation, and evaluation. This model assists in instructional designers, content developers, and educators in formulating an efficient and effective teaching design through the application of the ADDIE model processes to any instructional product (Aldoobie 2015).

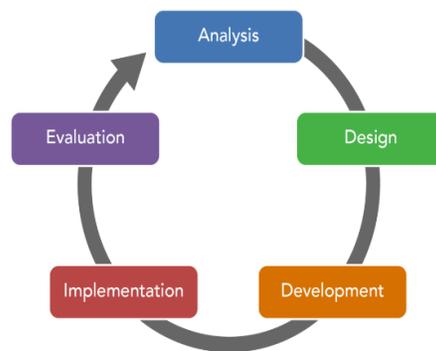


Figure 1. *ADDIE Model Framework in Instructional Design*

However, this project used a modified version of the ADDIE model with only four phases: Analysis, Design, Development, and Validation (ADDV). These steps gave a structure of making sure that the intervention was well-planned and worked well for the needs of the project area to ensure efficiency and effectiveness which involved analyzing the challenges faced by Grade 11 learners, designing appropriate instructional materials, and developing these into a concrete learning module. The process was complemented by validation from five expert validators in establishing the tool's validity, reliability, and overall credibility.



Figure 2. *Modified ADDV Model Framework in Project Design*

A. Analysis Phase

The analysis phase identified the instructional needs related to vocabulary proficiency by examining the least learned competencies in 21st Century Literature from the Philippines and the World, across the First Quarter Assessment. In this stage, the research analyzed the result of the least mastered competencies, based on teacher-reported challenges, which served as the foundation in creating an effective learning module integrating the ECDW framework in enhancing the vocabulary of the grade 11 learners. Instead of conducting interviews, this study aligned the learning module's objectives and content with actual classroom gaps in learning.

B. Design Phase

The design phase translated the identified competencies and the results of the Vocabulary Size Test (VST) into a learning module, activities, and instructional support materials. Furthermore, the learning module utilized the ECDW Framework, Elicit, Concept-Check, Drill, and Write in designing the learning module to promote deeper and more significant engagement. Instructional materials that integrate these systematic structures must encompass both the cognitive and emotional dimensions of learning.

Visual and functional elements were designed for ease of printing and classroom integration, following suggestions from 21st Century Literature from the Philippines and the World educators consulted during the project's early development.

C. Development Phase

During the development phase, the module was developed using the designed framework and topics from the DepEd's Most Essential Learning Competencies (MELCs) in the first quarter of 21st Century Literature from the Philippines and the World. In this creation stage, it involved developing the layout and content to ensure clarity, usability, and practicality. After the initial assembly, the project was tested internally for flow and logic by the researcher. This included informal simulations to review and refine sequence, activities, and clarity of instructions.

D. Validation Process

During the validation process, the learning module was validated through expert review of a panel of five licensed educators using the Department of Education's LRMDs Evaluation Rating Sheet for Print Materials from Nueva Ecija *DepEd Order No. 167, s. 2021*, focusing on the following:

1. Content – This includes the relevance, accuracy, and alignment with the curriculum.
2. Format – This includes text, illustrations, design and layout, paper and binding, size and weight resources.

3. Presentation and Organization – This presents print quality, material durability.
4. Accuracy and Up-to-Datedness of Information – These are conceptual errors, factual errors, grammatical errors, computational errors, obsolete information, and/or typographical errors.

The validators who checked the learning material used a four-point scale (1 = Not Acceptable to 4 = Highly Acceptable) and rated a "Pass" or "Fail" rating.

Locale of the Project

This capstone project concentrated on Rodrigo D. Palmero Memorial National High School, particularly Grade 11 Humanities and Social Sciences (HUMSS) learners studying 21st Century Literature from the Philippines and the World. Despite being in senior high, several struggled with terminology, hindering their grasp of literary pieces.

The institution is located in a remote region with scarce amenities and few chances for language exposure. Additionally, inconsistent and sluggish internet connection restricts access to digital tools that could aid vocabulary growth.

Participants

Validators from chosen institutions in the Maria Aurora, Dipaculao, Casiguran, and San Luis areas of Aurora Province verified the program's legitimacy. Validators were selected based on their academic and professional qualifications, including at least a master's degree, with preference for doctoral-level attainment, over five years of teaching experience in English or expertise in language assessment, and demonstrated capacity for critical analysis. Their ability to provide constructive feedback, along with their willingness and availability to review the learning module, were also considered in the selection process.

These validators were from the public schools, language teachers/professors and facilitators in the English Language seminars. To be part of the validation process, their permissions were asked for via messenger, then letters were sent to them.

The following criteria guided the selection of validators:

1. *Subject Area Expertise*

At least three years of teaching experience in 21st Century Literature from the Philippines and the World, preferably with involvement in curriculum implementation and MELC-based instruction.

2. *Instructional Materials Evaluation Background*

Experience in evaluating or making educational materials for use in the classroom;

3. *Awareness of Misinformation in Education*

Understanding how a limited vocabulary affects student learning and realizing how important targeted instructional materials are for providing solutions to this problem.

Each validator was contacted individually and provided with the learning module and validation tool. Their informed consent was obtained prior to participation, and they were assured of the confidentiality of their feedback. The validators' input served as the basis for refining the learning module to ensure that it met both academic and classroom applicability.

The panel of validators consists of five (5) respected academic professionals from various academic institutions in the province of Aurora.

- (1) There are Principals in the Department of Education, Schools Division of Aurora;
- (2) One is an English Professor from Wesleyan University-Philippines-Aurora;
- (3) One is an English Teacher III in the Department of Education, Schools Division of Aurora;

Table 1. Expert Validators and their Qualifications

Validators	School	Years in Service	Position	Highest Educational Attainment
Validator 1	Ditumabo National High School	9	Teacher III	MAED
Validator 3	Wesleyan University-Philippines, Aurora	10	Professor	MAED EdD
Validator 3	Dinadiawan National High School	19	Principal I	MAED
Validator 4	Mayor Cesario A. Pimentel National High School	12	Principal I	PhD
Validator 5	Ditumabo Elementary School	19	Principal III	MAEd EdD units

Project Instrument

To evaluate the instructional quality and classroom applicability of the learning module, three primary tools were used: (1) a learning competency reference guide based on the least learned topics in Grade 11 21st Century Literature from the Philippines and the World, (2) a standardized Vocabulary Size Test (VST) developed by Nation and Beglar (2007), and (3) a content validation tool adapted from the Department of Education's Nueva Ecija LRMS framework from *DepEd Order No. 167, s. 2021*.

1. *Reference Guide Based on Least Learned Competencies*

The learning module content was developed using the least learned competency in Grade 11 – 21st Century Literature from the Philippines and the World, gathered from quarterly assessment data and existing curriculum reports. These competencies represented the areas where students commonly perform below expectations and will therefore be prioritized in the design of the learning module.

Using these indicators as the basis for creating content would make sure that the learning module was aligned with the actual learning gaps identified in the field. Addressing misunderstandings or gaps in students' understanding, making the tool relevant, focused, and curriculum-based was the goal of the project.

4. *Standardized Vocabulary Size Test (VST)*

The research used the results of the standardized Vocabulary Size Test (VST) as an assessment tool in determining the vocabulary fluency of the learners. The primary parameter determined by the VST is the number of word families a learner knows. A word family is a group of words that share a common base word but have different prefixes or suffixes (e.g., happy, unhappy, happiness, happily all belong to the happy word family). By testing knowledge of words across different frequency levels, the VST estimates a learner's total vocabulary size. The results are typically expressed as the number of word families known (e.g., 5,000 word families). The test provided empirical, quantitative data that objectively confirmed the learners' vocabulary deficit (e.g., the finding that learners were at the 5,000 word family level when 9,000 were needed for authentic texts). The results will help the researcher in the analysis, design and development phase as to the suitability of learning materials/ activities that are applicable to the students to improve their vocabulary fluency in English.

5. *Evaluation Sheet for Content Validation*

To determine learning module's instructional value, an evaluation sheet was used based on the learning module's instructional value, an evaluation sheet was used based on the Nueva Ecija LRMS framework from *DepEd Order No. 167, s. 2021*. The validation tool covered four domains critical to the effectiveness of educational resources namely: Content, Format, Presentation and Organization, and Accuracy and up-to-datedness of Information.

- a. **Content.** Accuracy of information aligns with the DepEd Learning Competencies for the 21st Century Literature from the Philippines and the World;
- b. **Format.** One of the core criteria in the evaluation tools generally covers aspects like: Physical or digital layout (e.g., font size, spacing, durability, usability), Instructional design elements specific to different media types, and technical suitability for intended delivery (e.g., interactive elements for non-print materials).
- c. **Presentation and organization.** It examines how effectively the information is structured and delivered.
- d. **Accuracy and up-to-datedness of information.** This checks that the content is accurate, has no conceptual mistakes and is timely and relevant.

Validators could rate a clear assessment of the material marking as either "Passed" or "Failed." Opinions, feedback and suggestions for improvement were gathered to further improve the learning module.

Data Gathering Procedure

Analysis Phase

In this phase, the researcher identified the two least learned competencies in the first Quarter of the subject 21st Century Literature from the Philippines and the World. These learning gaps were drawn from the students' performance. Similarly, the standardized Vocabulary Size Test (VST) was also utilized to further analyze the gaps.

By addressing the areas where students most often struggle, these identified learning gaps served as the basis for crafting a structured learning module.

Design Phase

The researcher planned the structure and content sequence of the module after identifying the least learned competencies and gathering the results of the Vocabulary Size Test (VST). In order to enhance the vocabulary proficiency of the learners, the learning module incorporated the Elicit, Concept-Checked, Drill and Write (ECDW) framework. Thus, the researcher made sure that the learning objectives were aligned with the DepEd's Most Essential Learning Competencies (MELCs), and the learning module was structured for vocabulary building and enhancement.

The template of the learning module was designed following the official guidelines and specifications for learning resources set by the Department of Education's Learning Resource Management and Development System (LRMDS) *DepEd Order No. 167 s. 2022*.

In developing the module's layout, such visual elements, illustrations, and instructional support materials, Microsoft Publisher was used. Because of its accessibility, flexibility in graphic

design, and ease in producing a professional, print-ready document that adheres to established margins and formatting requirements, the application was used and selected as a tool in designing the learning module.

Development Phase

The learning module and instruments needed for the study were properly checked and developed. In order to test logic, pacing, clarity of instructions, and component effectiveness, internal reviews were conducted. Adjustments were implemented to ensure smooth classroom use.

Validation Phase

The researcher obtained the instrument approval form from the panelists. The form was approved by the Graduate School Department, particularly the research adviser, panelists, statistician, and language expert. With the approval of the Graduate School Department and other concerned authorities, the researcher proceeded to the validation of the learning module. Next, the researcher asked for the help of the validators to evaluate the developed learning module using the provided tool. After that, the researcher spent time dealing with the revisions of the learning module. The comments and suggestions of the experts were taken into account as the module was improved further. The researcher then proceeded to the analysis and interpretations of the gathered data and concluded the validity of the developed vocabulary learning module.

Data Analysis Procedure

The data collected were tabulated and processed using Statistical Packages with the assistance of a licensed statistician. The data obtained from the results of the validation were analyzed by utilizing the data analysis procedures. The overall grade was given by the validating panel and summed up and averaged to calculate a percentage of the validation committee's satisfaction rating. The statistician used the LRMDs Evaluation Instrument Scale, a 1.00-4.00 scale and a verbal interpretation of the result, which was shown in the data analysis.

Table 2. LRMDs Evaluation Instrument Scale

Scale	Descriptive Rating	Interpretation
4.00	Highly Acceptable	Passed – Ready for use
3.00 – 3.99	Acceptable	Passed – With minor revisions
2.00 – 2.99	Need Revisions	Failed – Needs major revisions
1.00 – 1.99	Not Acceptable	Not recommended

**Legend: Beginner-0-4,000; Low-Intermediate-4,001-9,000; High-Intermediate-6,001-7,999; Threshold for Unassisted Reading-8,000-9,000; Advanced-9,001-14,000 word families*

Informed Consent and Voluntary Participation

All validators joined voluntarily after receiving a clear explanation of the scope, objectives, and procedures of the project. Signed agreements were also secured, and participants were assured that they could withdraw at any point without consequence. Their roles were restricted to assessing the instructional material for academic purposes use only.

Anonymity and Confidentiality

The results did not include any personal details. Responses and ratings from validators were stored securely and any mention of institutional affiliations was generalized to protect privacy and confidentiality.

Minimizing Risk and Ensuring Participant Welfare

There were no identified risks to the validators. The content and tools used were checked to make sure they were neutral, and culturally sensitive. No sensitive information was asked for, and validators were free to give both positive and negative feedback.

Academic Integrity and Transparency

All content used in the module was original, cited appropriately, and aligned with Grade 11 21st Century Literature from the Philippines and the World MELCs. The development and validation processes were documented transparently. No feedback was altered, and no data was manipulated. All references were sourced from verified academic and historical materials.

Institutional Review and Documentation

The study adhered to the policies of the researcher's academic institution and DepEd protocols. Copies of consent forms, communication records, and revised tools were included in the appendices. Changes to the process, such as replacing interviews with curriculum analysis, were fully documented.

Results and Discussions

This chapter presents analyses and interprets the data collected in the study. For clarity of presentation and consistency in the discussion, the data are presented following the order and sequence of the questions raised in Chapter 1, to wit: (1) students' level of vocabulary fluency analyzed based from least learned competencies, and results of Vocabulary Size Test (VST); (2) the learning module designed using ECDW framework; (3) the learning module developed in terms of introduction, learning objectives, visual design, learning content, interactivity and

engagement, vocabulary integration, and feedback and assessment and (4) the quality of the developed learning module validated by experts in terms of content, format, Presentation and Organization, and Accuracy and Up-to-datedness of Information.

1. The Students’ Level of Vocabulary Fluency Based on:

a. Least Learned Competencies

Based on the results of the Least Learned Competencies, it was found that three out of five Most Essential Learning Competencies were identified as having low performance.

Table 3. Least Learned Competencies of 21st Century Literature from the Philippines and the World – Quarter 1 Based on MELCs

Competencies	Code	Mean Score	Percentage	Mastery Level
Compare and contrast the various 21st century literary genres and the ones from the earlier genres/periods citing their elements, structures and traditions	EN12Lit-Id-25	40%		Low Proficient
Discuss how different contexts enhance the text’s meaning and enrich the reader’s understanding.	EN12Lit-Id-25	45%		Low Proficient

**Legend: Highly Proficient-90%-100%, Proficient-75%-89%, Nearly Proficient-50%-74%, LowProficient-25%-49%, Not Proficient-0%-24% as per DO_s2015_08*

Table 3 shows the results, which revealed that out of five competencies included in Most Essential Learning Competencies (MELCs) of 21st Century Literature from the Philippines and the World-Quarter 1, only two topics have low performance with a score of 40% and 45%, respectively. This shows the lack of vocabulary and understanding of the literary text and indicates

academic underachievement. A needs assessment was conducted as the initial stage of the module design to determine the contents included in the learning module. With this, the most difficult topics were revealed using the mean percentage score (MPS) of each competency.

b. Vocabulary Size Test (VST)

c.

Table 4. Results of the Vocabulary Size Test of Grade 11 Learners

Number of Students	Total Items	Correct	Estimated Vocabulary Size	Interpretation of Proficiency (in Word Families)
22	1,228		122,800	
Mean	55.81		5,581	Low-Intermediate

**Legend: Beginner-0-4,000; Low-Intermediate-4,001-9,000; High-Intermediate-6,001-7,999; Threshold for Unassisted Reading-8,000-9,000; Advanced-9,001-14,000 word families*

Table 4 shows the result of the vocabulary size test of grade 11 learners, which has a mean score of 55.81 and 5,581 word families with an interpretation of Low-Intermediate in word families. With this, learners can only handle simplified texts and conversations but lack the depth required for academic or literary material. However, Nation (2006) asserted that learners must acquire a minimum of 9,000 word families to proficiently read authentic texts, including newspapers and novels, which is significant in the subject 21st Century Literature from the Philippines and the World.

2. Learning Module Design Using the ECDW Framework

The Design Phase of the learning module is a key step in turning theoretical ideas, student needs, and good teaching into a well-organized way to teach. The researcher created a learning module based on the students' learning needs and the identified problems while learning the topics in Table 1.

In ensuring vocabulary development, the module incorporated the Elicit, Concept-Check, Drill, and Write (ECDW)- Learning Framework, anchored in John Dewey's Constructivist learning theory, specifically "learning by doing". This emphasizes that education should be rooted in experience.

ECDW Framework—Elicit, Concept-checked, Drill, and Write:

a. Elicit

Elicitation helps link new vocabulary to familiar concepts, engaging learners and customizing instruction. It supports schema theory (Anderson & Pearson, 1984), showing that existing knowledge boosts comprehension and memory. Nation highlighted deliberate practice and frequent language use in meaningful situations, stressing active participation and consistent exposure.

b. Concept-Check

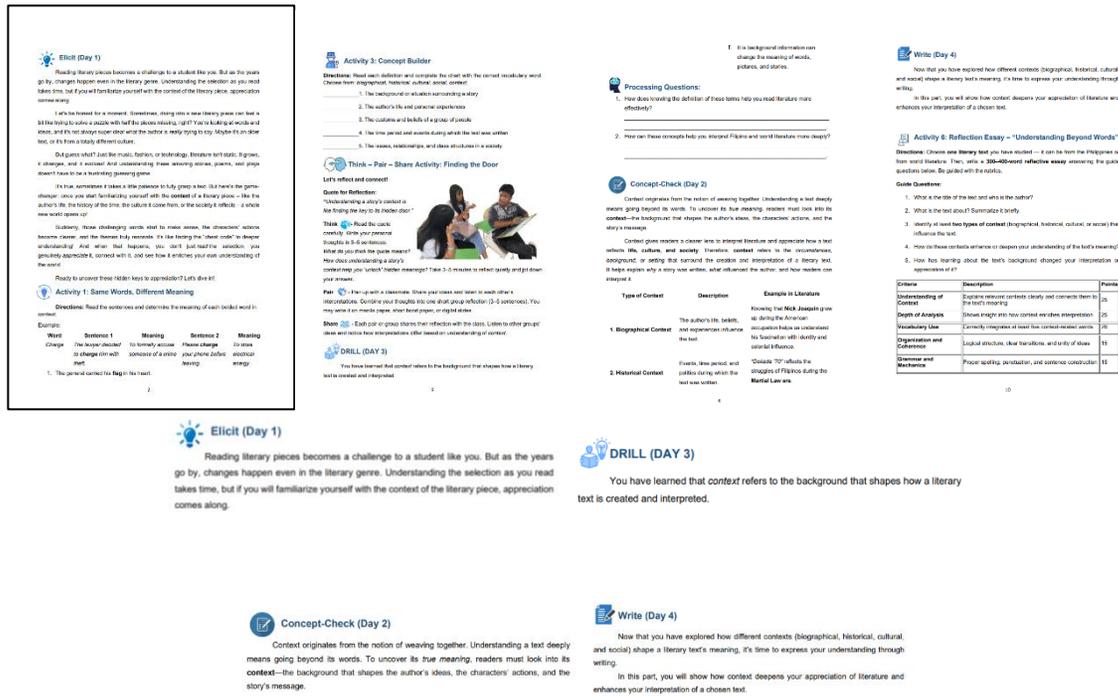
This ensures students grasp the meaning, usage, and distinctions of words, preventing continuous errors. It also deepens their understanding, helping them differentiate between words, which is key to learning. Higher cognitive effort strengthens comprehension. Thornbury (2002) notes that teacher questions let students expand their knowledge. These methods improve learners' grasp of multiword sentences, a core goal of concept checks (Alasmary, 2025).

c. Drill

Repetition and practicing words out loud help people remember words better. This makes their phonological accuracy better and helps them go from controlled to fluent use. The well-planned, spaced-out practice (drills) is the key to moving knowledge from short-term to long-term memory and making it automatic (Brabeck & Jeffrey, 2015).

d. Write

It strengthens learning by making students actively remember and connect form, meaning, and context through useful writing tasks. The Depth of Processing Theory (Craik & Lockhart, 1972) posits that cognitively demanding tasks augment memory retention. Laufer (2005) shows, on the other hand, that generative use, like writing phrases or texts, helps people remember words for a long time.



Activity 1: Same Words, Different Meaning

Directions: Read the sentences and determine the meaning of each bolded word in context.

Word	Sentence 1	Meaning	Sentence 2	Meaning
Change	The huge structural change in our country's economy is causing concern.	to alter or change (often with connotation of a serious or dramatic shift)	My phone always changes when I turn it on.	to alter or change (often with connotation of a dramatic shift)
Energy	The general public has been in a state of high energy.	to have or show vigor, vigor, or vigor	My phone always changes when I turn it on.	to have or show vigor, vigor, or vigor

DRILL (DAY 3)

You have learned that context refers to the background that shapes how a literary text is created and interpreted.

Write (Day 4)

Now that you have explored how different contexts (biographical, historical, cultural, and social) shape a literary text's meaning, it's time to express your understanding through writing.

In this part, you will show how context deepens your appreciation of literature and enhances your interpretation of a chosen text.

Criteria	Description	Points
Understanding of Context	Explores various contexts clearly and connects them to the text's meaning.	25
Depth of Analysis	Shows insight into how context shapes the text's interpretation.	20
Organization and Clarity	Clearly responds to the prompt with logical structure, clear transitions, and variety of ideas.	15
Grammar and Mechanics	Proves specific, consistent, and accurate construction.	15

Figure 3. ECDW Parts of the Learning Module

3. Development of the Learning Module

This section delves into the creation and organization of the learning module aimed at facilitating the enhancement of vocabulary within the subject of 21st-century literature from the Philippines and around the world.

Based on the design of the instructional materials, the researcher was able to develop the necessary topics in enhancing vocabulary in 21st-century literature from the Philippines and the world.

The teaching materials were organized by sequencing information logically. Throughout this phase, the researcher maintained a simple design accessible to all learners.

The learning module was developed using the following steps:

1. Content Creation

Lessons were written with clear objectives, scaffolded tasks, and culturally relevant examples. Each unit includes warm-up activities, strategy input, guided practice, and real-world simulations.

2. Material Design

Layouts were made accessible. It has readable fonts, visual cues, and learner-friendly formatting, aligned with DepEd's Format and Presentation standards.

3. Assessment Integration

Formative assessments (e.g., self-checks, peer feedback) and summative tasks (e.g., oral presentations) were included to track fluency development.

4. Validation Preparation

The learning module was structured to meet the DepEd Evaluation Rating Sheet criteria, including:

- a. **Content.** Relevance to Criminology, promotion of higher-order thinking, and alignment with learning outcomes.
- b. **Format.** Clarity of visuals, text readability, and cultural appropriateness.
- c. **Presentation and Organization.** Logical flow, vocabulary level, and sentence structure.
- d. **Accuracy and Up-to-Datedness.** Integration of current research (2015–2025) and error-free content

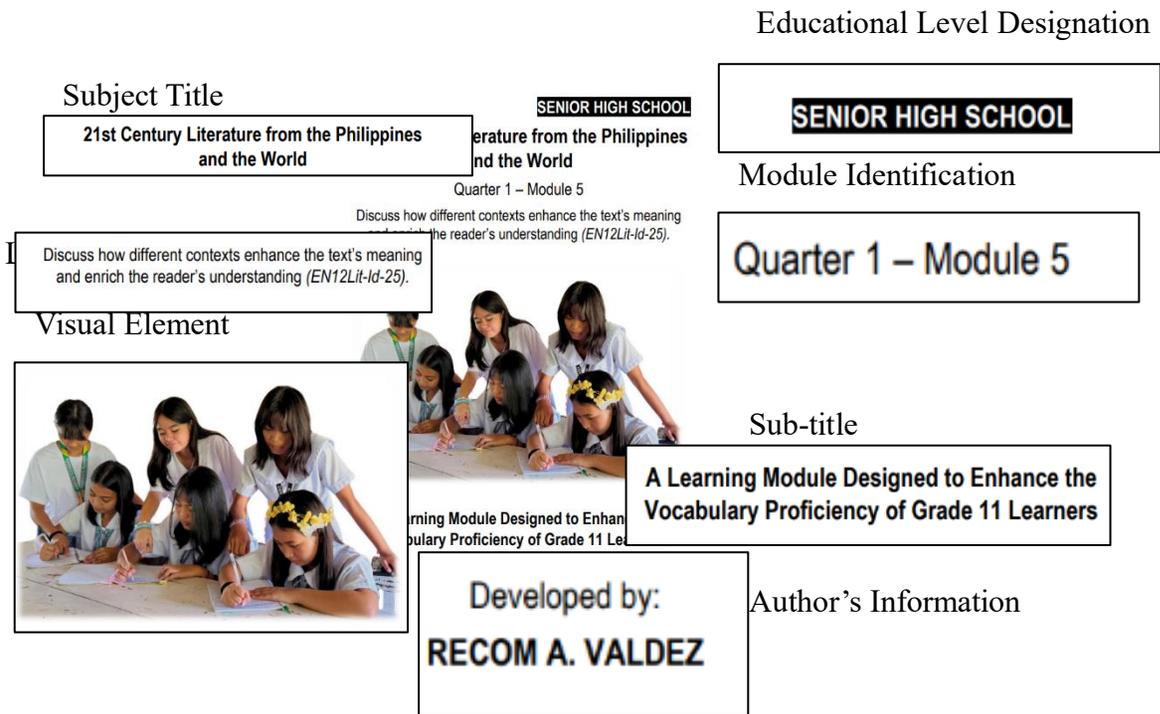


Figure 4. Sample Format of Front Page

Figure 4 shows the front page of the learning module with its parts: Educational Level Designation, Subject Title, Module Identification, Learning Competency, Subtitle, Visual Element, and Author's Information.

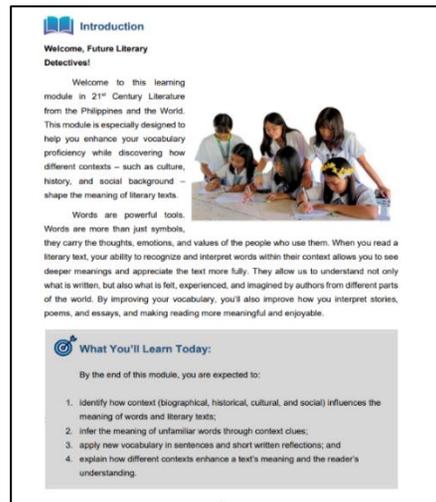


Figure 5. Sample Format of Introduction

Figure 5 illustrates a strong adherence to principles of learner engagement, cognitive alignment, and metacognition, establishing a sound foundation for the self-directed study of complex literary material. The greeting, “Welcome, Future Literary Detectives!” immediately frames the learning process as an active, engaging investigation rather than passive reading. The introduction aligns with the principles of Andragogy (Knowles, 1984), where adult learners perform better when they understand the purpose and value of the content. While, the objectives are structured to progress from identification of context to application of inferring meaning and applying new words, and finally to explanation of how contexts enhance meaning.

 **Elicit (Day 1)**

Reading literary pieces becomes a challenge to a student like you. But as the years go by, changes happen even in the literary genre. Understanding the selection as you read takes time, but if you will familiarize yourself with the context of the literary piece, appreciation comes along.

Let's be honest for a moment. Sometimes, diving into a new literary piece can feel a bit like trying to solve a puzzle with half the pieces missing, right? You're looking at words and ideas, and it's not always super clear what the author is really trying to say. Maybe it's an older text, or it's from a totally different culture.

But guess what? Just like music, fashion, or technology, literature isn't static. It grows, it changes, and it evolves! And understanding these amazing stories, poems, and plays doesn't have to be a frustrating guessing game.

It's true, sometimes it takes a little patience to fully grasp a text. But here's the game-changer: once you start familiarizing yourself with the context of a literary piece – like the author's life, the history of the time, the culture it came from, or the society it reflects – a whole new world opens up!

Suddenly, those challenging words start to make sense, the characters' actions become clearer, and the themes truly resonate. It's like finding the "cheat code" to deeper understanding! And when that happens, you don't just read the selection; you genuinely appreciate it, connect with it, and see how it enriches your own understanding of the world.

Ready to uncover these hidden keys to appreciation? Let's dive in!

 **Activity 1: Same Words, Different Meaning**

Directions: Read the sentences and determine the meaning of each bolded word in context.

Example:

Word	Sentence 1	Meaning	Sentence 2	Meaning
Charge	The lawyer decided to charge him with theft.	To formally accuse someone of a crime	Please charge your phone before leaving.	To store electrical energy

1. The general carried his **flag** in his heart.

2

Figure 6. Format of Content (1)

Figure 6 shows a portion of the learning module presenting the discussion of the topic that serves under the critical functions of engagement, diagnosis, and relevance establishment. The “Same Words, Same Meaning” showcases a highly effective diagnostic tool that immediately validates the module’s central premise: meaning is context-dependent. This aligns with the findings of Neuman and Dwyer (2009), who emphasize that prioritizing students’ exposure to words in context rather than relying on isolated definitions, leading to superior retention and transfer, was effective vocabulary instruction.

f. It is background information can change the meaning of words, pictures, and stories.

Processing Questions:

1. How does knowing the definition of these terms help you read literature more effectively?
2. How can these concepts help you interpret Filipino and world literature more deeply?

Concept-Check (Day 2)

Context originates from the notion of weaving together. Understanding a text deeply means going beyond its words. To uncover its *true meaning*, readers must look into its **context**—the background that shapes the author's ideas, the characters' actions, and the story's message.

Context gives readers a clearer lens to interpret literature and appreciate how a text reflects **life, culture, and society**. Therefore, **context** refers to the circumstances, **background, or setting** that surround the creation and interpretation of a literary text. It helps explain *why* a story was written, *what* influenced the author, and *how* readers can interpret it.

Type of Context	Description	Example in Literature
1. Biographical Context	The author's life, beliefs, and experiences influence the text.	Knowing that Nick Joaquin grew up during the American occupation helps us understand his fascination with identity and colonial influence.
2. Historical Context	Events, time period, and politics during which the text was written.	" Dekada '70 " reflects the struggles of Filipinos during the Martial Law era.

Figure 7. Format of Content (2)

Figure 7 presents the focus from a simple demonstration (Day 1) to the acquisition of declarative knowledge or the what and why of the content. The discussion shows Filipino and world literature examples. This is a method proven to lead to superior retention and transfer over simple memorization (Neuman & Dwyer, 2009), which ensures students encounter the new vocabulary (Biographical, Historical, etc.) within a meaningful context.

Activity 3: Concept Builder

Directions: Read each definition and complete the chart with the correct vocabulary word. Choose from: *biographical, historical, cultural, social, context*.

1. The background or situation surrounding a story
2. The author's life and personal experiences
3. The customs and beliefs of a group of people
4. The time period and events during which the text was written
5. The issues, relationships, and class structures in a society

Think – Pair – Share Activity: Finding the Door

Let's reflect and connect

Quote for Reflection:
"Understanding a story's context is like finding the key to its hidden door."

Think: Read the quote carefully. Write your personal thoughts in 3–5 sentences:
What do you think the quote means? How does understanding a story's context help you "unlock" hidden meanings? Take 3–5 minutes to reflect quietly and jot down your answer.

Pair: Pair up with a classmate. Share your ideas and listen to each other's interpretations. Combine your thoughts into one short group reflection (3–5 sentences). You may write it on manila paper, short bond paper, or digital slides.

Share: Each pair or group shares their reflection with the class. Listen to other groups' ideas and notice how interpretations differ based on understanding of context.

DRILL (DAY 3)

You have learned that **context** refers to the background that shapes how a literary text is created and interpreted.

Figure 8. Format of Content (3)

Figure 8 showcases activities like Think-Pair-Share that demonstrate a powerful combination of assessment-driven learning and social constructivism. The Concept Builder activity shows mastery of the academic lexicon. As found by Neuman and Dwyer (2009), explicit instruction and reinforcement of vocabulary in context dramatically improve reading comprehension and retention.

Write (Day 4)

Now that you have explored how different contexts (biographical, historical, cultural, and social) shape a literary text's meaning, it's time to express your understanding through writing. In this part, you will show how context deepens your appreciation of literature and enhances your interpretation of a chosen text.

Activity 6: Reflection Essay – "Understanding Beyond Words"

Directions: Choose one literary text you have studied ... it can be from the Philippines or from world literature. Then, write a 300-400-word reflective essay answering the guide questions below. Be guided with the rubric.

Guide Questions:

1. What is the title of the text and who is the author?
2. What is the text about? Summarize it briefly.
3. Identify at least **two types of context** (biographical, historical, cultural, or social) that influence the text.
4. How do these contexts enhance or deepen your understanding of the text's meaning?
5. How has learning about the text's background changed your interpretation or appreciation of it?

Criteria	Description	Points
Understanding of Context	Explains relevant contexts clearly and connects them to the text's meaning	20
Depth of Analysis	Draws insight into how context enriches interpretation	20
Vocabulary Use	Correctly integrates at least five context-related words	20
Organization and Coherence	Logical structure, clear transitions, and unity of ideas	15
Grammar and Mechanics	Proper spelling, punctuation, and sentence construction	15

Figure 9. Format of Content (4)

Figure 9 presents the culmination of the module, transitioning the learner from guided practice to independent synthesis and high-order thinking. The questions were developed to measure application and synthesis, targeting the highest levels of Bloom's Taxonomy. Metacognitive reflection, a core component of self-regulated learning (Zimmerman, 2000).

1. The Quality of the Learning Module in 21st Century Literature from the Philippines and the World Validated by Experts

Table 5. Validation of Learning Module as to Content

Factor 1: Content	Mean Rating	Verbal Description
1. Content is suitable for the students' level of development.	4.00	Highly Acceptable
2. Material contributes to the achievement of specific objectives of the subject area and grade for which it is intended.	4.00	Highly Acceptable
3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	4.00	Highly Acceptable

4. Free from jargon and complex vocabulary; describe specific and achievable tasks (such as ‘describe’, ‘analyse’ or ‘evaluate’) NOT vague tasks (like ‘appreciate’, ‘understand’, or ‘explore’).”	3.80	Acceptable
5. Material enhances the development of desirable values and traits.	3.80	Acceptable
6. Describe the essential (rather than trivial) learning in the lesson that a student must achieve.	3.80	Acceptable
7. Accurate instructions for the lessons and activities facilitate the learning of the students.	3.60	Acceptable
8. Can be achieved within the given period, and sufficient resources are available.	3.80	Acceptable
9. Can be demonstrated in a tangible way; are assessable; achievement and quality of achievement can be observed.	4.00	Highly Acceptable
Total Points	34.80 (Passed)	

**Resource must score at least 27 points out of a maximum of 36 points to pass this criterion*

Table 5 presents the results of the validation of the learning module, with content ranging from 3.20 to 4.00, all of which were interpreted as “Acceptable” to “Highly Acceptable”. Notably, the items *Accurate instructions for the lessons and activities facilitate the learning of the students.*” received the lowest rating of 3.60. With a total score of 34.80, the Content factor (Factor 1) was rated “Acceptable” and successfully “Passed” validation. This indicates the *content* itself is strong, but the *presentation or explicitness of the task instructions* could be strengthened to maximize student understanding and self-directed work. This result aligns with Tomlinson’s (2014) theory of differentiated instruction, which emphasizes that content should be appropriately challenging, engaging, and accessible to all learners. Likewise, a structured, step-by-step process from Elicit (Day 1) to Write (Day 4), that promotes Self-Directed Learning, which is critical for learners in a modern, rapidly changing educational landscape (Meriam, Caffarella, & Baumgartner, 2007).

Table 6. Validation of Learning Module as to Format

Factor 2: Format	Mean Rating	Verbal Description
1. Prints		
1.1. Size of letters is appropriate to the intended user.	4.00	Highly Acceptable
1.2 Spaces between letters and words facilitate reading	3.80	Acceptable
1.3 The font is easy to read.	4.00	Highly Acceptable
1.4 Printing is of good quality.	4.00	Highly Acceptable
2. Illustrations		
2.1 Simple and easily recognizable.	3.80	Acceptable
2.2 Clarify and supplement the text.	3.80	Acceptable
2.3 Properly labelled or captioned (if applicable).	3.80	Acceptable
2.4 Realistic/appropriate colors.	3.40	Acceptable
2.5 Attractive and appealing.	3.60	Acceptable
2.6 Culturally relevant.	3.60	Acceptable
3. Design and Layout		
3.1 Attractive and pleasing to look at	3.80	Acceptable
3.2 Simple (i.e. does not distract the attention of the reader.)	4.00	Highly Acceptable
3.3 Adequate illustration in relation to text.	3.60	Acceptable
3.4 Harmonious blending of elements (e.g. illustrations and text).	3.60	Acceptable
4. Paper and Binding		
4.1 The paper used contributes to easy reading.	3.80	Acceptable

4.2 Durable binding to withstand frequent use. 3.80 Acceptable

5. Size and Weight Sources

5.1 Easy to handle 3.80 Acceptable

5.2 Relatively light. 3.80 Acceptable

Total Points 68.00 (Passed)

**Resource must score at least 54 points out of a maximum of 72 points to pass this criterion*

As shown in Table 6, the learning module validated by the experts in terms of Format ranged from 3.40 to 4.00, all of which were interpreted as “Acceptable” to “High Acceptable”. With a total of 68.00, the Format factor (Factor 2) was rated “Acceptable” and successfully “Passed” validation. This indicates the *format* itself is reliable. The print clarity, readability, illustration quality, page layout, and physical ease of handling are well-executed and appropriate for student use. This result aligns with Romiszowski (1988), which gives emphasis that well-designed visual materials could significantly enhance the learning process through improving comprehension, retention, and learner motivation.

Table 7. Validation of Learning Module as to Presentation and Organization

Factor 3: Presentation and Organization	Mean Rating	Verbal Description
1. The Presentation is engaging, interesting, and understandable.	4.00	Highly Acceptable
2. Logical and smooth flow of ideas are present.	4.00	Highly Acceptable
3. Vocabulary level is based on the target reader’s likely experience and level of understanding.”	4.00	Highly Acceptable
4. The length of sentences is suited to the comprehension level of the target reader	4.00	Acceptable
5. Sentences and paragraph structures are varied and interesting to the target reader	4.00	Acceptable
Total Points		20.00 (Passed)

**Resource must score at least 15 points out of a maximum of 20 points to pass this criterion*

Table 7 shows that the learning module validated by the experts in terms of Presentation and Organization received the highest possible score of 20.00 for all five criteria, which is interpreted as “Highly Acceptable”. These points show that the learning module excels in delivery. Also, it confirms that the learning module effectively presents content in a clear, logical, and appropriate manner for students. This factor suggests it is structurally optimized to support the learning process. This result aligns with Mayer’s (2009) Cognitive Theory of Multimedia Learning, which gives emphasis on coherent and well-organized content presentation through simplified language and structured text, reducing extraneous cognitive load and increasing processing efficiency.

Table 8. Validation of Learning Module as to Accuracy and Up-To-Datedness

Factor 4: Accuracy and Up-To-Datedness	Mean Rating	Verbal Description
1. Conceptual	4.00	Highly Acceptable
2. Factual	4.00	Highly Acceptable
3. Grammatical	4.00	Acceptable
4. Computational	4.00	Highly Acceptable
5. Obsolete	4.00	Highly Acceptable
6. Typographical	4.00	Acceptable
Total Points		24.00 (Passed)

**Resource must score at least 24 points out of a maximum of 24 points to pass this criterion*

Table 8 shows the overall score for Factor 4, which is the accuracy and up-to-datedness of information. This factor got the highest possible score of 24.00, which means that the information in the learning module is completely correct in terms of facts and concepts. The high score for getting a perfect mean rating of 4.00 shows that constructive alignment is working. Thus, the lessons and tests are in line with the learning goals. Also, the learning module successfully connects the abstract goal of understanding literary context with the concrete goal of improving vocabulary. Therefore, the information is completely correct and up to date. Bastable (2017) says that teaching materials must also be free of factual and conceptual mistakes to make the learning process more credible and to build trust in educational content. To avoid confusing students and keep the integrity of instructional delivery, it is important to be grammatically correct and clear in the use of language.

Conclusions and Recommendations

This capstone project was fundamentally motivated by the need to address the observed limited vocabulary proficiency among Grade 11 learners, a problem and a challenge that critically impedes their ability to comprehend texts. The project aims to develop, implement, and validate a self-directed learning module using a structured, step-by-step approach, from Eliciting to Writing, to enhance the target skills.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The need to develop a learning module anchored on Elicit, Concept-Check, Drill, and Write (ECDW) framework to improve vocabulary proficiency in Grade 11 learners is necessary and critical in the academe.
2. The learning module was well-designed by integrating the four parts of the Elicit, Concept-Check, Drill, and Write (ECDW) framework and was anchored on the process of Constructivist learning theory, specifically Dewey's idea of "learning by doing."
3. Aligned with the ECDW framework (Elicit, Concept-Check, Drill, and Write), the module was successfully developed through a structured, multistep process informed by needs analysis and established design principles.
4. The module has been confirmed as a dependable, well-structured, and instructionally robust tool that aligns teaching resources with student requirements.

Recommendations

The following recommendations are drawn based on the findings of this study:

1. It is academically and empirically necessary to make a learning module that uses the Elicit, Concept-Check, Drill, and Write (ECDW) framework to help Grade 11 students improve their vocabulary skills.
2. Since the module's design has been shown to work, the ECDW framework should be used as a standard guide and/or blueprint for making vocabulary-based teaching materials in other subjects or topics.
3. Replicate the ECDW Framework: Given the strong validation, the ECDW framework should be adopted as a standard blueprint for creating vocabulary-focused materials in other English-medium subjects (e.g., Science or History) that also face comprehension challenges due to linguistic deficits.
4. The teacher may use the learning module with minor revisions and should prioritize simple, sequential, and standardized language to eliminate ambiguity and optimize the module's functionality for independent study.

5. The teacher may provide interactive vocabulary learning activities to maximize student engagement and retention.
6. The administrator may take immediate action to optimize learning and allocate resources to navigate the content and activities.
7. The administrator may provide professional development seminars/workshops focused specifically on the principles of vocabulary teaching.
8. The researcher may use this learning module as a reference or basis for future research.

Access the digital version of the vocabulary learning modules by scanning the QR code below:



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