



Effectiveness of Vocabulary Games in Enhancing the Vocabulary Proficiency of Grade 4 Students in English

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Abstract

Vocabulary development plays an essential role in strengthening learners' communication, comprehension, and overall academic performance. It serves as the foundation for reading comprehension, oral communication, sentence construction, and critical thinking. However, many Grade 4 learners experience difficulty in understanding and using vocabulary effectively, particularly in terms of synonyms, antonyms, and context clues. Limited vocabulary knowledge affects learners' reading comprehension, sentence construction, confidence, and participation in classroom discussions and other language-related activities.

This study aimed to determine the effectiveness of vocabulary games in enhancing the vocabulary proficiency of Grade 4 learners at Alangilan Central Elementary School during the School Year 2025–2026. Specifically, the study focused on the use of Word Bingo, Word Hunt, and Vocabulary Matching Game in improving learners' understanding of synonyms, antonyms, and context clues. It also aimed to identify the learners' level of vocabulary proficiency before and after the intervention and recommend additional vocabulary learning activities that could further strengthen learners' vocabulary development.

The study employed a quantitative research design using a quasi-experimental one-group pretest–posttest approach. The participants consisted of 117 Grade 4 learners selected through simple random sampling. A teacher-made vocabulary test focusing on synonyms, antonyms, and context clues was used as the primary data-gathering instrument. The instrument underwent validation by experts in English education and research to ensure content validity and reliability. The gathered data were analyzed using frequency, percentage, ranking, weighted mean, and comparative analysis to determine the effectiveness of the intervention.

The findings revealed that most learners were initially under the Developing level during the pretest, with 46.15% of the learners classified under this category. After the integration of vocabulary games, the posttest results showed significant improvement in learners' vocabulary proficiency. The percentage of learners under the Advanced level increased from 8.55% to 34.19%, while the Proficient level increased from 23.93% to 42.74%. Meanwhile, the Developing and Beginning levels significantly decreased. The results further showed improved learner performance in terms of synonyms, antonyms, and context clues, indicating that learners became more engaged, motivated, and confident in vocabulary learning.

The study concluded that vocabulary games were effective instructional strategies in enhancing learners' vocabulary proficiency. The integration of interactive and learner-centered activities improved learners' engagement, motivation, participation, and confidence in using English vocabulary. The study further recommends the continuous use of vocabulary enrichment activities and game-based strategies to strengthen vocabulary instruction and support long-term language development among elementary learners.

Keywords: *vocabulary games, vocabulary proficiency, Grade 4 learners, English vocabulary, game-based learning*



I. Introduction

Vocabulary plays an essential role in learners' language development, communication, comprehension, and academic achievement. It serves as the foundation for reading comprehension, oral communication, sentence construction, and critical thinking. At the elementary level, vocabulary development is particularly important because learners are in the process of strengthening their language foundation, which significantly affects their future academic performance. Learners who possess sufficient vocabulary knowledge are more capable of understanding texts, expressing ideas clearly, and participating actively in classroom discussions and learning activities.

Despite its importance, many Grade 4 learners experience difficulty in understanding and using English vocabulary effectively. Classroom observations revealed that learners often struggle in identifying synonyms, antonyms, and context clues. Many learners have limited vocabulary knowledge, which affects their ability to comprehend texts, construct meaningful sentences, and communicate ideas confidently. Their limited exposure to English vocabulary also affects their confidence in using the language in both oral and written communication. As a result, learners tend to rely on basic and repetitive words, which limits the development of their vocabulary proficiency and overall language skills.

Several studies emphasized the significance of vocabulary development in language learning. Nation (2020) explained that vocabulary knowledge directly influences learners' comprehension and communication skills. Vocabulary learning is not limited to memorizing words but also involves understanding meanings, usage, and contextual application. Webb (2020) further emphasized that repeated exposure to vocabulary in meaningful contexts strengthens learners' retention and understanding of words. Similarly, Schmitt (2020) stated that active engagement in vocabulary activities improves vocabulary acquisition and language proficiency because learners are given opportunities to interact meaningfully with language. These studies highlighted the importance of providing learners with engaging and contextualized vocabulary instruction to strengthen language learning.

Recent literature also highlighted the effectiveness of vocabulary games in improving language learning outcomes among elementary learners. Cruz and Manalo (2024) found that vocabulary games enhanced learners' engagement, motivation, and vocabulary retention because they created interactive and enjoyable learning experiences. Learners became more active participants during classroom activities and developed confidence in using vocabulary words correctly. Likewise, Lee (2021) emphasized that game-based learning created meaningful learning experiences that encouraged participation, collaboration, and deeper understanding of vocabulary concepts. Through games, learners were able to practice vocabulary repeatedly in enjoyable and low-anxiety learning environments, which improved retention and application of vocabulary skills.

In line with these concerns, this study aimed to determine the effectiveness of vocabulary games in enhancing the vocabulary proficiency of Grade 4 learners at Alangilan Central Elementary School during the School Year 2025–2026. Specifically, the study focused on the use of Word Bingo, Word Hunt, and Vocabulary Matching Game in improving learners' understanding of synonyms, antonyms, and context clues. The study sought to determine the



learners' level of vocabulary proficiency based on the pretest, evaluate the effectiveness of vocabulary games in improving vocabulary skills, determine the learners' level of vocabulary proficiency based on the posttest, and identify vocabulary learning activities that could further strengthen learners' vocabulary development.

This research study investigated the effectiveness of vocabulary games in enhancing the vocabulary proficiency of Grade 4 learners at Alangilan Central Elementary School during the School Year 2025–2026. More specifically, the research examined the learners' level of vocabulary proficiency in English 4 based on the pretest and posttest results, particularly in terms of synonyms, antonyms, and context clues. The study also explored how the integration of vocabulary games such as Word Bingo, Word Hunt, and Vocabulary Matching Game helped improve learners' understanding and application of vocabulary. In addition, the study determined the extent to which the use of interactive and learner-centered vocabulary activities contributed to learners' engagement, participation, confidence, and overall vocabulary development. Furthermore, the research identified recommended vocabulary learning activities such as storytelling, vocabulary journals, flashcard drills, word mapping, collaborative learning tasks, and technology-based platforms that may further strengthen learners' vocabulary proficiency and support continuous language development in English learning.

II. Methods

Research Design

This study used a quantitative research design utilizing a quasi-experimental one-group pretest–posttest approach to determine the effectiveness of vocabulary games in enhancing the vocabulary proficiency of Grade 4 learners in English. The quasi-experimental design was appropriate for this study because it allowed the researcher to measure the learners' vocabulary proficiency before and after the implementation of the intervention without manipulating the grouping of participants. Through this design, the researcher was able to determine whether the integration of vocabulary games such as Word Bingo, Word Hunt, and Vocabulary Matching Game contributed to the improvement of learners' understanding of synonyms, antonyms, and context clues. The design also enabled the researcher to systematically analyze the changes in learners' vocabulary performance after exposure to interactive and learner-centered vocabulary activities.

Respondents of the Study

The respondents of the study consisted of one hundred seventeen (117) Grade 4 learners from Alangilan Central Elementary School during the School Year 2025–2026. The learners were selected through simple random sampling to ensure fair representation of participants in the study. The respondents included both male and female learners who were actively participating in English classes during the implementation of the research. These learners represented different levels of vocabulary proficiency and classroom performance in English. All respondents underwent the administration of the pretest, participated in the vocabulary game interventions, and completed the posttest to measure the effectiveness of the vocabulary games in improving their vocabulary skills in terms of synonyms, antonyms, and context clues.



Data Gathering Instruments

The study utilized a quantitative approach in data collection to determine the effectiveness of vocabulary games in enhancing the vocabulary proficiency of Grade 4 learners. A teacher-made vocabulary test served as the primary instrument, designed to measure learners' knowledge in synonyms, antonyms, and context clues before and after the intervention. The instrument also captured learners' vocabulary improvement after exposure to Word Bingo, Word Hunt, and Vocabulary Matching Game.

The pretest and posttest were carefully constructed based on Grade 4 English competencies and aligned with the lessons where the vocabulary games were integrated. Each item was designed to assess learners' understanding and application of vocabulary in context. To ensure validity and reliability, the instruments were reviewed by experts in English education and research. Their recommendations were incorporated to improve clarity, appropriateness of difficulty level, and alignment with curriculum standards.

The pretest was administered before the intervention to determine the learners' baseline vocabulary proficiency, while the posttest was given after the implementation of vocabulary games to measure any improvement in performance. All test papers were collected immediately, checked, and organized for proper encoding and analysis. Scoring was based on the number of correct answers, with one point for every correct response and zero for incorrect answers. The total scores were interpreted using the following scale: 16–20 (Advanced), 11–15 (Proficient), 6–10 (Developing), and 0–5 (Beginning).

Data Gathering Procedure

Before conducting the study, the researcher secured permission from the Office of the School Principal of Alangilan Central Elementary School. After approval, the researcher coordinated with the Grade 4 advisers regarding the administration of the pretest, implementation of the vocabulary games, and administration of the posttest. Consent from parents or guardians and assent from the learners were also secured.

The pretest was administered first to determine the learners' initial vocabulary proficiency. Afterward, vocabulary games such as Word Bingo, Word Hunt, and Vocabulary Matching Game were integrated into English lessons. Following the intervention, the posttest was administered to measure the improvement in learners' vocabulary skills. All gathered data were collected, organized, and prepared for statistical analysis.

Statistical Treatment of Data

The gathered data were analyzed using appropriate statistical tools to ensure accurate interpretation of the findings. Frequency and percentage were used to determine the distribution of learners according to their vocabulary proficiency levels based on the pretest and posttest results. These statistical tools also described the number and percentage of learners under the Advanced, Proficient, Developing, and Beginning levels.

Weighted mean was used to determine the average level of learners' vocabulary proficiency in terms of synonyms, antonyms, and context clues. Ranking was also utilized to

determine the order of effectiveness of the vocabulary games based on learners' performance improvement and engagement during the intervention. In addition, comparative analysis was used to compare the pretest and posttest results to determine the improvement in learners' vocabulary proficiency after the integration of Word Bingo, Word Hunt, and Vocabulary Matching Game. These statistical treatments provided a systematic and comprehensive basis for analyzing the effectiveness of vocabulary games in enhancing the vocabulary proficiency of Grade 4 learners in English.

III. Results

1. Level of Vocabulary Proficiency of the Students In English 4

Table 1 presented the level of vocabulary proficiency of the Grade 4 learners in English 4 based on the results of the pretest administered before the implementation of the vocabulary games. The data showed the distribution of learners according to their performance levels categorized as Advanced, Proficient, Developing, and Beginning. The results served as the basis for identifying the learners' initial vocabulary proficiency in terms of synonyms, antonyms, and context clues prior to the intervention.

Table 1
Level of Vocabulary Proficiency of Grade 4 Learners
(Pretest Results)

Level of Performance	Score Range	Frequency	Percentage	Rank
Advanced	16–20	10	8.55%	4
Proficient	11–15	28	23.93%	2
Developing	6–10	54	46.15%	1
Beginning	0–5	25	21.37%	3
Total		117	100%	

The table showed that most Grade 4 learners were in the Developing level, which indicated limited vocabulary proficiency before the intervention. These learners could recognize basic words but struggled in applying vocabulary correctly in sentences and understanding meanings in context. A considerable number of learners were also in the Beginning level, showing very weak vocabulary knowledge and difficulty in comprehension tasks. Only a small percentage reached the Proficient and Advanced levels, suggesting that strong vocabulary mastery was still limited. The results implied that learners needed structured and engaging vocabulary instruction to improve their skills. Overall, the data reflected gaps in vocabulary development among Grade 4 learners.

The dominance of learners in the Developing and Beginning levels suggested that vocabulary knowledge was still insufficient for effective language use. Anderson (2021) emphasized that limited vocabulary restricted learners' ability to understand texts and express

ideas clearly in academic tasks. This explained why many learners struggled in reading comprehension and sentence construction activities. Their difficulty in identifying word meanings also affected participation in classroom discussions. As a result, learners often relied on basic vocabulary, which limited their communication skills. This highlighted the need for intervention strategies that focused on vocabulary enhancement.

In addition, the pretest results reflected limited exposure to English vocabulary in everyday communication. Many learners were more comfortable using their first language, which reduced opportunities to practice English words. Dela Cruz (2021) pointed out that insufficient exposure to English led to weak vocabulary development among elementary learners. This lack of exposure affected their ability to understand unfamiliar words in academic contexts. It also contributed to low confidence in using English in both oral and written tasks. Therefore, vocabulary enrichment activities were necessary to address these challenges.

2. Integration of Vocabulary Games in Improving Student's Knowledge of the Language in Grade 4

2.1. Synonyms

Table 2 presented the level of vocabulary proficiency of the Grade 4 learners in terms of synonyms after the integration of vocabulary games. It specifically showed how the learners performed in identifying words with similar meanings after being exposed to interactive and engaging vocabulary activities. The table also presented the frequency distribution of learners according to their performance levels in the posttest assessment. Through the use of vocabulary games, the learners were given opportunities to participate actively in classroom discussions and exercises that aimed to improve their understanding of synonymous words. The results reflected the extent to which the integration of vocabulary games helped enhance the learners' vocabulary proficiency in this particular skill area.

Table 2

Effectiveness of Vocabulary Games on Synonyms

Level of Proficiency	Frequency
High (16–20)	40
Proficient (11–15)	50
Developing (6–10)	20
Beginning (0–5)	7
Total	117

The data revealed that the majority of the learners were under the Proficient level with a frequency of 50. This indicated that most of the learners were able to recognize and understand

synonyms with satisfactory performance. Moreover, 40 learners reached the High level, which suggested that a considerable number of learners demonstrated strong mastery and understanding of synonymous words. These learners were able to identify related meanings of words effectively and showed a higher level of vocabulary competence.

Meanwhile, 20 learners were categorized under the Developing level. This implied that some learners still had trouble in identifying words with similar meanings and needed additional practice and reinforcement activities to improve their vocabulary skills. On the other hand, 7 learners fell under the Beginning level, which indicated that a few learners had limited understanding of synonyms and required more guidance and intervention from the teacher.

Overall, the findings suggested that the learners generally demonstrated satisfactory to high proficiency in synonyms. However, the presence of learners under the Developing and Beginning levels indicated the need for continuous vocabulary enhancement activities, such as vocabulary games and interactive learning exercises, to further strengthen the learners' understanding of synonyms.

2.2. Antonyms

Table 3 presented the level of vocabulary proficiency of the Grade 4 learners in terms of antonyms after the integration of vocabulary games. It showed the learners' ability to identify words with opposite meanings after participating in vocabulary-based learning activities and classroom games. The table further reflected the frequency distribution of learners according to their posttest performance levels. The integration of vocabulary games provided learners with enjoyable and meaningful learning experiences that encouraged active participation and improved understanding of antonyms. The results presented in the table reflected the effectiveness of the vocabulary games in helping learners strengthen their vocabulary comprehension and word recognition skills.

Table 3

Effectiveness of Vocabulary Games on Antonyms

Level of Proficiency	Frequency
High (16–20)	38
Proficient (11–15)	52
Developing (6–10)	19
Beginning (0–5)	8
Total	117

The results showed that most of the learners were under the Proficient level with a frequency of 52. This indicated that the majority of the learners possessed adequate knowledge

and understanding of antonyms. They were generally capable of determining opposite meanings of words and applying their vocabulary skills effectively during the test. In addition, 38 learners were classified under the High level, which suggested that many learners demonstrated excellent performance and mastery in identifying antonyms. These learners exhibited strong vocabulary comprehension and a broader understanding of word relationships.

However, 19 learners were under the Developing level. This implied that some learners still encountered challenges in recognizing opposite meanings of words and required further exposure to vocabulary activities and exercises. Furthermore, 8 learners belonged to the Beginning level, indicating that a small number of learners had minimal understanding of antonyms and needed closer supervision, remediation, and instructional support.

In general, the findings indicated that the learners demonstrated satisfactory proficiency in antonyms. The higher number of learners under the Proficient and High levels suggested that most learners had developed a good understanding of opposite word meanings. Nevertheless, the learners under the Developing and Beginning levels highlighted the importance of implementing additional vocabulary enrichment strategies to improve learners' mastery of antonyms.

2.3. Context Clues

Table 4 presented the level of vocabulary proficiency of the Grade 4 learners in terms of context clues after the integration of vocabulary games. It illustrated the learners' ability to determine the meanings of unfamiliar words using surrounding words and sentences after exposure to vocabulary enhancement activities. The table also showed the frequency distribution of learners according to their posttest performance levels. Through the integration of vocabulary games, the learners were exposed to interactive reading and comprehension activities that encouraged them to analyze words based on their context within sentences and passages. The results reflected the effectiveness of vocabulary games in improving the learners' comprehension skills and vocabulary development.

Table 4

Effectiveness of Vocabulary Games on Context Clues

Level of Proficiency	Frequency
High (16–20)	42
Proficient (11–15)	48
Developing (6–10)	21
Beginning (0–5)	6
Total	117

The data indicated that the majority of the learners were under the Proficient level with a frequency of 48. This suggested that most learners were able to use context clues effectively in identifying the meanings of unfamiliar words. Their performance reflected a satisfactory understanding of how surrounding information could help in vocabulary comprehension. Moreover, 42 learners reached the High level, indicating that a significant number of learners demonstrated strong analytical and reading comprehension skills in interpreting context clues. These learners were able to infer meanings accurately and apply critical thinking skills during the assessment.

On the other hand, 21 learners were classified under the Developing level. This implied that several learners still had difficulty in analyzing sentences and passages to determine word meanings. These learners may have required more reading practice and guided vocabulary activities to strengthen their comprehension skills. In addition, 6 learners belonged to the Beginning level, which indicated that a few learners struggled significantly in using context clues and needed further instructional intervention and support.

Overall, the findings revealed that the learners generally demonstrated satisfactory to high proficiency in using context clues. The results suggested that most learners had developed the ability to infer meanings from textual information. However, the existence of learners under the Developing and Beginning levels emphasized the need for continuous vocabulary instruction, reading exercises, and engaging learning activities to further improve the learners' mastery of context clues.

3. Level of Vocabulary Proficiency of the Students in English 4 Based on Posttest

Table 5 presented the comparison of the learners' vocabulary proficiency levels in the pretest and posttest after the integration of vocabulary games. The table showed the percentage distribution of learners under the Advanced, Proficient, Developing, and Beginning levels before and after the implementation of the intervention. It also reflected the difference between the pretest and posttest results to determine whether vocabulary games contributed to the improvement of the learners' vocabulary proficiency in English 4. The comparison served as basis in evaluating the effectiveness of vocabulary games as an instructional strategy in enhancing learners' understanding of synonyms, antonyms, and context clues.

Table 5
Comparison of Pretest and Posttest Vocabulary Proficiency

Level of Performance	Pretest (%)	Posttest (%)	Difference
Advanced	8.55%	34.19%	+25.64
Proficient	23.93%	42.74%	+18.81
Developing	46.15%	18.80%	-27.35
Beginning	21.37%	4.27%	-17.10
Total	100%	100%	0.00



The comparison of pretest and posttest results clearly showed a substantial improvement in the vocabulary proficiency of Grade 4 learners after the integration of vocabulary games. The posttest data in Table 5 indicated a marked shift in learners' performance distribution from lower to higher proficiency levels. Specifically, the percentage of learners under the Advanced level increased from 8.55% in the pretest to 34.19% in the posttest, yielding a positive difference of +25.64. Likewise, the Proficient level rose from 23.93% to 42.74%, with an increase of +18.81. These increases signified that a greater number of learners were able to demonstrate higher-level vocabulary understanding after the intervention. The upward movement in these categories suggested that vocabulary mastery was strengthened and that learners were able to apply word meanings more effectively in context.

In contrast, the lower performance levels showed a notable decline. The Developing level decreased from 46.15% in the pretest to 18.80% in the posttest, with a difference of -27.35. Similarly, the Beginning level dropped from 21.37% to 4.27%, reflecting a decrease of -17.10. These reductions indicated that many learners who initially struggled with vocabulary moved out of the lower proficiency categories after the intervention. The decline in Developing and Beginning levels further suggested that vocabulary difficulties were gradually addressed through the use of vocabulary games, as learners were able to transition toward higher levels of proficiency.

The improvement in posttest results demonstrated the effectiveness of repeated and contextual vocabulary learning. Paul Nation emphasized that vocabulary development improves when learners encounter words repeatedly in meaningful contexts. In this study, vocabulary games provided structured opportunities for repeated exposure to target words in varied and engaging formats. Learners were repeatedly exposed to vocabulary items across different game-based activities, which strengthened their retention, recall, and understanding of word meanings. As a result, vocabulary learning became more meaningful and effective, as reflected in the increased percentages in the Advanced and Proficient levels.

Additionally, the comparison results reflected increased learner engagement and motivation during the intervention. Norbert Schmitt explained that active involvement in vocabulary tasks leads to deeper learning and improved retention. During the implementation of vocabulary games, learners demonstrated greater interest, enthusiasm, and confidence in participating in vocabulary-related activities. The interactive nature of the games encouraged active participation, collaboration, and communication among learners. This positive learning environment contributed significantly to improved vocabulary performance, as learners became more motivated to engage with words and apply them in context.

The findings of the study further indicated that vocabulary games significantly improved the vocabulary proficiency of Grade 4 learners in English 4. The pretest results revealed that a large proportion of learners were initially categorized under the Developing and Beginning levels, indicating limited vocabulary knowledge prior to the intervention. However, the posttest results showed a clear improvement, with more learners attaining Advanced and Proficient levels after exposure to vocabulary games. Learners demonstrated better understanding of synonyms, antonyms, and context clues, which were the specific focus areas of the intervention. The statistical comparison confirmed that the improvement was not only observable but also



substantial, indicating that vocabulary games were effective instructional tools in enhancing vocabulary proficiency.

The success of the intervention highlighted the importance of learner-centered instruction in vocabulary development. Vocabulary games created a meaningful, enjoyable, and interactive learning environment that encouraged active participation among learners. As learners engaged in game-based activities, they became more motivated and confident in using English vocabulary in classroom tasks. Cruz and Manalo emphasized that vocabulary games enhance retention and comprehension through active engagement and meaningful interaction. The results of this study aligned with their findings, as learners showed significant improvement in their posttest performance after the intervention.

4. Recommended Vocabulary Learning Activities

Based on the findings of the study, a series of vocabulary learning activities was recommended to further enhance and sustain the vocabulary proficiency of Grade 4 learners after the integration of vocabulary games. These recommended strategies were designed to build on the positive effects of the intervention and to ensure continuous improvement in learners' vocabulary knowledge, retention, and application in various language contexts.

These include word association games, storytelling activities, flashcard drills, vocabulary journals, and the use of digital vocabulary applications. These strategies promote repetition, engagement, and contextual learning, which are essential in strengthening word retention and understanding. They also allow learners to encounter vocabulary in varied and meaningful situations, making learning more natural and less mechanical. Through continuous exposure, learners are more likely to internalize word meanings and apply them correctly in communication. Overall, these activities support sustained and progressive vocabulary development among learners.

In addition, vocabulary instruction may be strengthened through interactive and learner-centered approaches such as word mapping, semantic webbing, and sentence construction exercises. These activities helped learners organize and connect word meanings, improving both depth and breadth of vocabulary knowledge. Integrating daily "word of the day" activities can also encourage consistent vocabulary exposure and usage in classroom.

Moreover, reading-based activities such as guided reading sessions and shared reading can further enhance learners' understanding of words in context. These approaches develop not only recognition of words but also their appropriate application in speaking and writing tasks. As a result, learners become more confident and competent in using English vocabulary.

Vocabulary enrichment activities should also include collaborative tasks such as group storytelling, vocabulary relay games, peer teaching, and role-playing activities. These strategies encourage communication, teamwork, and active participation among learners. They also provide opportunities for meaningful language use in real-life contexts, which strengthens comprehension and fluency. When learners interact with peers, they are able to clarify meanings, exchange ideas, and reinforce learning collaboratively. This social interaction supports deeper understanding and long-term retention of vocabulary. Therefore, collaborative learning plays a vital role in vocabulary development.



Furthermore, technology-based instruction can significantly enhance vocabulary learning through the use of interactive platforms such as Quizizz, Kahoot, and vocabulary mobile applications. These tools provide immediate feedback, gamified learning experiences, and increased learner motivation. Multimedia resources such as videos, images, and interactive stories can also help learners associate words with real-world meanings. Classroom integration of digital tools makes vocabulary learning more engaging and accessible. It also caters to different learning styles, particularly visual and auditory learners. Ortega emphasized that technology-based and interactive tools enhance vocabulary learning outcomes, making instruction more effective and dynamic.

Finally, continuous reinforcement strategies such as vocabulary quizzes, formative assessments, and regular review activities should be implemented to sustain learning progress. Teachers may also incorporate reward systems to motivate learners and encourage active participation in vocabulary tasks. Consistent practice ensures that newly learned words are retained and applied effectively in both oral and written communication. Parents may also be involved through home-based vocabulary activities to strengthen learning beyond the classroom. These combined efforts create a supportive learning environment for vocabulary development. Ultimately, integrating varied and meaningful vocabulary strategies ensures long-term language growth among learners.

IV. Discussion

The findings of the study revealed that Grade 4 learners initially demonstrated limited vocabulary proficiency in English, particularly in terms of synonyms, antonyms, and context clues. Most learners were categorized under the Developing and Beginning levels during the pretest, which indicated difficulties in understanding unfamiliar words, identifying word relationships, and using contextual information to determine meanings. However, after the integration of vocabulary games such as Word Bingo, Word Hunt, and Vocabulary Matching Game, the learners showed noticeable improvement in their vocabulary proficiency. The posttest results reflected a significant increase in the number of learners under the Advanced and Proficient levels, while the percentages under the Developing and Beginning levels decreased considerably. These findings suggested that vocabulary games provided meaningful, engaging, and learner-centered experiences that improved learners' comprehension, participation, confidence, and vocabulary retention. The learners became more active and motivated during classroom activities because the games encouraged interaction, collaboration, and repeated exposure to vocabulary words in meaningful contexts.

The results of the study were consistent with previous research related to vocabulary development and game-based learning. Nation (2020) emphasized that repeated exposure to vocabulary in meaningful contexts strengthened learners' retention and comprehension of words, which was reflected in the improved posttest performance of the learners after participating in vocabulary games. Similarly, Webb (2020) explained that vocabulary acquisition became more effective when learners encountered words repeatedly through interactive and contextualized activities. Schmitt (2020) also highlighted that active engagement in vocabulary tasks improved language proficiency and deeper understanding of word meanings. In the same way, Cruz and



Manalo (2024) found that vocabulary games enhanced learners' motivation, participation, and vocabulary retention because games created enjoyable and meaningful learning experiences. Lee (2021) further supported the findings by emphasizing that game-based learning promoted active participation and increased learners' confidence in using language during classroom activities. These studies supported the effectiveness of vocabulary games as instructional tools in improving learners' vocabulary proficiency and engagement in English learning.

In terms of implications for practice and policy, the findings of the study highlighted the importance of integrating interactive and learner-centered vocabulary activities in English instruction. Teachers may continuously incorporate vocabulary games such as Word Bingo, Word Hunt, and Vocabulary Matching Game in classroom lessons to strengthen learners' understanding of synonyms, antonyms, and context clues. Schools may also support teachers by providing instructional materials, training, and classroom resources that promote engaging vocabulary instruction. At the policy level, school administrators and curriculum planners may consider integrating structured vocabulary enrichment activities into English learning competencies to promote meaningful and contextualized language learning. The findings also emphasized the importance of collaborative learning, reading-based activities, and technology-based applications such as Quizizz and Kahoot in supporting vocabulary development. Strengthening vocabulary instruction through interactive and innovative strategies may contribute to improved language proficiency, communication skills, and academic performance among learners.

Despite the positive findings of the study, certain limitations were recognized. The study was limited to 117 Grade 4 learners from Alangilan Central Elementary School during the School Year 2025–2026, which limited the generalizability of the findings to other grade levels, schools, or educational settings. The study also focused only on vocabulary proficiency in terms of synonyms, antonyms, and context clues and did not include other language skills such as speaking, listening, reading comprehension, and writing. In addition, the study utilized a one-group pretest–posttest design without a control group, which may limit the ability to compare the effectiveness of the intervention with other instructional strategies. Furthermore, the study focused only on the short-term effects of vocabulary games and did not examine the long-term retention of vocabulary knowledge after the intervention period.

V. Conclusion

The findings of the study revealed that vocabulary games were effective in improving the vocabulary proficiency of Grade 4 learners in English 4. The pretest results showed that most learners were initially under the Developing and Beginning levels, indicating limited understanding of synonyms, antonyms, and context clues prior to the intervention. After the integration of vocabulary games such as Word Bingo, Word Hunt, and Vocabulary Matching Game, the posttest results reflected a significant improvement in learners' vocabulary performance. There was a noticeable increase in the number of learners who reached the Advanced and Proficient levels, while the number of learners under the Developing and Beginning levels decreased considerably. The learners demonstrated better understanding of



word meanings, improved comprehension skills, and greater confidence in using vocabulary in classroom activities.

The results also showed that vocabulary games promoted active participation, engagement, collaboration, and meaningful learning experiences among learners. Furthermore, the study identified several vocabulary learning activities such as storytelling, flashcard drills, vocabulary journals, word mapping, semantic webbing, collaborative learning activities, and technology-based applications as effective strategies for sustaining vocabulary development. These activities strengthened learners' vocabulary retention, comprehension, and application in different language contexts.

Based on the findings of the study, teachers may continuously integrate vocabulary games and interactive learning activities into English instruction to strengthen learners' vocabulary proficiency and classroom participation. Schools may provide instructional materials, digital resources, and training opportunities that support the implementation of learner-centered and game-based vocabulary instruction. Parents may also assist learners through home-based vocabulary activities such as reading sessions, word games, and meaningful English conversations to reinforce learning outside the classroom. Future researchers may conduct similar studies using larger samples, longer intervention periods, or other vocabulary strategies to further validate the effectiveness of vocabulary games in improving language proficiency. Additional studies may also explore the long-term effects of vocabulary games on learners' reading comprehension, communication skills, and academic performance.

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