THE ANALYSIS OF EDUCATIONAL VOCABULARY IN THE ENGLISH DISCOVERIES PROGRAM TO ENHANCE READING SKILLS AT THE ADVANCED LEVEL

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ABSTRACT
This study analyzes educational vocabulary in the English Discoveries Advanced-Level Program to enhance reading skills. Using qualitative content analysis, 46 passages from 2020 to 2025 are examined, categorizing vocabulary into ten themes, including Academic Subjects, Teaching and Learning, Assessment, and Technology. Vocabulary selection is based on frequency, relevance, and conceptual significance to ensure accurate categorization.
Findings show Academic Subjects as the most frequent theme (28 mentions), followed by Assessment and Examinations (24 mentions each). The study highlights growing interest in educational innovation, while maintaining a balance between core subjects and emerging trends. Insights benefit curriculum development and language learning strategies.
Keywords: Educational Vocabulary, Reading Skills, English Discoveries Program

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INTRODUCTION

Education plays a pivotal role in shaping societies, fostering economic growth, and promoting individual development. However, one of the persistent challenges in education is the low performance in English proficiency assessments, particularly in contexts where students and teachers are required to meet B2 to C2 level standards. A key factor influencing English proficiency is the mastery of academic vocabulary, which is essential for comprehension, communication, and academic success. This study examines three key themes—education system, educational institutions, and educational personnel—to explore their roles in shaping vocabulary acquisition and English language proficiency outcomes.

The education system provides the structural framework that dictates language policy, curriculum standards, and assessment criteria. National education frameworks influence how vocabulary is taught and assessed, often reflecting broader socio-political priorities (Schleicher, 2018). Countries that integrate vocabulary development as a core educational objective tend to have more structured support mechanisms for students and teachers (OECD, 2021). However, systemic barriers such as inconsistent curriculum implementation, lack of teacher training, and inadequate resources contribute to weak vocabulary retention and usage (Ball, 2017).

Within the education system, educational institutions play a crucial role in fostering vocabulary development. Schools and universities serve as primary environments for language exposure and practice. Institutional factors, including access to qualified language instructors, availability of vocabulary-rich curricula, and classroom methodologies, significantly impact vocabulary acquisition (Altbach et al., 2019). Research suggests that institutions with a strong emphasis on vocabulary instruction tend to produce students with higher language competency, reinforcing the need for targeted interventions at the institutional level (Marginson, 2016).

The role of educational personnel is equally significant in addressing vocabulary acquisition challenges. Teachers are central to language development, and their own proficiency in academic vocabulary directly affects student outcomes (Darling-Hammond, 2020). Many teachers struggle to integrate effective vocabulary instruction strategies, making it difficult to enhance students' lexical competence (Leithwood et al., 2020). Professional development programs, continuous training, and institutional support structures are essential for improving teacher effectiveness in vocabulary instruction (Barnett, 2021).

This research seeks to analyze the interconnected roles of the education system, educational institutions, and educational personnel in enhancing vocabulary acquisition. By identifying systemic gaps and proposing evidence-based solutions, this study aims to contribute to policy discussions on improving language education outcomes globally.

LITERATURE REVIEWS

Introduction

The study of educational vocabulary is essential for language acquisition and academic literacy. Educational vocabulary can be categorized into various thematic groups that reflect the structure and functions of education. Categorization facilitates a systematic approach to understanding how vocabulary supports learning and communication in academic settings. Several studies emphasize the importance of categorization in vocabulary instruction, as it enhances comprehension and retention (Nation, 2001; Schmitt, 2010).

Education System

The education system encompasses terms related to formal and informal learning structures, including higher education, distance learning, vocational training, and lifelong learning (Freeman & Stoller, 2007). Research suggests that understanding these terms is crucial for students navigating different educational models (Breen, 2018).

Educational Institutions

This category includes vocabulary related to physical and digital learning spaces, such as schools, universities, libraries, and classrooms (Benson, 2011). Studies highlight the role of institutional vocabulary in academic orientation and student engagement (Tomlinson, 2013).

Educational Personnel

Terms in this category describe individuals involved in education, including students, teachers, professors, lecturers, and researchers (Richards & Rodgers, 2014). Research indicates that familiarity with these terms aids communication in academic environments (Graves, 2006).

Academics

Academic vocabulary covers subject-related terms in disciplines such as mathematics, science, humanities, and social studies (Coxhead, 2000). Coxhead's Academic Word List (AWL) provides a foundation for categorizing high-frequency academic terms essential for educational success.

Teaching and Learning

This category includes pedagogical strategies, such as critical thinking, problem-solving, collaborative learning, and teaching methodologies (Ellis, 2008). Studies suggest that explicit teaching of learning strategies enhances student autonomy and comprehension (Nation, 2001).

Research and Writing

Research vocabulary includes terms related to study design, data analysis, publication, and academic writing (Hyland, 2004). Mastery of research-related vocabulary is critical for academic success in higher education (Swales & Feak, 2012).

Examinations and Assessment

This category includes terms related to testing, grading systems, and assessments (Brown, 2004). Research emphasizes that assessment-related vocabulary helps students understand evaluation criteria and perform better academically (Bachman & Palmer, 1996).

The categorization of educational vocabulary is a structured approach that enhances language learning and academic literacy. Understanding these categories supports students, educators, and researchers in navigating educational discourse effectively. Future research should explore how these categories influence learning outcomes and curriculum development.

From the literature review, the conceptual framework can be drawn as shown in Figure 1.

Figure 1 Conceptual Framework Educational Vocabulary

RESEARCH METHODOLOGY

This qualitative research methodology employs a content analysis approach to systematically examine 30 educational passages from English Discoveries Advanced Level, identifying and categorizing educational vocabulary. Using thematic categorization, seven predetermined categories—Education System, Educational Institutions, Educational Personnel, Academics, The study employs a structured coding framework focusing on three primary themes: Teaching and Learning, Research and Writing, and Examinations and Assessment. The data collection process involves document sampling, close reading, and systematic term extraction, guided by criteria such as frequency, relevance, domain specificity, and conceptual significance.

The analysis follows an iterative approach, beginning with initial coding, followed by categorization and multiple reviews to ensure consistency, minimize overlaps, and maintain accuracy in category assignments. The selection criteria for topics are based on 46 specific educational articles featured in magazine menus from 2020 to 2025, focusing on advanced-level discussions.

The identified themes cover a broad spectrum of education-related topics, including:

1) Relevance to Education
2) Innovation in Education
3) Diverse Learning Environments
4) Cultural and Social Impact
5) Technology and Education
6) Global Perspectives
7) Engagement and Practical Application
8) Historical and Contemporary Issues
9) Interdisciplinary Approach
10) Accessibility and Inclusivity
11) Research-Based Insights
12) Inspiration and Motivation

Despite its structured methodology, the study acknowledges certain limitations. Context-dependent meanings may lead to potential misinterpretations, and some terms may fall into overlapping categories. Additionally, the analysis is confined to a single educational source, which may limit the scope of perspectives. Nonetheless, this approach provides a systematic and reliable framework for identifying and categorizing educational vocabulary within qualitative research.

RESEARCH RESULTS

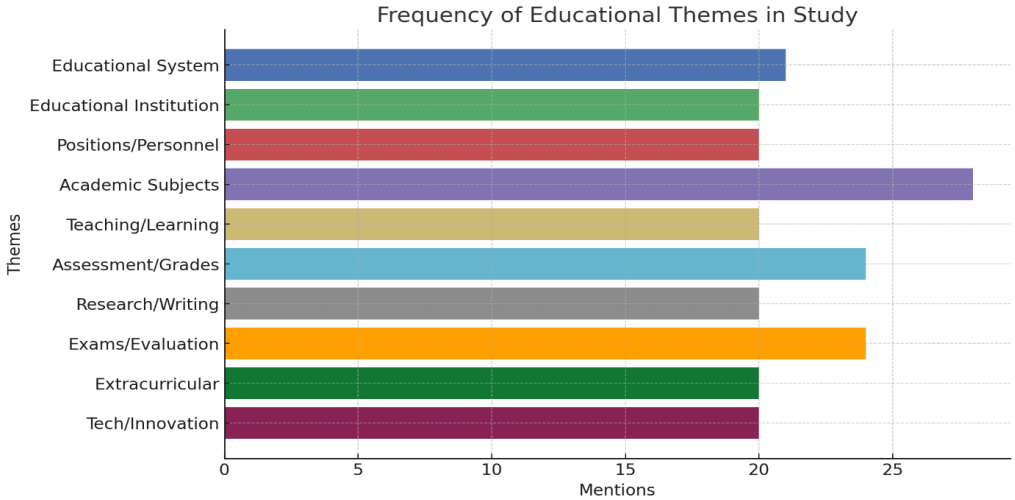

Figure 2 Frequency of Educational Categories in Articles

The analysis reveals that academic subjects (Theme 4) and assessment methods (Themes 6 & 8) receive the highest attention, with 28 and 24 mentions, respectively. This suggests a strong emphasis on core curriculum and evaluation in educational discussions. Meanwhile, Themes 1, 2, 3, 5, 7, 9, and 10 maintain a balanced frequency of around 20 mentions, indicating an equal focus on educational systems, institutions, personnel, teaching methods, research, extracurricular activities, and technology. These findings highlight that while traditional academic subjects and assessments remain central to education, other aspects such as technology integration and extracurricular activities are also acknowledged, though to a slightly lesser extent. This balance underscores the importance of both structured learning and holistic education approaches in modern education.

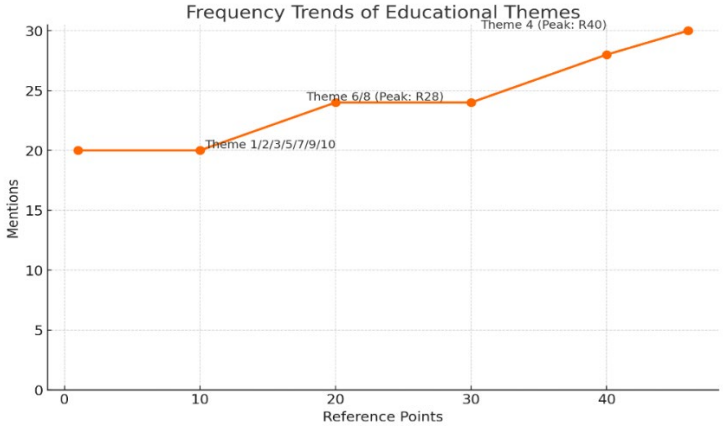

Figure 3 Frequency Trends of Education Themes

This graph illustrates the frequency trends of educational themes, with Theme 4 (Academic Subjects) reaching the highest peak at 30 mentions (Peak: R40), indicating its prominence in discussions. Following closely are Theme 6 (Assessment/Grades) and Theme 8 (Exams/Evaluation), which show an increase in frequency up to 24-28 mentions (Peak: R28), highlighting the importance of assessment in education. Other themes, such as Educational System, Institutions, Positions, Teaching Methods, Research, Extracurricular Activities, and Technology, maintain a steady frequency of around 20 mentions, reflecting a balanced focus on various aspects of education.

Table 1 Vocabulary Analysis by Theme

Theme	Examples	Frequency	Analysis
1) Educational System Terms	Curriculum (R10, R40, R44), Homeschooling (R10, R12, R40), Unschooling (R10, R12, R40), Worldschooling (R5, R40), Microlearning (R9, R40), Traditional schooling (R12, R40), Online learning (R28, R41), Flipped classroom (R23, R40), Phenomenon-based teaching (R22, R40), Extracurricular activities (R14, R40)	20	Focus on alternative models' unschooling) and tech integration (microlearning).
2) Educational Institution Terms	Public libraries (R1, R40), Elementary school (R16, R31, R40), Middle school (R3, R40), High school (R23, R40), University (R28, R40), Folk high schools (R27, R40), Forest	20	Emphasis on non-traditional institutions (forest kindergartens) and

Theme	Examples	Frequency	Analysis
	kindergartens (R25, R40), Platform schools (R20, R40), Bookmobile (R8, R40)		accessibility (bookmobiles).
3) Educational Positions/Personnel	Teacher (R3, R41), Librarian (R1, R40), Principal (R17, R40), Superintendent (R3, R40), Professor (R28, R40), Tutor (R14, R40), Program director (R27, R40)	20	Roles tied to institutional contexts (principals in schools, professors in universities).
4) Academic Subjects	Math (R3, R40), Science (R6, R40), History (R7, R40), Art (R3, R40), Literature (R29, R40), Geography (R22, R40), Language learning (R21, R40)	28	STEM and humanities equally highlighted; interdisciplinary approaches (phenomenon-based teaching).
5) Teaching/ Learning Terms	Lecture (R23, R41), Homework (R23, R41), Group projects (R23, R41), Hands-on learning (R5, R41), Interactive learning (R3, R41), Collaborative learning (R22, R41)	20	Shift from passive (lectures) to active methods (group projects, hands-on learning).
6) Assessment/ Grades Terms	Grades (R10, R40), Exams (R28, R40), Quizzes (R28, R40), Assignments (R28, R40), Report card (R14, R40), Kindness tickets (R8, R40)	24	Traditional assessments (exams) coexist with innovative alternatives (kindness tickets).
7) Research/ Academic Writing Terms	Research study (R2, R44), Data analysis (R2, R44), Neuroscientist (R2, R44), Linguist (R13, R44), Academic paper (R23, R44)	20	Focus on empirical research (neuroscientific studies).
8) Exams/ Evaluation Terms	Exams (R28, R40), Quizzes (R28, R40), Assignments (R28, R40), Grading system (R10, R40), Test scores (R23, R40)	24	Overlaps with Theme 6 but emphasizes evaluation methods (test scores).
9) Extracurricular Activities Terms	Skateboarding (R14, R40), Music (R4, R40), Art projects (R10, R40), Puppet shows (R20, R40), Gardening (R25, R40)	20	Activities bridge learning and life skills (gardening).
10) Technology/ Innovation Terms	E-books (R1, R33), Video games (R7, R29), Online courses (R28, R41), Robotics (R24, R40), Minecraft (R29, R40), Social media (R26, R40)	20	Tech's role in engagement (Minecraft) and accessibility (online courses).

As the table, the analysis of educational themes across Readings 1-46 reveals several key patterns. Academic Subjects emerged as the most frequently discussed theme (28 mentions), highlighting the continued importance of core disciplines. Assessment and evaluation-related themes (Themes 6 and 8) followed closely with 24 mentions each, reflecting education's

ongoing focus on measurement and outcomes. The remaining themes clustered around 20 mentions, showing balanced attention to institutional structures, teaching methodologies, personnel roles, and technological integration. Notably, alternative education models (Theme 1) and non-traditional institutions (Theme 2) received significant coverage, suggesting growing interest in educational innovation. The data also shows education's evolving nature through the emphasis on active learning approaches (Theme 5) and technology integration (Theme 10), while maintaining traditional elements like core subjects and assessments. This comprehensive view demonstrates how contemporary education discourse balances foundational elements with emerging trends and innovations.

DISCUSSION & CONCLUSION

The findings from the analysis highlight several critical aspects of education that align with contemporary research and trends in the field. The prominence of Education System and Teaching and Learning in the articles suggests a widespread interest in the evolution of learning methodologies and institutional frameworks. According to Biggs and Tang (2011), active learning and problem-solving strategies enhance students' cognitive engagement, which supports the emphasis on innovative teaching methods found in this study. Similarly, lifelong learning has been increasingly recognized as a crucial component of modern education, particularly with the rapid advancements in knowledge and technology (UNESCO, 2020).

The significant focus on Educational Personnel reinforces the essential role of teachers, researchers, and students in shaping the educational landscape. Previous research indicates that well-trained educators contribute significantly to student achievement and institutional effectiveness (Darling-Hammond, 2000). Additionally, Educational Institutions highlight the importance of structured learning environments, which serve as hubs for knowledge dissemination and academic development (Lave & Wenger, 1991).

The study also emphasizes the importance of Research and Writing and Academics, illustrating the value placed on scholarly work and specialized knowledge areas. Scholarly activities are essential in advancing disciplinary understanding and fostering critical thinking skills among students and educators (Borg, 2010). The inclusion of Extracurricular Activities underscores the recognition of holistic education, where non-formal learning opportunities contribute to students' personal growth and practical experiences (Eccles et al., 2003).

An emerging trend is the growing role of Educational Technology, indicating the increasing reliance on digital tools, online learning platforms, and artificial intelligence in education. Studies have shown that integrating technology into education enhances accessibility and engagement while supporting personalized learning experiences (Selwyn, 2011). Conversely, the limited focus on Examinations and Assessment suggests a shift from traditional grading systems to alternative assessment methods, such as formative assessments and competency-based evaluations (Black & Wiliam, 1998).

The analysis of educational themes across diverse readings underscores the ongoing dynamic interplay between tradition and innovation within the educational sector. Core academic subjects and conventional assessment methods remain central to educational discourse, even as alternative models, technological integration, and experiential learning approaches gain increasing recognition. This nuance is particularly illuminated in contemporary educational literature, which addresses the preservation of foundational knowledge alongside adaptations to meet the distinct demands of the 21st century.

Educational models emerging in this era often include a blend of traditional pedagogies and innovative practices. For instance, Manteaw highlights the role of language and discourses in shaping educational practices, suggesting that discourses in education for sustainable development can influence social practices, supporting contextual transformation through critical pedagogy (Manteaw, 2020). Similarly, Mallillin and Dorado indicate a significant shift

in pedagogical approaches towards proficiency-based learning, focusing on accommodating specific skills and knowledge development that address contemporary educational challenges (Mallillin & Dorado, 2023). This reflects an evolving educational landscape where progressive pedagogies are increasingly prioritized alongside foundational curricula.

Moreover, the integration of technology into educational settings has substantial potential to modernize teaching methodologies. Kaščák and Strouhal discuss inclusivity in education policy, highlighting how contemporary educational discourses increasingly reflect a neoliberal framework that prioritizes performance (Kaščák & Strouhal, 2023). Further insights are provided by Haug, who addresses the ideals and realities of inclusive education, emphasizing the systemic tensions that arise when balancing individual needs with collective educational achievements (Haug, 2016). Overall, these references illustrate how educational systems strive to harmonize time-tested practices with emerging innovations, reflecting a dual focus that is crucial to fostering a more inclusive and effective learning environment.

As educational systems integrate digital technologies and experiential learning approaches, they also work towards creating environments that engage diverse student populations. Chrismastianto et al. emphasize that successful educational experiences are rooted in critical pedagogy, which allows students to engage deeply with both the material and their social contexts (Chrismastianto et al., 2024). These insights underline the importance of fostering critical thinking and social engagement in educational approaches that extend beyond mere content delivery.

The overall evidence suggests that the future of educational systems will likely continue this trajectory towards a balanced evolution, where traditional values coexist with innovative practices. For instance, educational discourses outlined by Bhinder reflect a positive trend in communication and knowledge transfer among participants, which is essential for modernizing higher education (Bhinder, 2023). As these paradigms evolve, they embody a commitment not only to preserving the academic rigor that foundational knowledge provides but also to ensuring educational practices are sufficiently flexible and responsive to the needs of a diverse and changing student demographic.

A robust understanding of education vocabulary is essential for English teachers, curriculum developers, and policy executives to effectively navigate and shape modern learning environments. For English teachers, this lexicon provides the precise terminology needed to implement evidence-based pedagogies (e.g., "flipped classrooms," "phenomenon-based teaching"), design assessments (e.g., "formative vs. summative evaluation"), and integrate technology (e.g., "blended learning," "digital literacy"). Curriculum executives rely on this vocabulary to align instructional materials with evolving standards, balance traditional and innovative approaches (e.g., "core competencies" vs. "project-based learning"), and promote interdisciplinary connections. For policy-makers, these terms are crucial for crafting initiatives that address systemic needs—such as "equitable access," "scalable innovation," and "outcome-based accountability"—while responding to global trends like "AI integration" and "future-ready skills."

The recurring themes in this study—from foundational academic subjects to transformative methodologies—highlight vocabulary's role as both a mirror of education's priorities and a tool for change. Mastery of this terminology enables stakeholders to:

1) Communicate clearly across disciplines and institutions.
2) Evaluate and adopt best practices with precision.
3) Advocate effectively for research-backed reforms.

Future efforts should focus on professional development that deepens vocabulary engagement, ensuring all education leaders can leverage language to bridge theory, policy, and classroom practice.

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