



LAUGH AND LEARN: TEACHING VOCABULARY AND READING COMPREHENSION THROUGH INTEGRATION OF MEMES

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ABSTRACT

In the digital age, memes have become valuable tools for 21st-century learning. This research investigates the effectiveness of using memes to enhance learners' vocabulary and reading comprehension. Conducted at a private school in Cebu City with junior high school students, the study employed a quasi-experimental design with control and experimental groups. Data were collected through pretests and posttests using the Stanford Achievement Test and focus group discussions. The findings indicate a slight improvement in reading comprehension; however, there was notable enhancement in reading vocabulary among learners exposed to memes. Furthermore, the learners' positive perceptions suggest that memes can motivate, evoke humor, encourage critical thinking, and facilitate better comprehension. These insights support the innovative use of memes as a pedagogical tool to make learning engaging and effective.

Keywords: *vocabulary, reading comprehension, memes, humor, innovative teaching*

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