



IMPLEMENTATION OF SCHMITT'S TEACHING STRATEGIES AND THEIR IMPACT ON THE READING COMPREHENSION OF THE ESL LEARNERS

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ABSTRACT

English language learning and better comprehension skills of today's learner are indeed vital challenges in the current era. Our young learners have to combat these barriers on every step during the pursuit of their academic ventures. The present research paper deals with the importance and the impact of the pedagogies used to achieve lexical excellence. This excellence leads to the better understanding of the foreign text. The core purpose of the study is to check and measure the impact of the chosen vocabulary teaching methodologies on the improvement of the reading comprehension of the thirteen graders (Undergraduates). It was an experimental design where the effects of the strategies used by Norman Schmitt were analyzed on the level of the understanding of the learners. The present paper aims to check which vocabulary techniques were found the most useful by the respondents through a questionnaire. The survey sheet was a useful tool to gather the learners' perceptions of the pedagogies applied to teach them vocabulary and it also helped them conclude the most engaging and effective techniques among all which were used. The results showed the significance of the specific vocabulary teaching technique in the comprehension of the text and leveraging learners' feedback for the enhancement of the language skill.

INTRODUCTION

Comprehension is the lucid understanding and the absorption of the text. It is an essential skill for the foreign language learner to develop if one intends to achieve mastery of the target language. Reading comprehension in its origin has to deal with various complexities, challenges and obstacles. There are numerous factors that play part in the understanding of both explicit and the implicit information given in the text. These may be mental, behavioral or physiological. It is very crucial to realize that the said factors affect the level of comprehension of the learners. Previous research in the Pakistani context has highlighted that comprehension is often hindered not only by limited lexical knowledge, but also by the way instructional materials are designed and delivered (Akram et al., 2020, 2021). For example, textbooks at the secondary level have been found to prioritize lower-order skills such as rote memorization over higher-order thinking and creative language use, leaving learners underprepared for real comprehension tasks (Javed & Karim, 2024). Such gaps reinforce the importance of examining teaching strategies that move beyond traditional approaches and foster vocabulary growth for deeper comprehension. Besides these factors the role of the approaches used while training the learners to learn any language is also very important. "Comprehension is not a unitary construct. There are many different processes entailed in the broad thing called "comprehension," and "comprehension" proceeds



very differently for different kinds of text, different topics, and different reading purposes.” Kintsch, W., & Kintsch, E. (2005).

One may refer to a model of reading ability i-e. “The Simple View of Reading” in order to achieve written and spoken excellence in comprehending the given material (Hoover & Gough, 1990). According to this model reading ability is the product of the textual decoding skill. Reading comprehension can be hindered by difficulties in recognizing lexicons and/or flaws in the oral language comprehension. Comprehension of the text is essential for the fruitful academic outcomes. Oakhill, J., & Cain, K. (2007).

The present paper aims to analyze the impact of the five vocabulary teaching strategies, suggested by Norman Schmitt, on the reading comprehension of the undergraduates. These strategies comprise of: Determination Strategies, Social Strategies, Memory Strategies, Cognitive Strategies and Metacognitive Strategies. The critical investigation and evaluation of how did the above mentioned techniques help the ESL learners to seek lexical excellence was conducted through a survey sheet. The survey consisted of twenty eight items (questions). This standardized tool was useful in obtaining data from the Experimental Group to bring into light the technique found the most impactful in the enhancement of the reading comprehension of the foreign text. The questionnaire carried five columns with the degrees of frequency such as, Always use it, usually use it, sometimes use it, seldom use it and never use it. The intent behind the survey was to accumulate data and to have deep insight into what sort of activities or strategies maximizes the vocabulary learning of the ESL learners. “While particular strategies are used by second language learners for the acquisition of new words in the second language are called ‘vocabulary learning strategies’ (Gu, 1994). Whereas, language learning strategies (LLSs) are sub category of general learning strategies and vocabulary learning strategies (VLSs) are consider as a part of language learning strategies” (Nation, 2001).

Objective of the Study

- To find out what type of vocabulary teaching strategies are useful in the classes to improve vocabulary.

Research Question

Q1. Which vocabulary teaching strategies are more impactful to enhance reading comprehension when implemented at the graduate level?

LITERATURE REVIEW

Vocabulary Learning Strategies

Schmitt's (1997) seminal work on vocabulary learning strategies provides a robust framework for understanding how learners acquire and retain new words. He meticulously categorized these strategies into two overarching groups, reflecting the dynamic process of vocabulary acquisition: those employed during the initial encounter with a novel lexical item to ascertain its meaning, and those utilized in subsequent encounters to solidify and deepen that understanding. This dual classification highlights the distinct cognitive processes involved at different stages of vocabulary learning, moving from discovery to mastery. In addition to global frameworks (like Schmitt's 1997), local studies also underline the critical role of task design and classroom activities in supporting vocabulary growth. For instance, an evaluation of skill-based activities in Punjab Textbook Board English materials revealed that while grammar and reading



exercises were well represented, listening and interactive vocabulary activities were significantly underdeveloped (Javed, 2022). This lack of balance suggests why explicit strategy-based instruction, such as Schmitt's, becomes essential for improving comprehension.

The research identified and categorized these strategies into two overarching, distinct types: Discovery strategies and Consolidating strategies.

Discovery Strategies: These strategies primarily focus on how students initially ascertain the meaning of unfamiliar words. They encompass two key sub-categories:

- **Determination Strategies:** These involve students independently attempting to deduce the meaning of a word through various contextual clues, such as analyzing the surrounding text, word structure (roots, prefixes, suffixes), or making educated guesses based on prior knowledge.
- **Social Strategies:** These strategies involve students leveraging interpersonal interactions to discover word meanings. This could include asking a teacher, a classmate, or a native speaker for clarification, or collaborating with peers to decipher an unknown term.

Consolidation Strategies: Once a new word's meaning has been initially understood, consolidation strategies come into play, relating to students' efforts to retain and internalize this learned vocabulary for long-term use. These strategies are further broken down into four essential approaches:

- **Social Strategies:** Similar to their role in discovery, social interactions are also crucial for consolidation. This might involve using newly learned words in conversations, practicing with a language partner, or engaging in group activities that reinforce vocabulary.
- **Memory Strategies:** These involve conscious techniques designed to aid retention. Examples include using flashcards, mnemonic devices (e.g., imagery, acronyms), associating new words with familiar ones, or repeatedly writing down new vocabulary.
- **Cognitive Strategies:** These strategies involve deeper processing of vocabulary. This could include analyzing the semantic relationships between words, categorizing words into groups, creating the mind maps, or translating words into one's native language (though this can have limitations). Cognitive strategies encompass a broad spectrum of mental and physical activities consciously employed by students to optimize cognitive processes, particularly in the domains of memory and critical thinking (Akram & Abdelrady, 2023, 2025). The theoretical underpinnings of these strategies were significantly advanced during the 1970s with the advent of information processing techniques. This framework emerged from a detailed analysis of how individuals acquire, organize, store, and retrieve information. Rather than furnishing a rigid, precise definition rooted in specific actions, volitional exercises, or contemplation, the conceptualization of these strategies is more frequently elucidated through concrete examples. Common illustrations include:
 - **Practice:** This involves repetitive engagement with material, whether it pertains to recalling facts, solving problems, or applying learned procedures. The objective is to reinforce neural pathways and enhance the automaticity of responses, thereby fostering greater efficiency and accuracy.



- **Deconstruction (or Analysis):** This strategy entails disaggregating complex information or problems into smaller, more manageable constituents. By dissecting the whole, students can better comprehend the individual parts and their interrelationships, leading to a more comprehensive understanding of the subject matter.
- **Reflection:** This critical meta-cognitive activity involves active contemplation of one's own learning process. Students might consider their grasp of concepts, areas of challenge, problem-solving approaches, or the efficacy of various strategies. This self-assessment promotes deeper learning and the capacity to adapt strategies for future tasks.

A notable observation within the study of these cognitive strategies is the apparent absence of fundamental divergence in the underlying ideas or mental models utilized by experienced readers compared to novice readers. While experienced readers may execute these strategies with greater efficiency, automaticity, or integrate them in more sophisticated manners, the core conceptual tools they employ for processing information and constructing meaning from text appear to exhibit consistency across varying levels of expertise. This suggests that the mastery of reading comprehension, and indeed numerous other cognitive skills, involves refining and optimizing the application of a common set of fundamental strategies rather than the acquisition of entirely distinct ones.

- **Metacognitive Strategies:** These are higher-order strategies where students monitor and regulate their own learning process. This involves planning how to learn vocabulary, self-assessing their understanding, identifying their most effective learning methods, and evaluating the success of their chosen strategies.

The subsequent sections of this research will present the detailed results for each major vocabulary learning strategy as derived from the administered questionnaire, offering a comprehensive understanding of the strategies students employ in their vocabulary acquisition journey.

Reading Comprehension

A thorough skimming of the text and scanning the main content or we may say the gist of the material is when we can say that the material has been comprehended well (Abdelrady et al., 2025). We can find countless of definitions of reading when we dive into the sea of language. Some linguists call it a process to get deeper to extract the meaning. Some believe it to be a skill to extract the nectar out of the flower of information and some explain it in simple words as a passage to reach the destination i-e the way to seek understanding/ comprehension of the written text. Smith defines that 'Reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics –it is purposeful, selective, anticipatory, and based on comprehension, all matters where the reader must clearly exercise control.' Smith, F, (2004),

Richards & Schmidt (2002, p.443) marked reading comprehension as "perceiving a written text to understand its contents." Whereas Tenkersly (2005, p.108) was of the view that comprehending a text is "the essence of reading."

Comprehension can rightly be regarded as the heart of reading. "Reading comprehension refers to understanding the theme." was claimed by McShane (2005). Much has already been



said in various theories about how to make comprehension better. There are many ways and techniques suggested too.

Reading comprehension is a complex skill that has been extensively studied and consistently highlighted for its crucial role in learning and information processing. It involves both the ability to decode and interpret text (Alisaari, J., et al., 2018; Ramzan & Alahmadi, 2024) and to build mental representations from the information presented (Sun, Y., et al., 2021). This dual nature highlights the intricate interplay between literal understanding and advanced cognitive processes, such as inference and visualization (Li & Akram, 2023, 2024; Ramzan et al., 2025, 2023a, 2023b).

The importance of strong reading comprehension is universally recognized and a global concern. Analysis shows that proficiency in this area is vital across various scientific fields, especially in our current age of rapidly expanding information (Ahmad et al., 2022; Amjad et al., 2021; Ramzan & Khan, 2024). With knowledge and data growing at an unprecedented rate, the capacity to effectively extract meaning from diverse texts is essential for academic success, career advancement, and informed decision-making. Students, researchers, and professionals all rely on reading comprehension to absorb new information, critically evaluate sources, and contribute meaningfully to their fields.

Reading comprehension exercises feature a wide range of text types, reflecting the diversity of written communication:

- **Informational texts:** These texts convey facts and are found in textbooks, scholarly articles, reports, and encyclopedias. Readers must identify main ideas, supporting details, and causal relationships.
- **Multimodal texts:** As identified by Januarty, R. and H. N. A. Nima (2018), these texts combine various communication modes like written language, visuals, audio, and video. Examples include websites, digital presentations, and graphic novels. Understanding multimodal texts requires synthesizing information from different formats and recognizing how they interact to convey meaning.
- **Explanatory texts:** Defined by Bilgi, A. D. and E. R. Özmen (2018), these texts provide detailed explanations of concepts, processes, or phenomena. This category often includes scientific exhibitions, instructional guides, and historical narratives. Readers need to follow logical sequences, grasp complex relationships, and comprehend the underlying principles being explained.

The varied nature of these texts necessitates a comprehensive teaching and evaluation approach to reading comprehension. This approach should equip individuals with the strategies and adaptability needed to navigate the rich and diverse world of written information.

Reading constitutes a profound and multifaceted endeavor, transcending mere decoding of words to facilitate deep engagement with an author's intellect and the comprehension of their intricate thoughts, nuanced perspectives, and complex arguments (Damio & Rosli, 2018). It serves as an indispensable gateway to a vast repository of information, critically broadening understanding and challenging conventional thought patterns and preconceived notions. Through the active and interpretive process of reading, individuals acquire the fundamental ability to interpret, analyze, and construct meaningful understanding of the surrounding world by engaging



thoughtfully and critically with diverse written texts (Alnahdi, 2020). This engagement fosters intellectual growth and cultivates an enhanced appreciation for diverse viewpoints (Nawaz et al., 2021, 2022). The role of multimodality has also been emphasized in recent scholarship. Video-based listening comprehension tasks, for example, were found to significantly improve ESL learners' performance compared to audio-only tasks, as visual cues offered additional scaffolding for meaning-making (Sattar, Raza, & Javed, 2025). These findings highlight that comprehension is not just a function of word knowledge but also of the instructional mode, supporting the case for integrating varied and engaging strategies into vocabulary teaching.

RESEARCH DESIGN

In order to execute anything, there must be a plan or a framework. The following study was conducted using the experimental method. The researcher intended to launch the current study using the quantitative methodology regarded as an experimental research design, where two groups, i.e. control and the experimental were formed. The participants in the experimental group were given a questionnaire to fill in the end, based on the use of the vocabulary teaching strategies to find out which of the strategies used were more impactful for the students. The experimental group comprised of 30 participants further bifurcated into two categories i.e. male (15) and female (15). The Experimental Group was given treatment where the Independent variable was the chosen vocabulary teaching strategies to check the effect on the vocabulary knowledge leading to the understanding of the reading text. In addition to this a survey was given to the Experimental Group to determine the use of the strategies (Vocabulary teaching) in the class by the participants, after they took their post-test. These strategies were based on Schmitt's (1997) Taxonomy (Determination, Social Strategies, Memory, Cognition, and Metacognition).

Table 1 Tools Used for Data Collection

Instrument	Used as	Obectives	Quantity
1. Activities (Schmitt Taxonomy	Treatment activities	To check the extent of the chosen activities on the vocabulary and comprehension of the experimental group.	Experimental Group (30 students)
2. Questionnaire	Survey	To check the extent of the usage of vocabulary techniques in the class. To get the feedback	Experimental Group (30 students)



Activities

The experimental group was taught vocabulary through Schmitt's designed activities using the chosen learning strategies (Cognitive, Metacognitive, Memory and Social). The activities used as the valid resource to teach vocabulary had various versions / levels. Version 1 had 2,000-word levels then the next was 3000-word level. Further, the researcher used 5000-word level and finally 10,000-word level vocabulary activity was employed with the students. Version 2 had Academic Vocabulary with word levels such as 2000, 3000, 5000 and 10,000. These activities were used to enhance the vocabulary of the learners to support their reading comprehension in the later stages. All these activities were conducted as treatment for the experimental group. These activities helped the learners upgrade their vocabulary. The treatment activities were conducted in two months.

Survey Questionnaire

"The questionnaire consists of standardized questions that operationalize the measurement constructs. The goal is to present a uniform stimulus to respondents so that their responses are comparable. Research showing that small changes in question wording or order can substantially affect responses has reinforced the assumption that questions must be asked exactly as worded, and in the same order, to produce comparable data."

In this study, a questionnaire was used to collect secondary data. The researcher prepared a survey sheet for the experimental group (EG) to have a view on which vocabulary strategy was the most beneficial for the respondents during the post-test. The questionnaire had twenty-eight questions based on the five vocabulary techniques, designed by Norman Schmitt. It had five columns with the degrees of frequency such as: Always use it, usually use it, sometimes use it, seldom use it and never use it. The sample questionnaire is attached in Appendix D. Each learner was given the survey sheet to fill. The respondents highlighted the techniques which they used the most to answer the questions after reading the given text. Moreover, they also pointed out through their chosen responses that what type of tools were the most beneficial and helpful while comprehending the text.

The strategies were categorized under five headings which were Determination, Social, memory, cognitive and metacognitive. On the basis of their responses, it was analyzed that which particular activities were used the most during the reading activity by the thirteen graders.

Table 2 Lesson Execution for survey

Plan of Action:	The sheets were distributed after the post-test session among the EG members. The sheets were filled up by the respondents and handed over to the researcher. They sheets were analyzed later to compile the result and reach the conclusion.
Number of the participants:	30 students from third year class.
Time:	40 minutes (one period)



Objectives of the lesson:	• Evaluate the effectiveness of certain techniques in aiding the learners to understand and retain new vocabulary, • Collect qualitative feedback on why certain methods are more effective than the others. • Identify any correlations between the use of specific techniques and increased confidence in vocabulary comprehension.
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Through the questionnaire it was figured out that which vocabulary teaching strategies was used by the majority of the participants and that which activities had the most positive impact on the reading comprehension of the learners.

➤ The first technique was based on “determination” comprising of the following:

Determination
1. Using bilingual dictionary to translate English words into Urdu language.
2. Using pictures illustrated or Pictionary in the Thematic Guide to find the words meaning.
3. Learning the meaning of words by identifying its parts of speech (noun, adjective, adverb, verb etc.)

➤ The second technique was based on the “Social Strategies”.

Social Strategies
4. By asking the teacher to translate words into Urdu
5. By asking the teacher to put an unknown word into a sentence to help understand the word meaning
6. By asking classmate for meaning of unknown words
7. By working in groups
8. By practicing English in group work activities
9. By asking native speakers for help
10. Learning words about the culture of English speaking countries

➤ The third technique was based on the “memory”.

Memory
11. Writing a new word in a sentence to remember it



12. Learning the spelling of new words
13. Using physical actions when learning words
14. Speaking words out loud when studying

- The fourth technique was based on the “Cognition”.

Cognitive
15. By practicing new words repeatedly
16. Writing a new word on a flash card to remember it
17. By learning words by listening to vocabulary CDs
18. Recording vocabulary from English soundtrack movies in the notebook
19. To remember a word, by writing or saying it repeatedly
20. Making vocabulary cards and taking them along

- The fifth technique was based on the “Metacognition”.

The filled questionnaires distinctively displayed the usage of the above mentioned

Metacognitive
21. Listening to English songs and news
22. Memorizing words from the English magazines
23. Reviewing English vocabulary cards before the start of the next lesson
24. Not worrying about the difficult words found when reading or listening
25. Using online exercises to test vocabulary knowledge
26. Understanding short texts in English
27. It is easy to understand the vocabulary used in reading comprehension exercises
28. Teacher uses different strategies to improve the reading comprehension strategies

techniques by the students in any given situation and their impact on the learners’ understanding of the foreign text. The researcher was able to state the usefulness of the activities through the obtained scores. There were five columns showing five degrees of the frequency in a Likert Scale to check the statistics.

Always use it	Usually use it	Sometimes use it	Seldom use it	Never use it
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Some learners preferred cognitive over memory methods whereas some paid more weightage to the metacognitive strategies. All the sheets were filled by the respondents in the Experimental Group. The overall response of the learners towards the launched activities was



checked. The researcher got all the questionnaires filled by the Experimental Group and collected secondary data to evaluate responses.

RESULT AND DATA ANALYSIS

Table 4. Questionnaire

	Degree of frequency				
	Always use it	Usually use it	Sometimes use it	Seldom use it	Never use it
Determination					
1. I use bilingual dictionary to help me translate English words into Urdu language.	3	4	4	5	14
2. I use pictures illustrated or Pictionary in the Thematic Guide to find the words meaning.	2	4	3	5	16
	4	3	18	2	3
Social Strategies					
3. I ask the teacher to translate words into Urdu.	9	6	7	3	5
4. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.	3	4	9	5	9
5. I ask my classmate for meaning of unknown words.	4	15	7	3	1
6. I know some new words when I am working in groups.	8	9	6	4	3
7. I practise English in group work activities.	16	7	3	2	2
8. I ask native speakers for help.	3	2	1	7	17
9. I learn words about the culture of English speaking countries.	8	13	5	1	3
Memory					
10. I write a new word in a sentence so I can remember it.	6	10	5	6	3
11. I study the spelling of new words.	9	11	6	3	1
12. I use physical actions when learning words.	11	8	6	2	3



13. I speak words out loud when studying.	10	8	5	3	4
Cognitive					
14. I repeatedly practise new words.	12	8	5	4	1
15. I write a new word on a flash card so I can remember it.	9	4	6	5	6
16. I learn words by listening to vocabulary CDs.	5	3	7	5	10
17. I record vocabulary from English soundtrack movies in my notebook.	7	4	4	8	7
18. When I try to remember a word, I write or say it repeatedly.	18	7	3	1	1
19. I make vocabulary cards and take them with me wherever I go.	3	2	4	9	12
Metacognitive					
20. I listen to English songs and news.	11	9	7	2	1
21. I memorize word from English magazines.	10	7	5	6	2
22. I review my own English vocabulary cards for reviewing before the next lesson starts.	6	4	7	8	5
23. I am not very worried about the difficult words found when reading or listening.	13	10	5	1	1
24. I use online exercises to test my vocabulary knowledge.	7	8	5	6	4
25. I understand short texts in English.	16	11	3	0	0
26. The vocabulary used in reading comprehension exercises is easy to understand.	9	7	7	5	2
27. Teacher uses different strategies to improve my reading comprehension strategies.	11	9	4	6	0

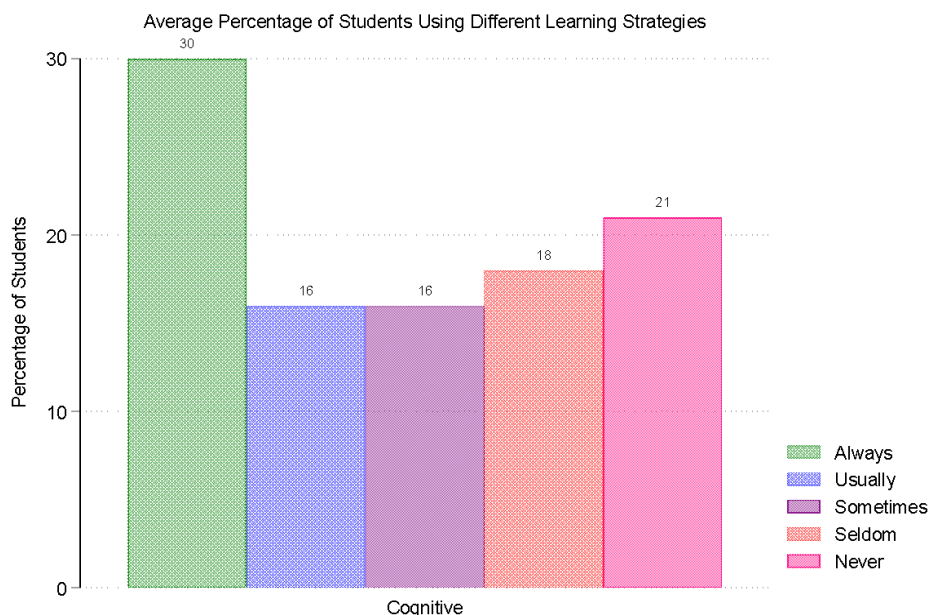


Figure 1 Students Using Cognitive Strategies

The figure shows the average percentage of students using different cognitive techniques to learn English, including practicing new words, writing new words on flash cards, learning new words by listening to music and recordings, and remembering a word by writing or saying it repeatedly. On average, 30% of students always used cognitive techniques, 16% of the students usually used cognitive techniques, 16% students sometimes used the cognitive techniques, whereas 18% of the students seldom used cognitive techniques and 21% of the students never used the cognitive methods for learning and adding the new words into their English vocabulary bank.

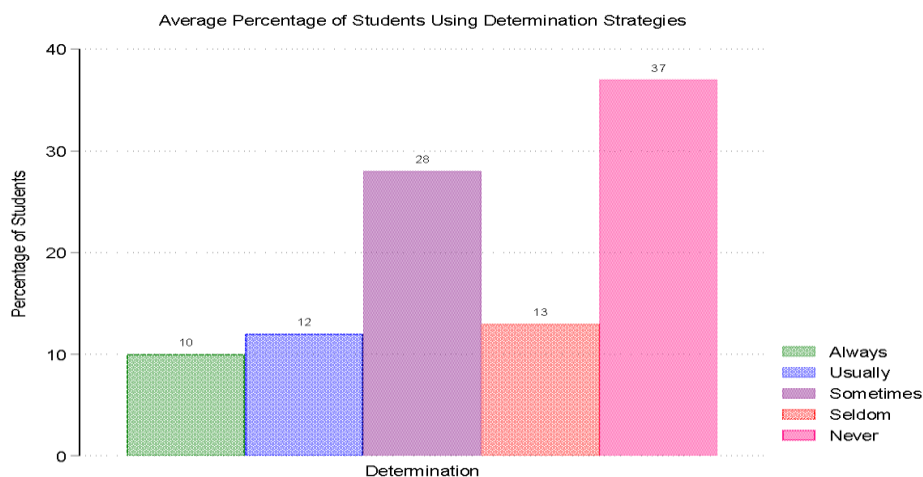


Figure 2 Students Using Determination-related Strategies



The figure shows the average percentage of students using different determination techniques for learning the English language, including the usage of a bilingual dictionary for translating English words into their native language, and using illustrated pictures or Pictionary in the Thematic Guide to have word meanings. On average, 10% of students always used determination techniques, 12% of the students usually used determination techniques, 28% students sometimes used the determination techniques, whereas 13% of the students seldom used determination techniques and 37% of the students never used the determination techniques for learning and adding the new words into their English vocabulary bank

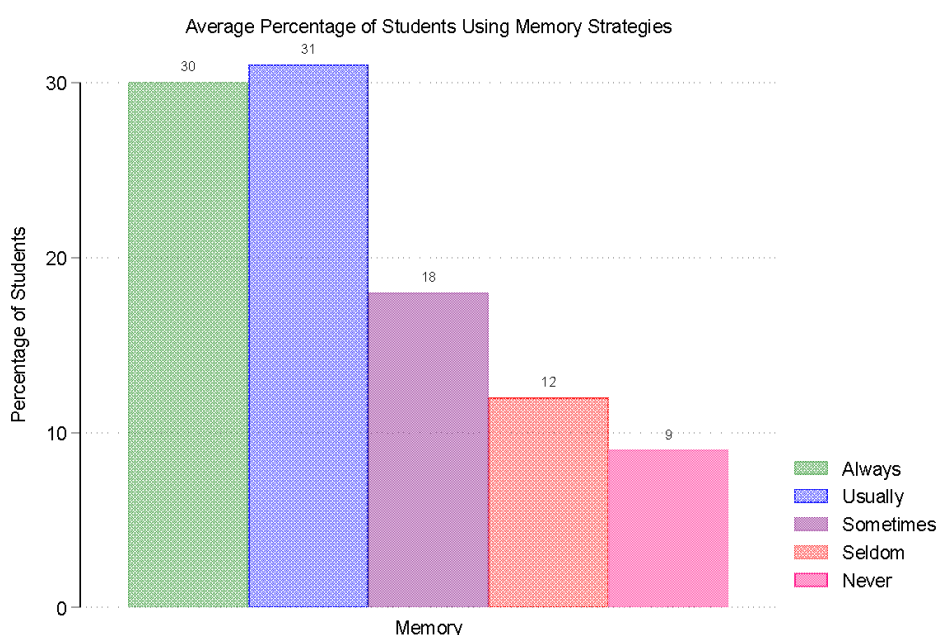


Figure 3 Students Using Memory Strategies

The figure shows the average percentage of students using different memory techniques for learning the English language, including writing a new word in a sentence, studying the spellings of new words, using physical actions while learning new words, and speaking the words out loud when studying. On average, 30% of students always used memory techniques, 31% of the students usually used memory techniques, 18% students sometimes used the memory techniques, whereas 12% of the students seldom used memory techniques and 9% of the students never used the memory techniques for learning and adding the new words into their English vocabulary bank.

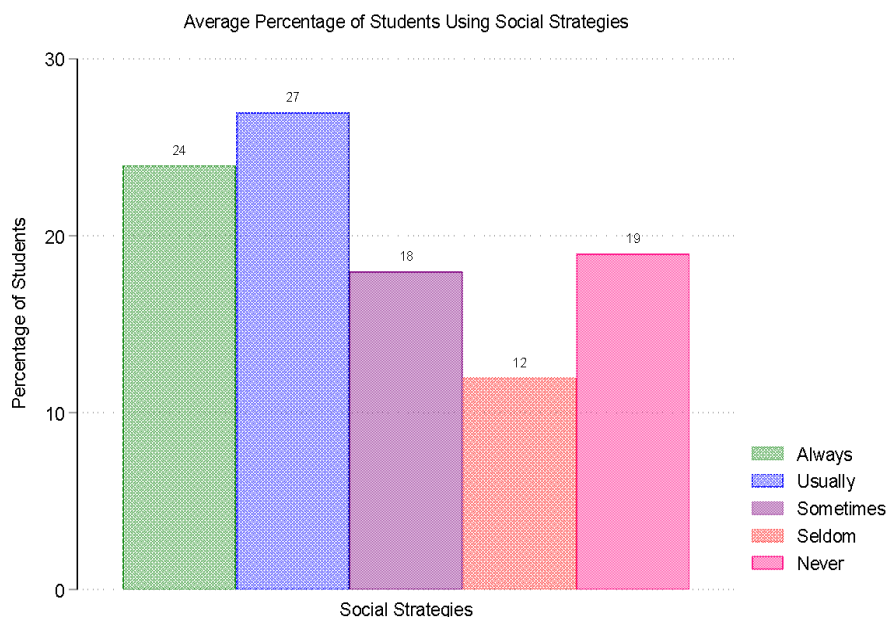


Figure 4 Students Using Social Strategies

The figure 4 shows the average percentage of students using different social techniques for learning the English language, including asking teachers to translate words into Urdu, asking the teacher to put an unknown word into a sentence, asking the classmates for meaning of the unfamiliar words, learning novel words in group activities, practicing English through peer collaboration, and learning through the cultural impact of the foreign countries. On average, 24% of students always used social techniques, 27% of the students usually used social techniques, 18% students sometimes used the social techniques, whereas 12% of the students seldom used social techniques and 19% of the students never used the social techniques for learning and adding the new words into their English vocabulary bank.

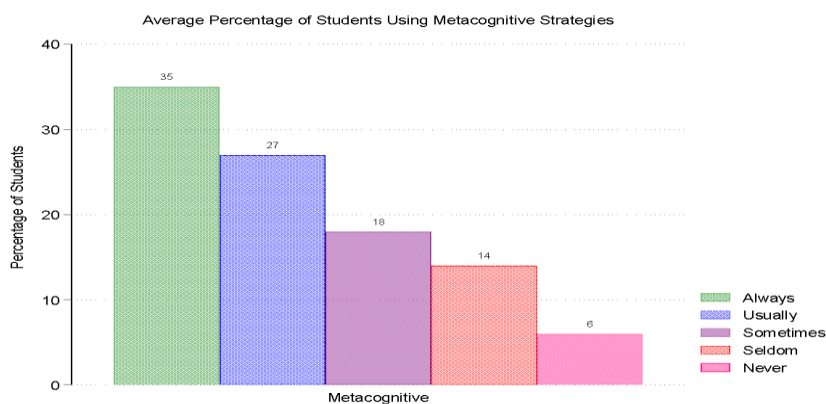


Figure 5 Students Using Metacognitive Strategies



The figure shows the average percentage of students using different metacognitive techniques for learning English, including learning new vocabulary through English songs and news, memorizing words from English magazines, reviewing self-vocabulary cards before the next lesson, using online vocabulary exercises, and improving reading comprehension through varied learning strategies in the classroom. On average, 35% of students always used metacognitive techniques, 27% of the students usually used metacognitive techniques, 18% students sometimes used the metacognitive techniques, whereas 14% of the students seldom used metacognitive techniques and 6% of the students never used the metacognitive methods for learning and adding the new words into their English vocabulary bank.

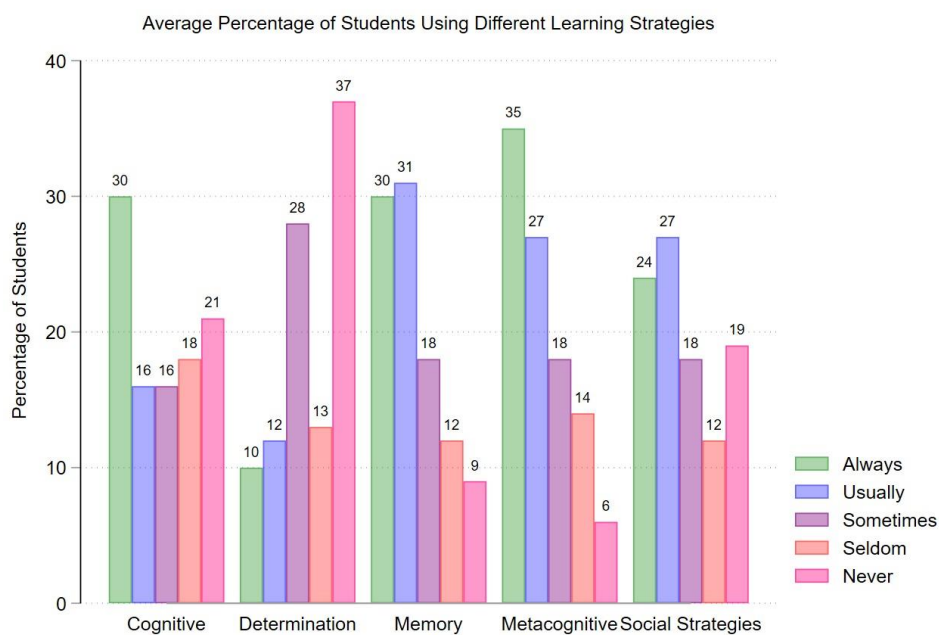


Figure 6 Students Using Overall Teaching Strategies

The bar chart shows the average percentage of students always using different learning strategies, including determination-related, cognitive, memory, metacognitive, and social strategies. On average, 30% of students always used cognitive strategies, 10% of students always used determination-related strategies, 31% of the students always used memory strategies, while 27% of students always used metacognitive strategies and 27% of students always used social strategies.

The bar chart also indicates the average percentage of students usually using different learning strategies, including determination-related, cognitive, memory, metacognitive, and social strategies. On average, 16% of students usually used cognitive strategies, 12% of students usually used determination-related strategies, 30% of the students usually used memory strategies, while 35% of students usually used metacognitive strategies and 24% of students usually used social strategies.

The bar chart also shows the average percentage of students sometimes using different learning strategies, including determination-related, cognitive, memory, metacognitive, and



social strategies. On average, 16% of students sometimes used cognitive strategies, 28% of students sometimes used determination-related strategies, 18% of the students sometimes used memory strategies, while 18% of students sometimes used metacognitive strategies and 18% of students sometimes used social strategies.

The bar chart also elaborates the average percentage of students seldom using different learning strategies, including determination-related, cognitive, memory, metacognitive, and social strategies. On average, 21% of students seldom used cognitive strategies, 13% of students seldom used determination-related strategies, 12% of the students seldom used memory strategies, while 14% of students seldom used metacognitive strategies and 12% of students seldom used social strategies.

The bar chart also illustrates the average percentage of students never using different learning strategies, including determination-related, cognitive, memory, metacognitive, and social strategies. On average, 18% of students never used cognitive strategies, 37% of students never used determination-related strategies, 9% of the students never used memory strategies, while 6% of students never used metacognitive strategies and 19% of students never used social strategies.

Overall, these findings suggest that students may struggle with self-motivation and perseverance. This highlights the need to support them in developing stronger determination and independent effort in their learning.

DISCUSSION OF RESULTS IN ACCORDANCE WITH THE RESEARCH QUESTION

Q1. What is the impact of vocabulary teaching strategies on the reading comprehension of the ESL learners?

Vocabulary teaching strategies have a significant impact on the reading comprehension of the students as the students who were put in the experimental group were introduced with such activities which were designed in accordance with the five strategies of vocabulary enhancement presented by Norman Schmitt. The impact of the pedagogy used with the experimental group was positive and better as compared to the impact of the traditional methodology used with the students in the controlled group.

The integration of explicit and strategic vocabulary instruction yields demonstrably enhanced reading comprehension among students. This meticulously designed experimental study, centered on learning activities grounded in Schmitt's widely recognized framework of five pivotal vocabulary learning strategies—namely vocabulary notebooks, keyword technique, word part analysis, context clues, and dictionary use—revealed a statistically significant surge in reading comprehension scores within the experimental group. The experimental group, actively involved in these targeted vocabulary-focused exercises, showcased a marked advantage over the control group whose vocabulary acquisition was facilitated through traditional, less explicit instructional methods. The findings of this research robustly validate the critical role of direct and strategic vocabulary instruction as a cornerstone in the effective cultivation and development of students' reading comprehension proficiencies, underscoring the need for educators to prioritize and integrate such approaches into their pedagogical practices.



CONCLUSION

Overall, as per the findings, the students may find challenges in self-motivation and perseverance. The study exhibited the need to support them in developing stronger determination and independent effort to enhance their learning.

This research analyzed how often students use five learning strategies: determination-related, cognitive, memory, metacognitive, and social, using a five-point frequency scale. Students consistently use cognitive (30%), memory (31%), metacognitive (27%), and social (27%) strategies. However, only 10% consistently use determination-related strategies. Metacognitive strategies are most frequently used (35%), followed by memory (30%), social (24%), and cognitive (16%). Determination-related strategies remain infrequently used (12%). Intermittent use is highest for determination-related strategies (28%), while other categories fall within 16-18%. Infrequent use is highest for cognitive strategies (21%), suggesting a bimodal pattern. Other strategy types show 12-14% infrequent use. A significant 37% of students never use determination-related strategies, highlighting issues with self-motivation. Social and cognitive strategies are never used by 19% and 18% respectively, while memory (9%) and metacognitive (6%) are rarely unused.

In conclusion, students struggle with self-motivation and perseverance. The inconsistent use of determination-related strategies, contrasted with higher engagement in other strategies, underscores the need for educational frameworks to foster intrinsic motivation and resilience alongside explicit instruction in diverse learning techniques.

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