

## **The Effect of Vocabulary Teaching Strategies on Linguistically Diverse Classroom Reading Comprehension**

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### **Abstract :**

One of the fundamental elements and parts of linguistic systems are words. Languages are like the bricks used in construction. These are the bricks that make up a solid foundation for language proficiency. It's crucial to develop and offer challenging or powerful vocabulary material. Thus, one of the most crucial elements of language training is included in vocabulary instruction. There are several teaching strategies that encourage students to build their own vocabulary knowledge in their brains since teachers can apply a variety of language learning methods to EFL students.

The purpose of the study was to compare the reading comprehension mean scores of the students. Three groups of students—two experimental and one control—were formed. Reading comprehension was taught to the first experimental group using the discovery method, and to the second using the consultation strategy. The control group received instruction using the traditional method of instruction. Two hypotheses have been formulated:

–The reading mean scores of the students taught using the discovery technique and the students taught in the conventional way do not differ in a way that is statistically significant.

-The reading mean scores of the students who are taught using the consulting a dictionary technique and those of the students who are taught using the conventional method do not differ statistically significantly.

These findings demonstrated that the first experimental group had a stronger influence and distinctive nature on English language learners compared to the second experimental group.

Keywords: (Teaching vocabulary, instructions, discovery learning, using a dictionary as a resource, reading comprehension).

## **Introduction**

Vocabulary teaching is one of the five essential elements of reading instruction. In order to successfully instruct students in reading and language acquisition, it is important to teach further key elements such as grammar, fluency, and phonemic awareness. Vocabulary knowledge is important because it includes all the words students need to be familiar with in order to access their past knowledge, communicate their ideas and engage in productive negotiation, and learn reading concepts (National Reading Panel, 2000: 63).

The binding agent that binds thoughts, ideas, and content together is indicated as vocabulary. It helps learners understand comprehension. Academic achievement is closely related to a student's vocabulary since more literate students can absorb new ideas and expressions more rapidly than illiterate ones (Rupley, 1999:73).

The words that students use to communicate in written and oral language are referred to as their vocabulary. Learners must be able to employ word banks that they are familiar with and understand in a flexible manner in order to successfully negotiate using oral and written language. Word recognition vocabulary and word meaning are both essential components of good reading. The first factor has to do with the reader's capacity to correctly pronounce or decode the word using word assault techniques. The second is word meaning, which shows what words kids are familiar with or are able to define (Lehr, 2004: 77).

Vocabulary instruction is a crucial part of teaching languages. Teachers must be skilled in a variety of instructional styles in order to succeed. It encompasses all the terms that language student's use and are exposed to through the relevant language aspect linguistically. Vocabulary instruction includes teaching idioms, concepts, expressions, and words in a language in addition to vocabulary items (Faraj, 2015:98).

One of the most important aspects of teaching a language is teaching vocabulary. Both teaching and learning depend on it. One cannot express anything without banks of words. According to Bakhsh (2016:66), without vocabulary knowledge, language learners will never be able to understand what is being stated in that language and to effectively relay the ideas and opinions of students. To emphasize the significance of acquiring vocabulary

strategies, linguists claim that knowing a language is similar to learning its vocabulary. Linguists believe that using vocabulary strategy is the best approach to gauge a learner's language proficiency. They conclude that teaching vocabulary is a crucial aspect of learning a language, especially when it comes to developing proficiency in the four language domains of speaking, listening, reading, and writing. It also gives pupils energy and inspires them to take an active role in their production.

According to Nam (2010:177), teachers are crucial in developing the four language skills by using word banks in their lessons. Through the use of some crucial vocabulary teaching instructional strategies, they help students to develop their language abilities. These strategies will increase their level of input knowledge.

According to Graves (2006:55), there are four key elements of effective vocabulary teaching strategies in language teaching. They encourage varied and rich linguistic experiences, promote word consciousness, clarify word teaching, and impart word-learning techniques. These earlier vocabulary teaching components let students read independently and build their word banks. Students are urged to be word conscious since doing so makes them lifelong word learners.

The researcher attempts to assume the following research questions in order to realize this.

1. How do educators view vocabulary–teaching strategies?
2. How do students view vocabulary instruction?
3. What methods do educators employ while teaching vocabulary?

## **2–Theoretical Background**

### **2.1 The Importance of Vocabulary Teaching**

According to Al Qahtani (2015: 77), vocabulary instruction is an essential part of teaching English as a second language. This role must be inevitable. The breadth of the teacher's vocabulary allows him to master linguistic abilities. Proficiency in vocabulary indicates that educators has a deep comprehension of word families, encompassing word frequency, synonyms, definitions, written and spoken forms, syntax, word origins, implications, and connections.

Vocabulary also plays a crucial role in SLL and language competency. It has a positive impact on how well students speak, listen, read, and write. According to studies, learners may communicate at the survival level by just stringing words together without using any grammar rules. As a result, word banks can be regarded as one of the important aspects that have a substantial impact on how well learners communicate. Vocabulary teaching is therefore perfectly situated as a crucial phase of language learning in the classroom. It is crucial for EFL students to increase their vocabulary mastery by concentrating on the practical component (Lehr, 2004:48).

According to Kusnierek (2016:74), learning and teaching vocabulary is seen to be extremely important for practical parts of ELT. By encouraging instructional strategies in the context of EFL, teachers can help students build their word banks. Consequently, the issue of a lack of vocabulary and input data will be resolved.

According to Nation (2013:74), in order to contribute knowledge to their students' comprehension, teachers must modify instructional tactics when teaching and learning vocabulary. By using the proper strategies, it makes sure that the input is at the proper standard to promote independent vocabulary acquisition. This way is related to socio-effective, cognitive, and meta-cognitive methods.

There are standardized subcategories of this kind for cognitive strategies. The first is a discovery strategy in which students research a new term and then follow it up (guessing strategies), or social strategies to check with a teacher. The second subset of cognitive strategies is consolidation. This type is always removed from its environment. Despite being generally decontextualized and relying on a limited depth of processing, they are straightforward and well-known to students. In order to keep track of new objects, such as in a vocabulary notebook, productive records are utilized, which have been applied discovery methodologies to examine information on previously unknown words (Bendor & Wilson, 2012:93).

Another crucial strategy for consolidation is rehearsal. It alludes to students actively revising their notes by paraphrasing a section of an audio recording. It is a straightforward and basic strategy of learning vocabulary (Dumay & Gaskell, 2007:83).

Encoding is the third subcategory of cognitive strategies. It depends on deeper level processing and memorization. Mnemonics are one kind of encoding. It is employed to link a new L2 word's aspect to an L1 speaker's L1 meaning. It is beneficial to deduce certain unfamiliar words from context (Lehr, 2000:100).

The use of formulaic language through lexical chunking and collocation is another advantageous encoding strategy. The force of categorization of cognitive strategies is represented by activation. This strategy is thought to be the most mentally employed. Students make an effort to actively use and create new words, particularly in varied contexts. It necessitates the most thorough kind of processing in this regard. As a result, one will develop a strong vocabulary. Consequently, new vocabularies are created. Therefore, activation strategy needs to be useful and integrated into plans. Words must be encoded or consolidated before they can be activated. By increasing their awareness and using instructional strategies, teachers can enhance their classes and help their students become more independent learners (Nation, 2013:43).

It's crucial to remember the role of the socio–affective environment and how it affects students. In order to achieve good learning, teachers should develop a socially supportive environment. Every student has a unique set of factors that they bring to class from one side of the complex language acquisition equation. By addressing needs and promoting such behaviors, teachers can enhance student potentials (Wangru, 2016:64).

Research on the teaching and learning of vocabulary teaching techniques has shown that these procedures aim to support students in understanding the meaning of unfamiliar terms, learning a large number of words, and successfully communicating with words ( Cahyono and Widiati,2008:58). According to Intaraprasert (2004:88), learning new terms' meanings, recalling the specifics of previously learned words, and expanding one's knowledge of vocabulary tactics are the goals of vocabulary learning strategies. By applying instructional methodologies when teaching and learning the terminology, their language skills will advance.

Al–Dararyseh (2014:99) looked into how both vocabulary teaching strategies affected the growth of EFL learners' reading skills. Results showed that vocabulary teaching strategies have achieved successful in improving and empowering students' reading abilities. According to earlier research, vocabulary instruction and learning techniques are crucial for improving students' language skills in a variety of school settings. The



current investigation was carried out to address the subsequent research inquiries.

1. How do educators see tactics for teaching vocabulary?
2. How do students see tactics for acquiring vocabulary?
3. What methods do educators employ when instructing students in vocabulary?

## **2.2 Essential Components of Vocabulary Teaching**

Through both indirect and direct exposure to words in a range of linguistic contexts, students can learn vocabulary. When learners' converse with one another, read aloud, or read on their own, they can pick up vocabulary inadvertently. When teachers concentrate word-learning strategies and target specific terms, students can directly learn vocabulary. According to Graves (2006:78), vocabulary teaching in a diverse classroom must include the following four strategies:

### **2.2.1. Providing Rich and Varied Language Experiences**

Cunningham (2010:55) asserts that exposure to new concepts through a range of language experiences—such as reading aloud and participating in independent and spoken discussions—increases kids' vocabulary. Furthermore, when kids are exposed to a variety of reading genres, such as how-to books, fairy tales, and biographies, they pick up a vast array of vocabulary.

Duffy (2003:78) asserts that in order for students to be exposed to more complex and intellectual terms, they must invest time in reading books.

Linguists claim that reading aloud to pupils can significantly increase their vocabulary. Incorporating read-alouds with text discussion and promoting independent reading outside of class are two efficient ways to help kids expand their vocabulary.

In the end, students need to have the chance to engage in oral language activities, such having class discussions on the book after it has been read aloud and at home. Students get the vocabulary necessary to read the more complicated texts they encounter as they progress in their academic careers when they are introduced to rare terminology. The quantity of reading a pupil engages in significantly influences the growth of their vocabulary. Easy readers are exposed to more difficult reading and, as a result, a greater number of unusual terms. Reading may help even difficult readers expand their vocabulary, but these children often avoid reading and miss out on the chance to learn new words. Schneider et al. (2018), p. 99.

### **2.2.2 Teaching Individual Words Explicitly**

Graves (2006:77) elucidates that student's gain from the direct and explicit instruction of specific words. Students will pick up a lot of terms from their numerous classroom language experiences, but in order for them to comprehend content-specific literature, they need explicit teaching in a small number of well-chosen vocabulary. Through the direct instruction of vital terms, kids acquire the in-depth knowledge necessary to comprehend the meaning of words they would encounter when reading. The National

Reading Panel (2000:78) asserts that direct teaching methods are very beneficial in diverse settings.

### **2.2.3 Teaching Word–Learning Strategies**

The abilities children can use to interpret new words and increase their word knowledge are known as word learning strategies, according to Baumann (2003:86). Students can become more adept autonomous word learners by receiving direct teaching in word–learning techniques. Some effective methods for picking up new vocabulary are as follows:

A–recognizing and using context cues

B–using word–part information effectively

C–correctly using a dictionary

### **2.2.4 Fostering Word Consciousness**

Fostering word consciousness is the other component of vocabulary education, according to Graham (2010:44). Word consciousness is the awareness and interest in words and their meanings. This also includes word play and the use of expressive terms like idioms and figurative language. Teachers may assist children in growing their vocabulary by encouraging word–conscious behaviours in them, such as demonstrating a strong interest in words, recognising words, and learning new terms. Passion for novel terms and individual interests can be shared. When given the chance to practise word awareness, students will develop into lifelong word learners. To promote word consciousness, try playing word games, making up jokes or tongue twisters, and underlining important phrases in literature.

## **2.3. Vocabulary Teaching Strategies**

Since there hasn't been much attention paid to vocabulary instruction in ESL classrooms, linguistic vocabulary teaching strategies are a continuing problem for teachers and students. The importance of teaching instructional strategies should therefore be emphasized more in English classrooms. The truth is that English language learners must simultaneously create a solid foundation and close the language gap while fluent speakers continue to pick up new vocabulary. Consequently, it's essential to master the most modern and successful vocabulary teaching strategies for use in ESL lessons (Tamminen et al, 2017:93)

### **2.3.1 Discovery Learning Pedagogy**

Kotee (2021:44) defines discovery learning as an inquiry-based teaching approach that embraces constructivism as a philosophy of education. Through a self-directed learning method known as instruction less learning, students are encouraged to expand their own knowledge. During the discovery process, students learn to acquire knowledge in a way that is most applicable to addressing the present difficulty, making insights memorable and helpful, according to Jerome Bruner, who is often credited with establishing discovery learning. As students progress through the following phases, the benefits of discovery teaching enable them to practise higher-level thinking abilities and improve information retention.

1. Contextualization: By being presented with a challenge, students gain a deep understanding of the subject matter (Cousins et al. 2016:59).
2. Exploration and analysis: To examine the intricacies (such as trends, equations, general concepts, and variables) of the educational problem, students gather data from a range of sources. Additionally, they educate themselves on the relevant information required to reply to questions and evaluate their theories critically ( Bendor and Wilson, 2012:46).
3. Drawing inferences:After acquiring new information and strengthening their understanding of the several components and models involved in the educational issue, students synthesise their discoveries and formulate their own opinion on the appropriate response based on their own learning processes. We need input from the professors about that solution. Students can reflect on their research and findings by using the criticism as a time to reflect (Rudoy et al. 2009).

Students have a more active role in their learning outcomes as they progress through discovery learning because they are required to comprehend granular facts and see how various elements of an issue in education relate to one another in order to find the best solution. Professors may not be able to produce the desired learning outcomes if they lack the necessary training and assistance since discovery learning is intrinsically more difficult to deliver effectively. Professors act as mentors

who can significantly help or hinder students' progress toward finding solutions when they engage in independent learning. The discovery learning process might be hampered by professors who are ill-prepared and do not anticipate the inquiries of their students because they find it difficult to offer constructive criticism and guidance Rasch et al. (2007).

### **2.3.2. Consulting a Dictionary Strategy**

Stahl& Kapinus (2001:76) elucidate that it is a successful strategy for imparting word learning strategies while utilizing dictionaries .Throughout their education and life, students will need to use dictionaries, whether they are printed or available online. Adults typically consult a dictionary after reading a word in context and failing to understand its meaning. Adults are typically better at using context cues to assist them choose the appropriate definition from the dictionary since they have more life experience. But students frequently struggle with this. They frequently choose the first or shortest definition. Teachers must demonstrate to students how to recognize and choose the world's most appropriate meaning based on the context in which it is used. In order to utilize the dictionary effectively, students also need to possess additional abilities, such as the ability to alphabetize and seek certain terms using the guiding words at the top of each page.

Graves (2006) suggests that teachers can implement the following procedures to assist students in learning how to choose the proper definition from a dictionary. With additional repetition, students will internalize the teacher's procedural approach to word solution.

1. Start by reading the passage that uses the elusive word.
2. Before consulting a dictionary, use the hints in and around the word to make an educated guess as to what it means.
3. After pointing out that many words have multiple interpretations, read each explanation for the word in the dictionary.
4. Choose the term that makes the most sense in light of the text that has just been read.
5. Discuss the context in more detail and examine the word parts if the meaning is still unclear.

The teacher understands that he or she needs to modify his or her instruction after reading the instructions on how to teach using a dictionary. Before, he/she instructed students to look up words online before reading the text, after which they were to write the definition down. She is aware that dictionaries ought to be utilized while reading today. This enables students to determine a word's meaning through the use of word pieces, context analysis, and understanding confirmation. She decides to teach the strategy during a concentrated word study class rather than spending a lot

of time on it during the language arts lesson to help students learn words. To allow students to concentrate completely on understanding and using the dictionary strategy, she also uses a well-known text from a previous lecture. The instructor starts out by outlining the strategy.

(Belal et al., 2018).

### **2.3.3 Consolidation Strategy**

In order to attain the necessary structure, this strategy entails assembling smaller pieces into a single product, according to Webster (2022:144). In order to accomplish consolidation and bonding between things, this strategy applies mechanical energy. It is in the process of consolidation. It emphasizes the virtue of unity. Having all the data in one location boosts productivity and efficiency since it makes all the data instantly and easily accessible. Additionally, it lowers operational expenses and makes it easier to comply with data laws and regulations. At a time when more data is being generated every day, it is essential. Before data is used, discrepancies are removed, saving time, increasing efficiency, and creating value.

Diekelmann & Born (2010:57) explain that experimental therapies that directly modify the brain systems underpinning memory consolidation can also be used to selectively improve memory. Notably, the neurological phenomenon known as "replay," in which the neuronal pattern of activity



indicating an acquired behavioral event (or stimulus) spontaneously reactivates, is essential for memory consolidation. It is believed that repeated "replay" helps the memory trace's initial distribution into the neo cortex for long-term storage in addition to stabilizing it.

To attain a particular structure or property, consolidation operations therefore include the integration of smaller things into a single product. These procedures rely on the use of mechanical energy to tie items together and bring about consolidation. A crucial aspect of the process is the interaction between the substance and the energy that creates the consolidation. The outcome of this contact could either be favorable or unfavorable. In some instances, the consolidation energy is a crucial component of the process and improves the material's structure or characteristics. Subcomponents, frequently made of different materials, are combined into permanent assemblies using a special group of consolidation strategies. The effectiveness of the joining procedure frequently determines how well the final component performs (Cousins et al, 2016:78).

#### **2.3.4. Encoding Strategy**

The emotional enhancement of memory (EEM) effect, which is a well-established finding in memory research, suggests that recall is more effective for emotionally charged material compared to neutral material. This is because positive and negative events are more closely linked to

survival and reproduction, making them more memorable. For example, studies have shown that participants are able to recall and recognize emotional information more quickly and accurately than neutral information. One study by Kensinger and Corkin (2003) had participants complete recognition tasks for both neutral and unfavorable words. The results showed that participants had a stronger memory for negative words, both in terms of source memory (remembering where the word was encountered) and overall vividness of recall. This led the researchers to conclude that emotionality enhances memory both quantitatively (remembering more information) and qualitatively (remembering in greater detail). The researchers proposed that the intensified encoding of emotional information through autobiographical and semantic elaboration plays a role in this memory enhancement. Autobiographical elaboration occurs when newly encoded information is associated with personal memories, while semantic elaboration involves connecting new information with related memories. It is likely that negative words are more easily associated with autobiographical memories, as these memories are inherently emotive. However, further research is needed to support this proposal.

However, it's important to consider the potential influence of response bias when comparing different conditions. Response bias refers to the tendency for participants to have different strategies for responding to emotional and

neutral stimuli. In a study by Dougal and Rotello (2007), they examined how recognition accuracy varied for neutral and emotional words depending on response bias. They found that participants were more likely to associate negative words with old judgments, regardless of whether they had actually encountered them before. This bias in responses was the main reason why negative words were remembered more than positive or neutral words. To better understand the role of emotion in memory, researchers have attempted to identify specific aspects of emotion that contribute to memory improvements. Dolcos et al. (2004) used the subsequent memory paradigm, which measures brain activity during stimulus encoding to predict later recall. They found that recall was higher for pictures that elicited high arousal, regardless of emotional valence. This suggests that arousal, a specific aspect of emotion, is what enhances memory by activating brain patterns associated with successful encoding. In conclusion, increasing the emotional content of stimuli strengthens memory. Despite potential issues with response bias, evidence suggests that emotional valence leads to more elaborate encoding, enhancing both the quantity and quality of memory. The variable of emotional arousal can be controlled by administering stress hormones like epinephrine, which supports the natural mechanisms involved in memory processing for certain experiences. These findings suggest that the greater remember responses

for negative words in Kensinger and Corkin's (2003) study may have been influenced by a response bias rather than a true enhancement of emotional memories. It's important to keep in mind that memory benefits for emotional stimuli may not always be reliable and can sometimes be driven by bias rather than increased salience. It is believed that the release of stress hormones like cortisol and epinephrine plays a role in the arousal-related improvement of memory. Cahill and Alkire (2003) concluded that epinephrine, when administered after learning, interacts with the arousal associated with a stimulus to specifically enhance the consolidation of high-arousal memories. Much research has shown that negative words tend to have more detailed meanings than neutral words. This is because when we encounter negative words, our brains engage in more elaborate encoding strategies, which involve higher activity in the prefrontal cortex and medial temporal lobe. To further investigate this, scientists could use a technique called multi-voxel pattern analysis to identify which encoding strategies are associated with better memory for emotional information. By doing this, they can provide stronger evidence for the idea that elaborate encoding is what drives the enhanced emotional memory effect (EEM).

## 2.4. How Do Teachers Teach Vocabulary Explicitly?

According to Hanson and Padua (2020:99), teachers should use a purposeful and systematic approaches to directly teach particular terms for instructing students. Three approaches can be used to teach certain words:

Approach 1: Determine the possible list of words to be taught

Nearly twenty to thirty vocabulary are covered in a single class. The need of preserving the word count is assured. There is enough time for students to read the text and enough time for detailed vocabulary education. Teachers might, however, be tempted to teach every odd word.

(Duffy, 2003:59).

Several justifications are provided by Armbruster et al. (2001:13) for focusing on a small number of vocabulary at a time:

- a. even if they don't know all the terms, students can typically understand the majority of the context.
- b. less time should be spent on direct vocabulary training and more time spent on students' reading.
- c. The text can have a lot of words that require clarification.
- D .motivate individual practice since students need more experience applying word learning techniques.

Approach 2: Selecting which of these concepts to instruct.

Prel (2008:15) contends that teachers must preview the context before beginning lessons in the classroom. The following norms are used to help teachers decide which vocabularies should be taught in a straightforward manner:

- A. It is really difficult to grasp the term without any prior knowledge..
- b. The term is required in order to understand the context..
- c .content or a verb that denotes a concept or a subject.
- d. The textual hints are insufficient to help readers understand the word's definition.
- e. The word will probably be used in subsequent readings.

Approach 3: Use specific strategies to teach the language.

Graves (2006:88) elucidates that teachers begin teaching students using the words to teach clearly after deciding on important teaching strategies:

1. Encourage the use of an approachable definition.
2. Use the word in a context and give details about that context.
3. Provide various exposures.
4. Provide opportunities for participation.

The following phases are allowed for vocabulary instruction planning by the teacher :( The word labor)

1. Student–friendly definition

The teacher explains a word in terms that students can understand. It is concise, elaborates, and makes connections to the students' prior knowledge.

## 2. Context

Students are given instructions to locate the instances of a word in the text after the teacher reads the phrase or sentences containing the term.

## 3. Multiple exposures

The instructor supplies exposures for students to explain various contexts in many circumstances through examples, settings, visuals, and relations.

## 4-Active involvement

The teacher involves the class in a fast exercise or game to aid in the students' understanding as shown in figure 1.

Figure 1. Phases of vocabulary planning (using word: labor)

Word: labor	
Student-friendly definition	Labor means physical hard work
Context	In two thirds of the world's countries, child labour is practised.
Multiple exposures	Construction workers labor each day
Active involvement	It's challenging to work as a teacher, firefighter,

	librarian, construction worker, or student.
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## 2.6. Connection between Vocabulary Knowledge and Comprehension

According to Hirsch (2003:66), one of the most well-established findings in educational research is the close relationship between vocabulary knowledge and comprehension. Word knowledge plays a key role in reading comprehension and affects students' ability to understand the texts they read in university. Understanding is far more than just remembering words and their meanings. However, if a student does not comprehend a significant portion of the terminology used in the text, understanding is not achievable. Experts in vocabulary agree that reading comprehension has to be sufficient if one knows between 90% and 95% of the terms in a text. If the reader knows at least 90% of the vocabulary, they will be able to comprehend the primary idea of the book and correctly deduce the meanings of many unknown terms, which will help them acquire new words. Readers who are unable to recognise at least 90% of the language not only struggle to comprehend the content, but they also lose out on the opportunity to expand their vocabulary.

## Methodology



## Participants

There were 95 participants in the study. During the second semester of the academic year 2021–2022, they were all third–year college students enrolled in the English language programme at Imam Jafar AL–Sadiq University's College of Arts. Both of them are genders. Their ages ranged from twenty–one to twenty–four. Students studied English in school for at least eight years prior to enrolling in college. They were thus obliged to keep taking English as a prerequisite in college. Every participant received explicit instructions. As a means of gathering data, students were required to complete a vocabulary exam.

## Research Design

This study looked into how teaching cognitive vocabulary strategies to Iraqi EFL university students affected their ability to understand what they were reading. A quasi–experimental design was employed. The experiment was conducted in a classroom the entire time. Students are required to complete a vocabulary test using *Peterson's TOEFL terms Flash by Broukal* as part of the reading comprehension test.

The instruction began on February 3, 2021, and have ended on May 16, 2022. The researcher taught the control group using the conventional way for two and a half months. Cognitive teaching strategies were used to

instruct the two experimental groups. With the help of a student vocabulary exam, the data for the current study was gathered.

### **Data Collection**

In this study, post testing was one approach of gathering data. The posttest was the instrument used to collect the data. The tool utilised to determine the outcomes was the posttest. . It starts with a reading passage and then has 10 MCI. The passage is a hidden passage taken from Petersons' TOEFL Word Flash by Broukal. Students were shown the posttest. The vocabulary test took about 40 minutes to complete. A question with a 10 MCI grade follows the passage titled "*Anna Moses.*" After carefully reading the passage, a student must select one appropriate response from the 10 MCI, whether it be option a, b, c, or d. Twenty is the final score for question one. As a result, any accurate item is given two scores, whereas any erroneous one receives a score of 0 (see appendix 3). A survey is employed as the secondary means of gathering information. It is a tool designed to investigate how educators and learners perceive the purpose of teaching and acquiring vocabulary in the English language. The approach of teaching and studying languages was also used. Consequently, two surveys will be available: one for professors and one for students. The student questionnaire is derived from Smith's questionnaire (1997), while the teacher's questionnaire is particularly designed using a

framework of vocabulary teaching methodologies provided by Oxford and Crook (1990). The questionnaire's results have been validated.

### **Data Analysis**

The data collected by the survey will be evaluated using Creswell's step (2012). The primary data from the questionnaire were organised and categorised in accordance with the research topics in this study, which address how teachers and students see language teaching and learning as well as instructors' and students' methods..

Data from the survey were analysed. The statistics that were examined include clear data on the attitudes that educators and learners have towards ideas and notions related to how they see teaching and learning language. These were also conducted in order to corroborate data obtained from surveys about teacher- and student-used vocabulary teaching tactics..

### **Findings**

The student findings of various instructional styles on distinct classroom reading comprehension are analysed in this part. The investigator focuses on providing answers to the subsequent research inquiries, namely

1. How do teachers view vocabulary teaching strategies?
2. How do students view vocabulary learning strategies?
3. What methods do educators employ while teaching vocabulary?

RQ1: How do educators explicitly teach vocabulary?

The first study question focuses on the instructional strategies used by teachers with their students. Teaching strategies were shown to be successful and essential in Mustafa and Asgari's (2010) study on vocabulary instruction. They place a strong emphasis on fostering students' awareness of the need for cognitive growth in order to solve difficulties. The correlation between students' posttest results and their capacity to read texts is substantial. According to Haghverdi and Abdpur (2013), vocabulary instruction can improve students' language intake by using comprehensible input techniques.. Yali's study (2011) is found out that teachers who use teaching-learning strategies would help learners become more capable of communicating effectively (good performance).

RQ2: How do students view vocabulary learning strategies?

The second research question was concerned with learning new words. McCarthy (1984) found that learning new words should focus on increasing memory and one's capacity to use them freely and effectively in a range of linguistic circumstances.. Word banks give students the tools they need to foster their productive learning environments in the classroom. Walters and Bozkurt (2009) point out that learning vocabularies enhance students' success. They become better at inferring their vocabulary from the context.

RQ3/What strategies are used by teachers in vocabulary teaching?

In order to respond to this research question, the researcher used the idea of teaching strategies to solve methodological concerns. Most of the research included in this study do not address any methodological flaws. For instance, Al- Darayesh (2014), Ellis (1994), and Ratsgoo (2011) all explain how teaching strategies are successful and advantageous for EFL students. The same mix of explicit and implicit teaching strategies was used in Al-Darayesh (2014). They assist in expanding vocabulary size. Similarly, According to Ellis (1994), vocabulary instruction techniques are essential for enhancing pupils' long-term memory development.. Additionally, Ratsgoo's study (2011) indicated that teaching strategies are an effective means of fostering language learning in EFL classrooms since teachers are required to plan lessons for students who use a variety of learning modalities in order to improve their performance.

### **Major Findings**

This section covers the examination of the data gathered from students' posttest answers. In order to provide compelling evidence that supports the initial hypotheses of this study, a distinction has been created with respect to the objectives of the research questions..

- 1- How do educators see tactics for teaching vocabulary?
- 2-How do learners perceive vocabulary learning strategies?

3- What methods do educators employ while instructing students in vocabulary?

## **Results and Discussion**

The researcher examines students' findings of reading comprehension cognitive strategies. She focuses on responding to the following three research questions, namely

1. How do teachers view the teaching of vocabulary?
2. How do students view vocabulary instruction?
3. What methods do teachers employ to help students learn vocabulary?

Data from teachers' questionnaires was used to answer research questions. The teacher's questionnaire was created by Oxford and Crookall (1990), whereas the student version was modified from Schmitt (1997). The gathered information was reviewed and explained as follows..

How do teachers view the teaching of vocabulary?

The study's first research question reveals how teachers view vocabulary teaching. Their perception is based on the way they approach instructing students. The cognitive perspective on vocabulary instruction is favorable and beneficial. Additionally, it has been discovered that teachers significantly influence on students' vocabulary-related cognitive abilities (Mustafa and Asgari, 2010:68).

Table 1: mean scores of teacher's perception towards Vocabulary Teaching

Aspect of perception	Mean
Cognitive	3.206

The aforementioned table demonstrated instructors' beliefs that language instruction will primarily influence cognitive strategies through the mean score of the cognitive element, which is 3.206.

However, students felt that learning vocabulary had a good impact on their level of comprehension. This makes it simpler to comprehend English texts and to understand English vocabularies. This finding is consistent with Schmitt's (2000) contention that vocabulary serves as a bridge between learners and new terms, making it a crucial component of foreign language learning.

Another finding was that students responded positively and successfully to the idea that learning and teaching vocabulary helped them retain English words and, particularly, utilize such words in daily communication.

The study's second research question attempts to clarify how students see their vocabulary in the classroom.. Students claimed that learning new vocabulary would help them become more aware of the world and how to put English words together to understand texts. This demonstrates that students believed that learning new words were important for improving

their communication flow. McCarthy (1984) echoes this viewpoint when he says that the goal of vocabulary learning must include not just the ability to recall words but also the capacity to employ them freely and instinctively in a variety of linguistic situations when a need arises.

The study's third research question demonstrated that vocabulary was taught by instructors using effective teaching techniques. This study shows that because teacher teaching tactics are effective in raising students' awareness, they should be used in vocabulary education.. According to AL-Darayseh (2014), combining explicit and implicit vocabulary teaching strategies increased vocabulary size successfully and effectively. They consequently develop their reading comprehension skills. According to Ellis (1994), instructional strategies were crucial and pivotal role in helping students establish their long-term memory. Every strategy aims to produce an infinite number of vocabularies.

The results show several important keys. The first is focused on teaching-learning strategies, particularly in teaching students vocabulary. The study revealed that teachers and students under investigation held the same views regarding the necessity of teaching and learning building words in context. This result supports Ratsgoo's (2011:66) claim that teachers are superior at teaching language to students. Studying a language through vocabulary instruction is quite effective, especially when learning word



banks (Ratsgoo, *ibid*: 70). Another study by Zimmerman (1997) claims that because students have the opportunity to choose the learning material, vocabulary lessons in diverse classrooms have a richer understanding of word use and meaning. When students pick up vocabulary from an instructor, they are provided with trustworthy tools that support their sense of independence and help them remember the terms accurately in long term memory.

Yali (2011) emphasised the value of the communicative method of teaching languages, which helps students learn the language in authentic contexts (Krashen, 1987). Another advantage of teaching and learning vocabulary, which students grudgingly accomplish with the aid of the teacher, is the ability to verify the accuracy of the language being used.

According to Haghverdi and Abdpur (2013), vocabulary strategies can help students acquire linguistic input. They also expose them to language used in real-world situations. They think about how to help students' vocabulary grow. Finally, they work on improving students' context-based guessing skills. They increase learner autonomy and notify teachers on students' development (Walters & Bozkurt, 2009:77).

## Conclusion

General advantageous orientations can be considered based on the data examined above to open up new paths for this study. The significance of vocabulary teaching strategies to EFL students has been investigated in this study. Cognitive strategies have a significant impact on classroom instruction. They create a favorable learning environment that advances instruction in the classroom. They produce chances for learners to be inspired to pursue further education. They foster independent and creative learning. According to Haghverdi and Abdpur's study (2013), they increase intelligible input for students. Another conclusion is that when cognitive strategies are used, instructional practices are improved and there are more options for teaching students to comprehend more words. The final conclusion is that these instructional strategies had a good and effective impact on the academic performance of the students.

Most of EFL students appear to have benefited from these teaching strategies. For the majority of learning issues, a wide variety of these strategies offered solutions. As a result, these strategies help EFL students understand the importance of reading comprehension. Finally, it was determined that teaching strategies had a fundamental impact on the EFL students reading comprehension.

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## Appendix 1

### "Anna Moses"

started painting in 1938 at the age of 78, having given up needlework because of arthritis. The 80-year-old self-taught artist saw abrupt and significant success two years after her debut exhibition. Moses painted the tranquilly and simplicity of the rural life she had always known. Moses had spent her life working as a hired girl and then as a farmer's wife. She enjoyed painting scenes of harvesting, gathering sap for maple syrup, county fairs, and landscapes in all seasons, from fields in summer to villages buried in winter. Moses's captivating topics and her depictions of the New York State seasons and landscapes drew crowds.. But they were equally captivated by the tale of this extraordinary eighty-year-old who, in a matter of years, rose from total obscurity to international renown without

ever receiving any official training and who revealed to them a bucolic world of peace and easy pleasure that they had long desired for.

Circle the letter of the correct answer.

1. Which of the following words could best be substituted for "reflected"?'
  - (A) Polished
  - (B) Caught
  - (C) Recognized
  - (D) Copied
2. The word "renditions" could best be replaced by which of the following?
  - (A) Depictions
  - (B) Recollections
  - (C) Translations
  - (D) Patterns
3. The word "octogenarian" could best be replaced by which of the following?
  - (A) Person in his seventies
  - (B) Person in his nineties
  - (C) Person in his eighties
  - (D) Person who has eight talents
- 4 .The word "obscurity" could best be replaced by which of the following?

(A) Uncertainty

(B) Incomprehensibility

(C) Poverty

(D) Unknown

5. Which of the following words could best be substituted for "rustic"?

(A) Degenerate

(B) Country

(C) Rusted

(D) Contemporary

6. The word "yearned" could best be replaced by which of the following?

(A) Longed

(B) Appeared

(C) Contemplated

(D) Imagined

7. The word 'tranquility' could be replaced by which of the following?

(A) Noise

(B) Serenity

(C) Troubled ness

(D) Ataraxic

8. Which of the following words are not related to art?

(A) Impressionism

(B) Surrealist

(C) Cubism

(D) Silurian

9. The antonyms for 'handful' is

(A) A small quality

(B) A few fills the hand

(C) Trickle

(D) Impolite

10. The synonyms for 'scenes' is

(A) Landscape

(B) Harvesting

(C) State

(D) Subject

