

EXPLORING VOCABULARY TEACHING STRATEGIES FOR READING AND WRITING DEVELOPMENT IN ELEMENTARY ENGLISH CLASSROOMS

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ABSTRACT

The development of English vocabulary among students and the refinement of teaching styles by teachers are crucial for modern education. This study explored vocabulary teaching strategies employed by elementary school English teachers in District Bahawalpur to refine instructional methods while simultaneously expanding students' vocabulary. A descriptive research design was utilized. Specifically, the study aimed to identify effective strategies for teaching English vocabulary to develop reading proficiency in elementary English classrooms, highlight techniques for teaching English vocabulary to enhance writing competence in elementary English classrooms, and examine the relationship between vocabulary teaching strategy use and improvements in reading/writing outcomes in elementary English classrooms. The study was delimited to the elementary level. Data were collected from a targeted sample of 155 elementary teachers (79 male, 76 female) in District Bahawalpur using a self-structured questionnaire focused on vocabulary instruction. Data analysis employed mean, standard deviation, percentage, and frequency as descriptive stats and t-tests as inferential stats, with results presented in tabular form. Findings demonstrated that teachers employed specific strategies for vocabulary development through reading, including contextual analysis, reported exposure in graded texts, and read-aloud interactions. For writing-focused vocabulary instruction, techniques such as sentence-building exercises, word journals, and structured paragraph writing were prominently used. Schools ensure frequent implementation of these strategies to improve reading comprehension and written expression outcomes, as their efficacy is statistically validated (t-test, $p < 0.05$). Based on these findings, it is recommended that teachers prioritize contextual analysis, repeated exposure in graded texts, and read-aloud interactions to develop reading proficiency. Teachers implement sentence-building exercises, word journals, and structured paragraph writing to enhance writing competence. Schools ensure frequent implementation of these strategies to improve reading comprehension and written expression outcomes.

Keywords: Vocabulary Development; Reading Proficiency; Writing Competence; Vocabulary Teaching Strategies; Elementary English Classrooms

INTRODUCTION

Language is a very complex and versatile code that is used to communicate our thoughts,

desires, and experiences to other professionals," as indicated by Schnurr (2024).

Language is not language without vocabulary, as language is the combination of lexemes. Without robust vocabulary, communication across all domains of language (speaking, listening, reading, and writing) is compromised. Similarly, according to Schmitt (2019), vocabulary is a collection of lexemes, including individual words, compound words, and idioms. Vocabulary knowledge is crucial for language learning, as it directly enables reading comprehension and writing expression. A strong vocabulary can positively influence all aspects of communication, including speaking, listening, reading, and writing. In English for Academic Purposes (EAP) classrooms, current reading models emphasize vocabulary knowledge as a key factor affecting reading comprehension. This is because vocabulary influences advanced language processes, such as grammatical understanding, schema construction, and text modelling (Zhang, 2012).

Students with a well-developed academic vocabulary can navigate texts with a few unfamiliar words without losing comprehension and may infer their meanings from the context. Despite the importance of vocabulary in language learning, vocabulary instruction is often neglected by teachers. Teachers default to ineffective methods like translation (Dagilience, 2012) or lack confidence in evidence-based strategies (Moody et al., 2018). Schmitt and Schmitt (2020) reported that explicit instruction though more effective than incidental learning covers limited lexical ground. Strategies must target reading (e.g., contextual analysis) proficiency and writing (e.g., structured exercises) competence to address elementary learners' distinct needs (Suryati & Ratih, 2024).

Teachers often face challenges in finding effective ways to help students achieve satisfactory results (Hariati, 2020). They must explore and implement suitable techniques to engage learners effectively. A good teacher stays updated with various modern methods and is well-prepared to make lessons understandable and engaging for students. Teachers should also be aware that teaching vocabulary in English differs from teaching in a student's native language, and teaching

younger learners differs from teaching adults. Understanding the learners' characteristics and tailoring materials and techniques accordingly is essential to achieving successful language teaching outcomes (Suryati & Ratih, 2024).

Over time, teaching styles have evolved as educators experiment with different approaches to improve learning outcomes and engage students more effectively. Various styles suit different subjects, grade levels, and student needs. Skilled educators adapt their methods according to learning goals and student diversity. As educational research and technology continue to advance, teaching methods are being refined to support more innovative and effective instructional practices (Bennett et al., 2018). Therefore, the current study explores vocabulary teaching strategies that simultaneously advance reading proficiency and writing competence in elementary English classrooms.

Statement of the Problem

Effective reading comprehension and written expression in elementary English classrooms are unachievable without strong vocabulary skills (Kovalenko, 2024), especially in the case when English is not a native language. Elementary students without strong vocabulary skills struggle to decode texts, infer meanings, and articulate ideas in writing. This impedes academic progress, particularly in literacy-focused tasks. While vocabulary underpins all communication, current instructional approaches often fail to target reading and writing development specifically. Teachers report students' inability to comprehend reading materials due to lack of vocabulary knowledge, hindering text engagement and written responses. The critical gap is found in identifying modality-specific vocabulary teaching strategies that enhance reading proficiency and writing competence at the elementary level. This study also explores effective vocabulary strategies adopted by teachers for both reading proficiency and writing competency.

Research Objectives

The objectives of the study were:

1. To identify effective strategies for teaching English vocabulary to develop reading proficiency in Elementary English Classrooms.
2. To highlight techniques for teaching English vocabulary to enhance writing competence in Elementary English Classrooms.
3. To examine the relationship between vocabulary teaching strategy use and improvements in reading/writing outcomes in Elementary English Classrooms.

Significance of Study

The current study is significant as it offers evidence-based modality-specific strategies, such as reading proficiency and writing competence, aimed at enhancing vocabulary development. It empowers teachers to move beyond traditional methods like translation and adopt modern techniques. For students, this approach addresses critical literacy gaps by directly linking vocabulary development to reading proficiency and writing competence. For curriculum developers and policymakers, this study provides a comprehensive guide for integrating vocabulary strategies into the English curriculum at the elementary level, ensuring international English language guidelines. It also highlights the necessity for resource allocation, including training and materials, to support the effective implementation of these strategies in classrooms. For researchers, it establishes a correlational foundation between the frequencies of vocabulary strategy use and literacy outcomes, such as reading comprehension and written expression, facilitating future experimental studies. It also fills the gap between theory and practice by validating how targeted vocabulary strategies contribute directly to dual literacy development at the elementary level. It advances the understanding of age-appropriate pedagogy, contextualizing techniques like read-aloud and structured paragraphs specifically for elementary school students.

Literature Review

Vocabulary Fundamental in Language Acquisition

Vocabulary can be classified into different types based on whether it is used in spoken or written forms. Each type of vocabulary serves distinct aims and purposes; however, the development of one type often supports and enhances the growth of another (Cheng & Lapata, 2016). Listening vocabulary consists of words that individuals understand when they hear them (Sanzo, 2022). Speaking vocabulary includes the words that individuals actively use in conversation. This vocabulary typically ranges from around 5,000 to 10,000 words and is employed for various purposes, such as giving instructions and engaging in dialogue (Miralpeix & Muñoz, 2018). Reading serves as a crucial component of vocabulary development, significantly enhancing and expanding one's vocabulary. The words recall and utilize when expressing ourselves in writing are known as writing vocabulary (Lee, 2003).

Vocabulary mastery refers to a high level of proficiency in understanding, using, and manipulating a wide range of words and expressions within a given language (Ramadanti, 2018). This mastery encompasses not only knowledge of word meanings but also an understanding of their nuances, usage, collocations, and connotations across various contexts. A substantial vocabulary in a foreign language is crucial, as it enhances comprehension and overall understanding of that language (Gattegno, 2010). Mastery denotes a natural or acquired proficiency in a specific activity, encompassing abilities such as adeptness, expertise, skill, and technique. In this context, vocabulary mastery involves the ability to learn and utilize words effectively. This learning process is cyclical, beginning with the initial encounter of new words, followed by repeated exposure that deepens understanding of their meanings and usage in the foreign language (McCarten, 2007). Vocabulary plays a critical role in communication; without a solid grasp of vocabulary, effective interaction with others is impossible. Mastering vocabulary entails understanding the form and meaning of words and being able to use them

communicatively, whether in writing or speaking. Key aspects of vocabulary mastery include pronunciation, spelling, meaning, and contextual usage.

Principles of Learning and Teaching Vocabulary

Despite the numerous theories surrounding the vocabulary learning process, memory remains a central factor in effective vocabulary acquisition. Charkazova (2018) outlined several general principles for successful vocabulary teaching that are applicable across various methods: It is essential to align the target vocabulary with the students' actual needs and interests to ensure its relevance. Frequent exposure and repetition play a critical role in reinforcing learning, as regular encounters with the words help students retain them. Learning vocabulary is a complex process, and students aim to achieve two primary goals: the ability to recall words at will and to recognize them in both spoken and written forms. At a basic level, knowing a word involves understanding its form and meaning. However, a deeper understanding encompasses several key aspects, as outlined by Harmer (2025). Vocabulary proficiency involves several key aspects. First, it requires the ability to relate a word to its appropriate object or context, ensuring that its meaning is understood clearly (Qian & Lin, 2019). Proficiency also includes correct spelling, pronunciation, and familiarity with word formation, such as knowing acceptable prefixes, suffixes, and derivations.

Vocabulary Knowledge and Literacy Development

Limited vocabulary can hinder a student's ability to communicate ideas effectively (Leong & Ahmadi, 2017). To develop other skills—listening, speaking, reading, and writing—

students must acquire strong vocabulary skills. In essence, vocabulary is integral to mastering these four essential English skills. As noted by Akdogan (2017), vocabulary should be explicitly described, taught, and incorporated into various language learning activities, as it is impossible to learn a language without a solid vocabulary foundation. Proficiency in vocabulary significantly aids students in their spoken English skills. Key individual factors include motivation, aptitude, and learning strategies, all of which significantly affect a learner's language acquisition and literacy development in a language (Graves et al., 2012).

Vocabulary's Role in Reading Proficiency & Writing Competence

Vocabulary is the basis for effective communication and comprehension; it is crucial for both reading and writing skills (Ratnaningsih & Calra, 2021). A strong vocabulary enables readers to understand texts more quickly, which improves their comprehension of complex concepts and subtleties in the material. Students must have this comprehension in order to interact with a wide range of genres and academic fields, enabling them to draw connections between ideas and deduce meanings. Strong vocabulary helps students write more imaginatively and coherently, which enhances their capacity to create coherent and captivating arguments or narratives. Having a large vocabulary makes it easier to employ a wide range of sentence structures and accurate word choices, both of which are critical for effective written communication. Wasik and Hindman (2011) found the connection between literacy skills and vocabulary that emphasizes the value of targeted vocabulary instruction in educational settings, as it directly affects students' overall academic performance and ability to communicate concepts clearly.

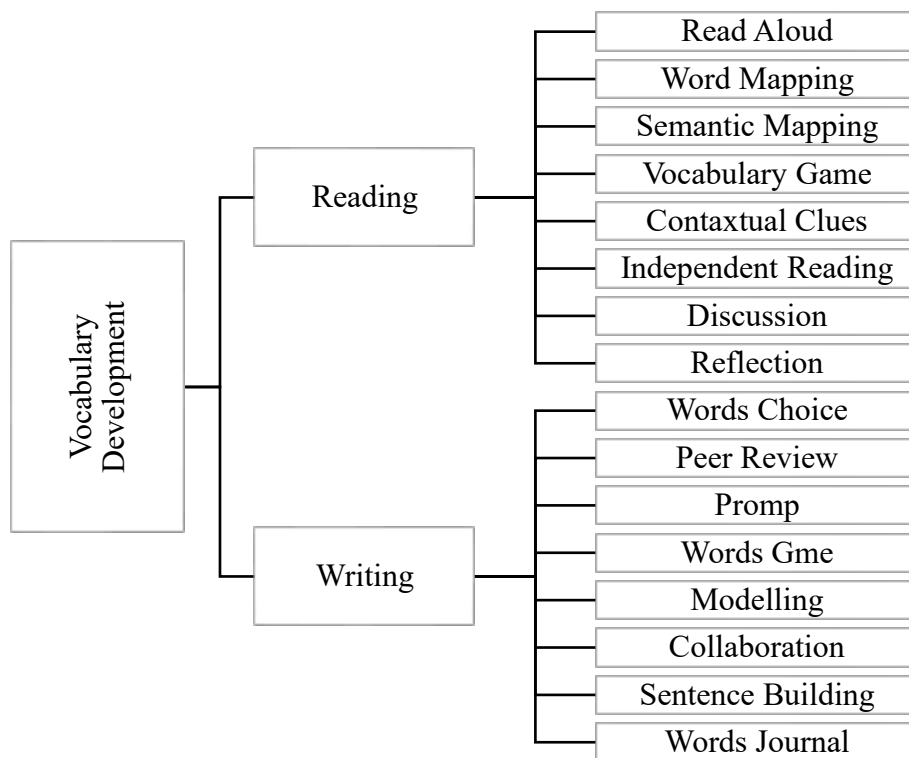


Figure 1 Type and Sub Type of Vocabulary Development

Vocabulary Teaching Strategies

A combination of explicit and implicit methods is used in effective vocabulary instruction. Direct teaching of word meanings, strategies like morphological analysis (e.g., dissecting roots or affixes), and systematic practice (e.g., vocabulary workbooks or mnemonic devices) are all components of explicit education, which has been demonstrated in studies to increase accuracy by 25% (Sutrisna, 2021). By elucidating concepts in straightforward language, Beck et al.'s (2014) "student-friendly definitions" serve as an example of transparent tactics. Implicit teaching, on the other hand, encourages incidental learning through contextual exposure, such as encountering phrases during reading or multimedia activities, which boosts retention by 30% when students deduce meaning for various contexts. Graded texts (levelled books that guarantee frequent exposure) and contextual analysis (extrapolating word meanings from surrounding material) are essential for reading development. According to research by Azim et al. (2020), learners need 15–20 meaningful

encounters for long-term recall; graded texts systematically recycle vocabulary. The Lexical Quality Hypothesis, which holds that decoding and comprehension are aided by a strong vocabulary, is supported by these strategies.

Multimodal and writing-focused strategies aid in strengthening vocabulary. Writing skills and vocabulary are connected through structured paragraphs (e.g., genre-specific templates) and sentence-building exercises (e.g., integrating target words into original phrases). Research conducted by Dieterle and Vie (2015) indicated that by teaching collocations (such as "strong argument" vs. "powerful engine") as cohesive units, these tactics improve fluency and reduce errors by 30%. Metacognitive strategies like semantic mapping and word diaries are examples of student applications (vocabulary learning strategies) that improve processing through personal connections and categorization. While kinaesthetic aids (e.g., role-playing or word painting) engage several senses, digital tools (e.g., apps with spaced repetition) enhance retention by 40% through interactive

recall for multimodal integration. Multimodal strategies enhance language scores by activating touch, auditory, and visual pathways, according to a Hansen (2024) study. When combined, these strategies ensure that vocabulary instruction directly improves reading outcomes while simultaneously satisfying a variety of learning needs.

Vocabulary Instruction in Elementary Context

Age Appropriate Consideration

For young students to successfully and meaningfully interact with language, age-appropriate vocabulary instruction is essential. Depending on their developmental stage, children have different cognitive abilities and linguistic needs, which calls for tailored vocabulary instruction that is appropriate for their age and comprehension level, as indicated by Elleman et al. (2009). To assist early primary students in focusing and remembering knowledge, vocabulary activities should be engaging and fun, using games, music, and visual aids. With context-rich

reading materials and structured discussions that promote critical thinking, instruction may be modified to incorporate increasingly complex vocabulary as students advance.

In order to ensure that word selections are pertinent to students' experiences, age-appropriate training must include their linguistic and cultural backgrounds. Teachers may provide a positive learning environment that encourages vocabulary acquisition while maintaining an enjoyable learning experience by implementing age-appropriate strategies, including word walls, read-aloud, and themed units (Carless & Winstone, 2023). Lastly, teachers may give vocabulary instruction that enhances language proficiency and fosters the development of comprehensive literacy by understanding the developmental stages of their students.

Steps of Teaching English Vocabulary to Young Learners

There are several effective methods for teaching vocabulary to students learning a foreign language (Aydoğan & Akbarov, 2014).

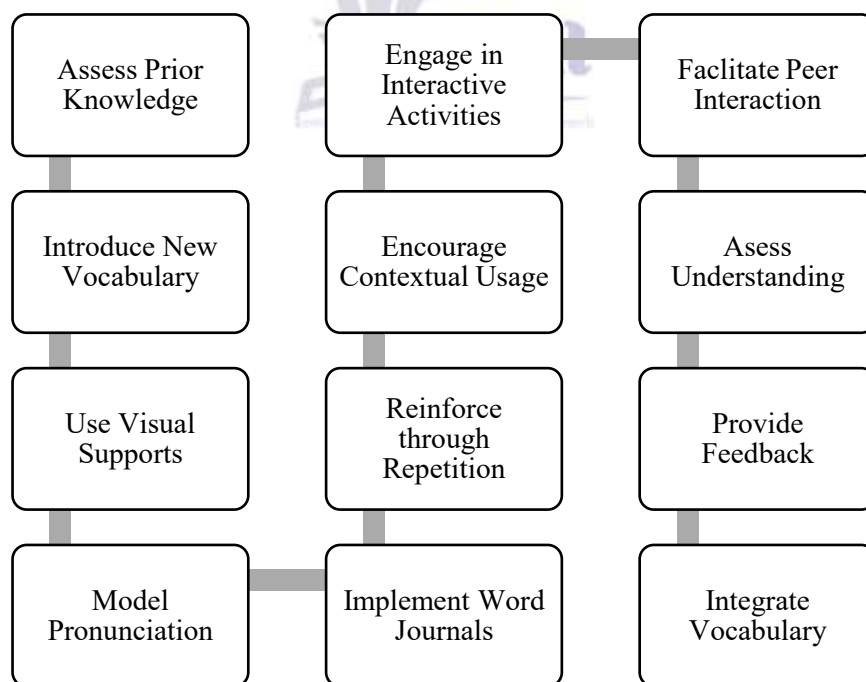


Figure 2 Steps of Teaching English Vocabulary

Challenges in Elementary Vocabulary Instructions

The effectiveness of teaching and learning can be significantly impacted by difficulties in

teaching language in elementary school. One major issue is that students' language proficiency varies widely, which makes it challenging for teachers to use a one-size-fits-

all approach. While some students may find it difficult to understand simple words, others may be prepared to take on more complex ones, which can lead to understanding and interest disparities (Rizki et al., 2025). Furthermore, because teachers must balance the demands of the curriculum with the need to foster vocabulary expansion, the depth and scope of vocabulary training are typically constrained by the restricted amount of instructional time.

Conventional methods like worksheets and rote memorization cannot engage young students or promote long-term word retention (Rizki et al., 2025). In order to stay current with the best practices in vocabulary instruction, teachers could also face a lack of resources and chances for professional development. At last, because some words and phrases may not resonate with all students' experiences, it can be challenging to address the cultural and contextual importance of language. Teachers must employ a multimodal approach that incorporates tailored teaching, interesting materials, and ongoing support to enhance vocabulary acquisition and literacy outcomes in primary classes.

Vocabulary Reading Writing Nexus

A crucial concept that highlights the connection between vocabulary growth and reading and writing skills is the vocabulary-reading-writing nexus. Vocabulary strategies for reading development are essential to this method of enhancing literacy. By dissecting words into their component parts and comprehending their meanings in context, effective vocabulary strategies assist pupils in decoding and comprehending words (Nelson, 2009). This basic skill is essential for navigating challenging materials because it enables students to get a deeper understanding of the material. Further, these strategies foster inference and fluency; students who have a big vocabulary are better able to perceive nuances and draw conclusions about texts, which leads to improved reading fluency. Students' reading and writing skills both increase as they encounter new words and phrases because they get better at identifying patterns and using context clues. By fostering a broad vocabulary and

highlighting the intricate connection between language, reading, and writing, educators may assist students in gaining the skills they need to engage with texts critically and write effectively.

For students to effectively and concisely communicate their thoughts, vocabulary strategies for writing development are essential (Gu, 2010). Teaching students to utilize precise words that convey their intended meaning and encouraging the use of a wide vocabulary to enhance their writing style are two important strategies for improving lexical correctness and complexity. In addition to reducing repetition, this improves the language and increases reader appeal. Strategies that improve cohesion and expression are crucial because they facilitate the easy linking of ideas in students' writing by using cohesive devices and transitional phrases to create a logical flow. These strategies enable writers to express their ideas more clearly and concisely. Research conducted by Teal (2003) showed that students who actively employ vocabulary approaches in their writing do better in both written expression and general literacy, indicating a significant correlation between strategy use and literacy outcomes. By using these vocabulary strategies in writing instruction, teachers may significantly raise students' writing proficiency, which will boost their academic performance and boost their self-assurance in their communication abilities (Mehdi et al., 2025).

Teaching Strategy Efficacy and Implementation

For vocabulary instruction in primary schools to be successful and long-lasting, strategy efficacy and implementation are essential. The first step is evidence-based strategy selection, where teachers choose teaching methods based on research demonstrating their impact on literacy outcomes and vocabulary expansion. In addition to enhancing the quality of education, this selection process guarantees that students receive the best learning resources (Fink et al., 2023). Furthermore, the successful use of these strategies depends heavily on teacher autonomy and professional development (Woo et al., 2018).

To foster a sense of ownership over their teaching methods, educators should be encouraged to modify and adjust their strategies based on the needs of their students and their particular classroom circumstances. Opportunities for ongoing professional development may give teachers access to the newest findings and best practices, enabling them to continuously enhance their teaching strategies. Last but not least, effective resource design for primary classrooms is essential; materials need to be engaging, age-appropriate, and easy to integrate into regular instruction (Bizimana & Orodho, 2014). By focusing on these three elements—evidence-based strategy selection, teacher autonomy, and resource design—teachers may create a solid basis for enhancing vocabulary education, which will benefit their students' literacy outcomes.

Research Methodology

A descriptive survey design was employed to explore vocabulary teaching strategies for reading/writing development in elementary English classrooms. This approach was selected to systematically document teachers' instructional practices and their perceived outcomes. The study population comprised all English-teaching elementary teachers (N=2860) in government schools across District Bahawalpur, which is comprised of 6 tehsils (School Education Department, 2025).

Due to population size and dispersion, simple random sampling was used to select 155 participants (79 male, 76 female), ensuring proportional representation from all 6 tehsils. Data were collected through a researcher self-structured questionnaire distributed via Google Form that consists of 50 closed-ended questions developed on a 5-point Likert scale, such as “Never, rarely, sometimes, often, and always,” ranging from 1 to 5. For testing the validity of the questionnaire for teachers, a pilot study was conducted. The research tool was validated through pilot testing on a small scale in Tehsil Bahawalpur City. Twenty male and female teachers filled out the questionnaire. For validation, the result was shown to two doctoral scholars of the Department of Education, Islamia University of Bahawalpur. The teacher questionnaire had 60 items; experts identified 6 unclear statements and 4 repeated concepts, which were rectified in light of their feedback and under the monitoring of the supervisor. The internal consistency of the instrument was confirmed by Cronbach's Alpha (0.82), which indicated the reliability of the data collection tool. After the collection of data carefully, it was organized, tabulated for descriptive statistics (percentage, frequency, mean, and standard deviation) and inferential statistics (independent sample t-tests), and interpreted with the help of relevant statistics.

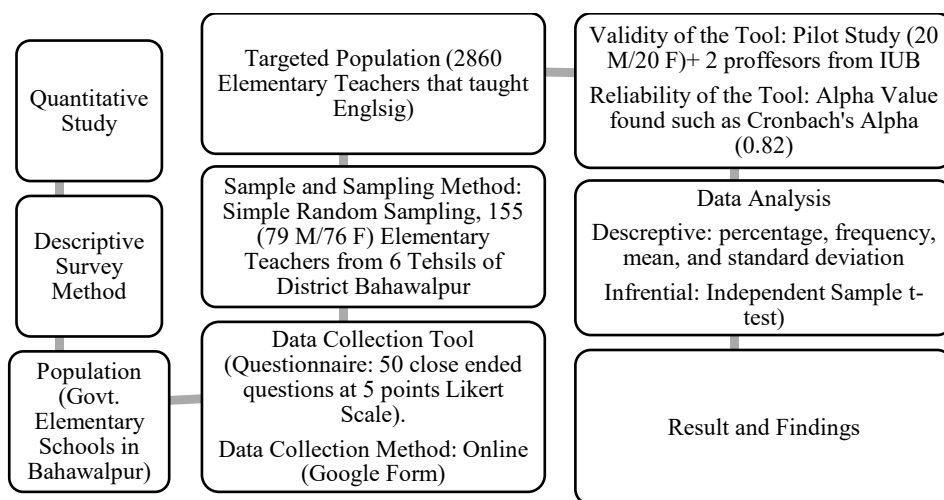


Figure 3 Research Method and Research Procedure

Data Analysis

Table 1 Data Analysis

Literacy Domain	Teaching Strategy	Main Response	%age	Implementation Frequency (Mean)	Effectiveness Rating (Mean)	S.D	p-value *
Reading Proficiency	Contextual Analysis	Often/ Always	82	4.2	4.1	0.6	0.000
	Graded Texts	Often/ Always	78	3.8	4.0	0.54	0.002
	Read Aloud	Sometimes / Often	65	3.5	3.7	0.59	0.013
Writing Competence	Sentence Building	Often/ Always	89	4.5	4.3	0.6	0.000
	Structure Paragraph	Sometimes / Often	84	4.1	4.0	0.6	0.001
	Word Journals	Sometimes / Often	76	4.1	4.2	0.56	0.003
Teacher Practices	Reading Strategies	-	≥3X/ Week	≥3X/ Week	-	-	0.000
	Writing Strategies	-	Consistent Use	Consistent Use	-	-	<0.05
	Multimodal Strategies	-	-	-	-	-	<0.05

Impact on Literacy Outcomes:

Reading Comprehension and Overall Reading Strategies: 27% higher comprehension score

Writing Competence and Overall Writing Strategies: 33% gains in usage accuracy (r=0.79)

Gender Comparison:

Male stronger outcomes: t=2.1, p=0.03

Female 19% more frequent: p<0.05

Findings

Findings were made through analysis and interpretation of the data. Findings of the study reveal critical insights into strategies employed by teachers to enhance reading proficiency and writing competence among elementary school students in English classrooms.

Reading Proficiency Strategies

Contextual analysis was the most often employed strategy by teachers to increase students' reading proficiency. Teachers hold this approach in high respect and frequently include it in their courses. Since it has been linked to significant improvements in students' reading comprehension, its effectiveness is well recognized. The results demonstrate that students who engage in contextual analysis read with much higher comprehension levels. It's interesting to note that male teachers typically get very positive outcomes when employing this strategy, suggesting that gender-related traits may affect its effectiveness. Teachers commonly use graded texts in addition to contextual analysis to assist students in their reading development. Instructors have responded to this strategy quite well, stating that it helps students' reading skills. Additionally, although they are utilized less frequently than the other strategies, teachers also utilize read-

aloud sessions. Even though they are becoming less common, read-aloud sessions are still crucial for fostering reading development. All things considered, these strategies provide a more thorough approach to helping children improve their reading skills, highlighting the value of utilizing a range of teaching modalities in literacy training.

Writing Competence Strategies

Among English teachers, sentence building is the most often employed technique for enhancing writing abilities. This approach is well renowned for significantly enhancing students' writing skills. Given their importance in enhancing writing, teachers regularly incorporate sentence-building exercises into their lessons. This method is helpful for vocabulary building since it not only helps kids construct sentences but also increases the accuracy of their vocabulary. Moreover, Structured Paragraphs are frequently used by teachers to assist pupils in developing their writing skills. This approach improves the clarity and coherence of students' writing by helping them better organize their thoughts and ideas. Because structured paragraphs assist students in producing well-structured writing, teachers like them. Writing instruction can benefit greatly from the use of word diaries. This approach is used by teachers to promote vocabulary memory and usage, providing students with a useful means of enhancing their language skills. By encouraging students to engage with new vocabulary and subjects through journaling, teachers may help students become better writers. When combined, these strategies provide a comprehensive framework for enhancing writing proficiency, emphasizing the importance of a range of teaching approaches in helping students hone their writing skills.

Implementation Frequency Impact

Significant results were obtained from the study's investigation of the relationship between student performance and the frequency of strategy implementation. Students' comprehension scores were noticeably higher when teachers regularly

employed reading strategies in the classroom. This study highlights the value of consistent practice in enhancing reading skills. Consistent use of writing strategies was also linked to notable improvements in vocabulary accuracy, highlighting the significance of regular exposure to these instructional strategies. Student performance significantly improves when approaches are used consistently, highlighting the importance of daily practice in literacy instruction. The study also found that the use of instructional strategies varied significantly by gender. Multimodal methods were used more often by female teachers than by male teachers, indicating a pronounced difference in their pedagogical approaches. This suggests that a range of teaching techniques may be more frequently employed by female educators. Conversely, male teachers used some strategies less frequently overall but fared better, especially in the contextual analysis domain. This implies that men teachers may do much better in important academic domains even if they may employ fewer teaching strategies overall. These results highlight the intricacies of instructional techniques and the varied ways that gender influences learning tactics.

Conclusion

The study highlights the need for employing a range of teaching strategies to help students become better writers and readers. Contextual analysis became the most popular and effective method for improving reading comprehension because of the positive results associated with male teachers. Additionally, read-aloud sessions and graded texts contribute to a comprehensive approach to reading development. In addition to sentence building, which is well known for enhancing students' writing competence, structured paragraphs and word journals are used to aid with vocabulary retention and coherence. A positive correlation between the frequency of strategy implementation and student success, highlighting the need for consistent practice. Gender disparities in technique utilization show that while male teachers employ fewer approaches overall, they have significant success in particular areas, whereas female

teachers choose a wider variety of techniques. When taken as a whole, these results demonstrate the value of a variety of instructional approaches and the influence of gender on the effectiveness of literacy training.

Recommendations of the Study

Based on findings of the study it is recommended that teachers prioritize contextual analysis, repeated exposure in graded texts, and read aloud interactions to develop reading proficiency. Teacher implement sentence building exercises, word journals and structured paragraph writing to enhance writing competence. School ensure frequent implementation of these strategies to improve reading comprehension and written expression outcomes.

Implications of the Study

The findings of the study carry significant implications for educational practice in literacy instruction.

Reading Writing Synergy: The results demonstrate a strong synergy between writing and reading strategies, suggesting that consistent use of modality-specific strategies, including sentence construction for writing and contextual analysis for reading, might directly enhance literacy outcomes. This suggests that in order to provide a more comprehensive approach to literacy instruction, teachers should include these strategies in their lesson plans. By combining writing and reading exercises, teachers may make the classroom more cohesive and provide students the opportunity to develop their skills in both subjects simultaneously.

Gender-Informed Training: According to the study, professional development programs that specifically address gender differences in male instructors' technique adoption are necessary, while also leveraging the strengths of female teachers who successfully employ multimodal strategies. Overall instructional efficacy can be increased by customizing training programs to meet the unique needs of different teacher groups. By enabling teachers to employ a wider variety of strategies, such

specialized professional development can enhance student learning outcomes.

Optimal Frequencies: Schools should require teachers to utilize their reading and writing abilities frequently throughout the week in order to boost literacy. Significant improvements in writing competence and reading proficiency have been associated with this ongoing exercise. The consistent use of these strategies highlights the value of consistent practice in achieving learning goals and enables pupils to gain from ongoing exposure to literacy skills. Regularly prioritizing the use of good teaching methods can help schools promote long-term literacy development.

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