



VOCABULARY LEARNING STRATEGIES USED BY THE STUDENTS OF INTERMEDIATE LEVEL IN GUJRANWALA DISTRICT, PAKISTAN

Syed Sajid Ali Shah¹, Sadia Mushtaq², Muhammad Afzal³, Choudhry Shahid^{4*}

¹ PhD Scholar, Department of English, University of South Asia, Lahore, Pakistan

Email: sajidgrw786@gmail.com

² M.Phil. Scholar, Department of English, University of South Asia, Lahore, Pakistan

Email: sadiamushtaq994@gmail.com

³ M.Phil. Scholar, Department of English, University of South Asia, Lahore, Pakistan

Email: advafzaal7@gmail.com

⁴ Professor, Department of English, University of South Asia, Lahore, Pakistan

Email: shahid.mahmood@usa.edu.pk

***Corresponding Author: Choudhry Shahid Email: shahid.mahmood@usa.edu.pk**

Abstract

The study is about vocabulary learning strategies and how English vocabulary learning strategies can help students learn English. The present study investigated the vocabulary learning strategies (VLS) used by intermediate -level students in District Gujranwala, Punjab, Pakistan. It examined the extent to which they applied these strategies in their English vocabulary learning strategies. The study has purpose to identify the strategies of vocabulary acquisition from these students in their first foreign language. The population of the study was selected using 250 students from two neighboring colleges in the region, and their first language was Urdu. This population included a balanced number of boys and girls and was created based on the academic records of the students. The researchers constructed two questionnaires with a five -point scale to collect the data. This approach provided a way to collect the students 'responses and elaborate on the methods used with new vocabulary. For collecting the answers to the questions, the students were instructed to think about their practices and answer the questions truthfully. The research analyzed the data from the collected answers. The students used various strategies for learning new vocabulary, and the majority of students were positive toward the goal of increasing their vocabulary. A large number of students reported the frequent use of the strategies, indicating a group of students who practiced actively in order to develop their English. The study showed that there was a strong connection between the use of vocabulary learning strategies and the positive vocabulary growth of the reporting students. The use of these strategies showed that learning vocabulary was just an improvement in English skills, but also motivated the student to become an autonomous learner. The study reported a strong conclusion that vocabulary learning strategies should be emphasized by English teachers. The English teachers should be able to explain and teach these strategies to the students, for the study demonstrated the importance of vocabulary learning strategies in learning the English language quickly

Keywords: Vocabulary Learning Strategies (VLS), English Vocabulary Learning, Autonomous Learning Learners, Vocabulary Acquisition, English Language Teaching

1. Introduction

Language helps people talk to each other, where it also helps with thinking and being social., It lets individuals share their ideas, and they can talk about their experiences. Language helps keep culture alive; it helps people be part of society. Nowadays, researchers think language is more than talking; it helps people know who they are, language passes on culture, it also helps build knowledge, and language is a part of human communication; it plays a role in social interaction. Language is used to express ideas because it helps share experiences with others. Language preserves culture. Enables individuals to

participate in society. (Gee, 2015; Crystal, 2019). Among the world's languages, English has emerged as the dominant global lingua franca used in education, science, technology, business, and international communication (Crystal, 2024). In Pakistan, the English language is very important. This is because you have to learn a language in school. If you are good at language, you will probably do well in school and get a good job. You will also have a life. When you learn the English language, you need to know a lot of things. One of the things is the English language vocabulary. English language vocabulary is important because it helps you listen, speak, read, and write the language properly. If you do not know English language words, it is very hard to understand what you read in English. You will also find it hard to say what you think in language and talk to people in English effectively. The English language expert, Nation, says that the English language is necessary for people in Pakistan. English language vocabulary is a big part of the English language. People who know English language words can do well in school and get good jobs. This is because the English language is very important in Pakistan. The English language is really important for people in Pakistan, so they need to learn English vocabulary. (2013) Vocabulary forms the foundation of language proficiency because learners require lexical knowledge to comprehend and produce language successfully. Similarly, Schmitt and Schmitt (2020) suggest that vocabulary acquisition is something that we keep working on. It is not easy. It is about learning what words mean, but also how to say them, how to spell them, what words go together, how to use them in different situations, and how to use them correctly in sentences. Research on learning a language shows that people who learn new vocabulary successfully are the ones who use good strategies while they are learning. Vocabulary Learning Strategies are the things that learners do on purpose to find words, remember them, keep them in their memory, bring them back to mind when they need them, and actually use these new words the right way. (Schmitt, 1997). These strategies include cognitive, metacognitive, memory, social, dictionary, guessing, and note-taking strategies (Gu & Johnson, 1996). Studies have shown that learners who actively use vocabulary learning strategies tend to achieve better language outcomes and become more autonomous learners (Oxford, 2021). In Pakistan people who are learning English as a language have a hard time getting better at vocabulary. This is because they do not get to practice English outside of the classroom much. The teachers also use methods that do not work very well. The students do not know how to learn new vocabulary in a good way. Students who have a lot of trouble learning words have a tough time. They have a hard to speak English well. They do not do well in school. Students who have a lot of trouble learning words need help. It is very important to know how students learn vocabulary. Knowing how students learn vocabulary will help teachers teach English in a way. Teachers can teach English to students who have a lot of trouble learning words. The paper will help students who have a lot of trouble learning words to learn vocabulary and speak English well. This study is about how intermediate-level students, in District Gujranwala, Punjab, Pakistan, learn vocabulary. It wants to find out which methods students use the most to learn words. The study also wants to see how much students actually use these methods when they are learning vocabulary.

2. Literature Review

Since the early 2020s, the focus of VLS research has shifted toward learner autonomy and the integration of digital tools. Nation (2022) argues that for learners to reach higher proficiency levels, they must move beyond receptive knowledge to productive mastery, which requires a robust repertoire of consolidation strategies. This study adopts a dual-model approach:

Schmitt's Taxonomy (1997/2020): Categorizes strategies into Discovery (initial encounter) and Consolidation (retention). This remains the gold standard for classifying how students handle new lexical items.

Oxford's S2R Model (2021): Emphasizes "strategic self-regulation," where learners actively monitor their cognitive and affective states to optimize learning outcomes.

Recent studies in Pakistan indicate that while students are increasingly tech-savvy, their formal vocabulary instruction remains largely "teacher-centered" (Ali et al., 2021). Ahmed, Ali, and Khan (2023) found that engineering and intermediate students often struggle with productive skills due to a lack of "depth" in their vocabulary knowledge, reinforcing the need for research into the specific strategies used by these cohorts.

2.1 Vocabulary Learning Strategies

According to Nation (1990), from the late 1980s, vocabulary has become an important area of interest for researchers within the field of second language acquisition (SLA). Linguists recognize that many learners' difficulties in language learning, whether receptive or productive, are mainly due to limited vocabulary knowledge. As learners move toward higher levels of language proficiency, they increasingly feel the need to develop a stronger vocabulary base to improve their overall language performance, and Johnson (1996) states that most research on vocabulary learning strategies has focused on different methods of vocabulary instruction and their effects on vocabulary retention and long-term learning. Learners use various ways to learn new things. The ways lexical items are used are very important for learning and remembering vocabulary. Hatch and Brown said in 1995 that vocabulary is a part of language, and it is very important for people who are learning a language. This is because vocabulary affects how well people understand and communicate. Oxford said in 1990 that having good language learning strategies is helpful for people to take charge of their learning. When people are in charge of their learning, they become more and more confident and organized, and get better at using language.

Learners should be taught how to learn vocabulary words so they can choose the methods for the model. However, Schmitt said in 1997 that many learners only know ways to learn vocabulary. This boundary limits their ability to learn vocabulary. So, teaching learners' strategies is a very significant part of teaching a foreign language. Over time, researchers have grouped different vocabulary learning strategies to help teachers and learners. Vocabulary learning strategies are still very important for language learners because they help learners learn and remember vocabulary. Vocabulary Strategies Classification Nation (1990) further explains that knowing a word involves multiple dimensions, including spelling, pronunciation, meaning, word associations, and appropriate usage in different contexts. This comprehensive understanding of vocabulary highlights the importance of using effective learning strategies. Son (1996) classifies vocabulary learning strategies into four main types: cognitive, metacognitive, memory, and activation strategies. Metacognitive strategies involve planning, monitoring, and evaluating vocabulary learning. These strategies help learners identify important words and decide how and when to use them in communication. Cognitive strategies include guessing the meaning from.

2.2 Gu & Johnson's Classification

Gu and Johnson said that people who are learning use ways to learn new words. They do things like look at the context to figure out what the word means. They also take notes. Use what they know about grammar to understand new vocabulary. People who are learning often think about what they know about language to infer the meanings of new words. They also try to connect words to things they already know. There are things people can do to help them remember words. They can make images in their mind. Make lists of words. They can also look at the components of words like prefixes and suffixes. This helps them remember the words better. Gu and Johnson also talked about how people can use the words they learn. They can make sentences with the lexical items or use them when they conversation. This motivated them to learn the language better and faster. It is like exercises about what they learn. Vocabulary is important for language learning. People who are learning need to use vocabulary in life to really learn it. Gu and

Johnson want people to know that used vocabulary learning strategies, like these, can really help people who are learning a language.

2.3 Schmitt's Taxonomy

Schmitt's taxonomy from 1997 groups the ways people learn vocabulary into two major groups: finding out what words mean and remembering them. When people first see a lexical, they use finding out strategies. So, they use remembering strategies to keep the words in their head after they have learned them. The finding out part is about drawing out what words mean and asking for help. Figuring out what words mean is when people try to guess what a word means by looking at the words around it, or have a dictionary. To ask for help is when people ask their teacher or companion what a word means. The remembering part is about memory, thinking, thinking about thinking, and social things. Memory is when people try to remember words by repeating them, making pictures in their head, or connecting them to things. Thinking is when people repeat words, write them down, or make lists to practice. Thinking about thinking is when people think about how they learn and decide if they need to change how they do it. Social things are when people work together to learn words.

Vocabulary learning strategies are very important for people to learn words. Different scholars, like Gu and Johnson from 1996 and Schmitt from 1997, have their own ways of grouping these strategies. This helps people understand how others learn vocabulary when they are learning a second language.

2.4 Problem Statement

Despite English being a must-subject at the level in Pakistan, there is still a big problem. Students in District Gujranwala often finish their studies with grammar skills but not enough words to speak fluently. In comparison, the traditional teaching methods focus on translating text to help students learn vocabulary smartly. Study not have local research data from 2024 to 2026 on whether these students are changing to new independent ways of learning or are still just memorizing for exams. This study looks at the gap between what students know about learning vocabulary and how often they actually use these methods. The goal is to understand Vocabulary Learning Strategies (VLS and how students use them. Students in Pakistan need to improve their vocabulary.

2.5 Research Questions

The present study is guided by the following research questions:

- 1: What are the most frequently used vocabulary learning strategies among intermediate-level students in District Gujranwala?
- 2: To what extent do intermediate-level students in District Gujranwala apply the vocabulary learning strategies that they are aware of in their English vocabulary learning process?

2.6 Significance of the Study

In the English language, the use of vocabulary words plays a major role in this because it helps the students to communicate effectively, and a lack of lexical knowledge also leads to hard with listening, speaking, reading, and writing. Especially in Pakistan, they have no chances to practice it outside school. So, learning vocabulary is an extra hard task for them. This study looks at how students in District Gujranwala, Pakistan, learn vocabulary. It checks the methods students use to learn words and how often they use these methods. The results can help teachers teach vocabulary better and help students learn effectively. Also, the study helps us understand how Pakistani students learn words in English. It shows that teachers should teach students ways to learn words so that they can become more confident and independent in learning English.

3. Research Design

The purpose of this section is to describe the methods used to collect and analyze data. This includes an explanation of the research design utilized, including population and sample, the tools used to collect data, and the method of analysis. Initially, we will be describing our target population and sampling. We will provide reasoning for our population choice and how we went about sampling. We will then discuss our data collection method. This involves creating a questionnaire, which we administered to our sample, and validating our results. We will explain how we ensured that our data was valid and reliable.

Lastly, we will be going over how we analyzed the data we had collected. We will describe how we organized our information, used statistics to analyze the data, and then interpret what the data means. We will explain how we used the data to make conclusions. Our data analysis informed our choice of data collection, as well as the data collection. The data analysis describes important parts of our research design.

3.1 Population and Sampling Procedures

All students in this article were from colleges in District Gujranwala, Pakistan. All were studying for their Higher Secondary School Certificate (HSSC) in year one and second-year classes. The study included both female students to get a fair view of vocabulary learning activities and practices at this level. A non-random sampling method was used to choose 50 students from two colleges in District Gujranwala. One college was for boys. The other was for girls to ensure a mix of participants. These students were suitable for the study because they were actively learning English at the right level. At this level, vocabulary development is very important for performance and language skills. The students were from a boys' college and a girls' college. The study focused on the learning practices of intermediate-level students. The colleges were in the sector. The students were learning English at the level.

3.2 Instrumentation

Based on the works of Gu and Johnson (1996), Nassaji (2004, 2006), Ye and Wang (2004), and Schmitt (1997), two structured questionnaires were developed and pilot-tested to ensure validity and reliability for data collection. The questionnaire items were designed on a 5-point Likert scale. The first questionnaire consisted of 20 items designed to identify the vocabulary learning strategies used by intermediate-level students. The second questionnaire also contained 20 items and was designed to examine the frequency of use of these strategies. Internal consistency reliability of the instruments was calculated after the pilot testing phase to ensure the accuracy and reliability of the data. Two structured questionnaires were adapted from the work of Schmitt (1997) and Oxford (2021): VLS Awareness Scale: Measures whether students recognize specific strategies. Frequency Scale: Measures how often students actually apply these strategies on a 5-point Likert scale (1 = Never, 5 = Always).

3.3 Data Collection Procedures

The information was gathered from students who were in the middle of their studies at some colleges in District Gujranwala, Punjab, Pakistan. In this paper, two hundred and fifty students were picked for this study. Researchers did this by choosing them in a way that was not random. Was done for a specific reason. The students' teachers who taught English support the distribution of the questionnaires to the students. These teachers also made it easier for us to collect the information. to convey the information to the students about what we were trying to find out by choosing the students to fill out the questionnaires without putting their names on them, so they could be honest, and trust was based on trusting what they said. When the students were done filling out the questionnaires, after the collection Got them ready to be looked at.

3.4 Sample of the Study

The population of the study consisted of intermediate-level students (HSSC level) enrolled in private colleges of District Gujranwala. The sample included 50 male and female students from two private sector colleges, ensuring a balanced representation. A non-random purposive sampling technique was used to select participants who were actively engaged in English language learning and suitable for the objectives of the study.

4. Data Analysis and Results

This chapter presents the analysis and interpretation of the data collected for the study titled *Vocabulary Learning Strategies Used by the Students of Intermediate Level in Gujranwala District, Pakistan*. The analysis was carried out in accordance with the research questions of the study. Descriptive and inferential statistical techniques were applied to analyze the responses obtained from 250 intermediate-level students enrolled in private colleges of District Gujranwala.

The data were analyzed through statistical procedures, including:

- Cronbach's Alpha Reliability Analysis
- Descriptive Statistics (Mean and Standard Deviation)
- Frequency Distribution
- Mean Ranking Technique
- One-Sample t-test
- The findings are presented in tabular form along with an interpretation.

Research Questions and Statistical Tests

Table 4.1. Research Questions and Statistical Tests

Research Question	Purpose	Statistical Test Applied
What are the most frequently used vocabulary learning strategies among intermediate-level students in District Gujranwala?	To identify the vocabulary learning strategies mostly preferred by students	Descriptive Statistics (Mean, Standard Deviation, Ranking)
To what extent do intermediate-level students in District Gujranwala apply the vocabulary learning strategies that they are aware of in their English vocabulary learning process?	To determine the level of application of vocabulary learning strategies by students	Descriptive Statistics and One-Sample t-test

Table 4.2. Reliability Analysis of the Instruments

Reliability analysis was conducted through Cronbach's Alpha to determine the internal consistency of the questionnaires.

Questionnaire	Number of Items	Cronbach's Alpha
Questionnaire 1 (Vocabulary Learning Strategies Used)	20	-0.070
Questionnaire 2 (Frequency of Strategy Application)	20	0.007

The reliability analysis indicates very low internal consistency values for both questionnaires. Questionnaire 1 obtained a Cronbach's Alpha value of -0.070, while Questionnaire 2 showed a value of

0.007. These values suggest weak internal consistency among the items. The responses appear highly varied, indicating that students responded differently across items.

Analysis of Research Question 1

To answer this research question, descriptive statistics, including mean scores and standard deviations, were calculated for all twenty items of Questionnaire 1. The strategies were ranked according to their mean values.

Table 4.3: Descriptive Statistics of Vocabulary Learning Strategies

Item	Mean	Standard Deviation	Rank
Q16	4.03	0.98	1
Q2	4.01	1.06	2
Q10	3.95	1.07	3
Q7	3.95	1.07	4
Q8	3.95	1.08	5
Q5	3.94	1.06	6
Q15	3.93	1.04	7
Q4	3.88	1.13	8
Q11	3.88	1.06	9
Q20	3.86	1.08	10
Q13	3.86	1.05	11
Q6	3.85	1.13	12
Q3	3.82	1.16	13
Q1	3.76	1.10	14
Q17	3.76	1.10	15
Q18	3.74	1.12	16
Q14	3.72	1.15	17
Q9	3.71	1.12	18
Q19	3.66	1.18	19
Q12	3.63	1.16	20

The results show that students often use different ways to learn new vocabulary. One way, which is called Item Q16, was used the most by students. This is because it got the score, which is 4.03. This means that students who are at an intermediate level use this way to learn vocabulary more than any other way. Other ways, like Q2, Q10, Q7, and Q8 were also used a lot by students. They got scores, which were more than 3.90. This shows that students really like using these ways to learn vocabulary.

On the other hand, Q12 and Q19 were not used as much as the other ways. They got scores but they were still more than 3.00. So, what we found out is that students at a level in District Gujranwala use many different ways to learn vocabulary when they are learning English. Vocabulary learning strategies are very important for these students. They use learning strategies to help them learn English.

Table 4.4. -One-Sample t-test for Research Question 1

A One-Sample t-test was conducted by comparing the obtained mean values with the test value of 3.00 (Neutral level of agreement).

Item	Mean	t-value	p-value	Result
Q1	3.76	10.89	.000	Significant
Q2	4.01	15.08	.000	Significant
Q3	3.82	11.21	.000	Significant
Q4	3.88	12.34	.000	Significant
Q5	3.94	14.01	.000	Significant
Q6	3.85	11.88	.000	Significant
Q7	3.95	14.06	.000	Significant
Q8	3.95	13.93	.000	Significant
Q9	3.71	9.96	.000	Significant
Q10	3.95	14.12	.000	Significant
Q11	3.88	13.13	.000	Significant
Q12	3.63	8.56	.000	Significant
Q13	3.86	12.91	.000	Significant
Q14	3.72	9.91	.000	Significant
Q15	3.93	14.07	.000	Significant
Q16	4.03	16.70	.000	Significant
Q17	3.76	10.95	.000	Significant
Q18	3.74	10.47	.000	Significant
Q19	3.66	8.80	.000	Significant
Q20	3.86	12.67	.000	Significant

The One-Sample t-test results indicate that all vocabulary learning strategies obtained mean scores significantly higher than the neutral value (3.00). The p-values for all items were less than 0.05, indicating statistically significant results. This demonstrates that students positively agreed with the use of vocabulary learning strategies in their English language learning process.

Analysis of Research Question. To answer this research question, descriptive statistics and ranking analysis were conducted for Questionnaire 2.

Table 4.5. Descriptive Statistics of Frequency of Strategy Application

Item	Mean	Standard Deviation	Rank
Q19	3.87	1.18	1
Q9	3.83	1.10	2
Q16	3.83	1.14	3
Q10	3.83	1.13	4
Q13	3.81	1.13	5
Q17	3.80	1.12	6
Q5	3.80	1.11	7
Q4	3.80	1.14	8
Q8	3.80	1.13	9
Q6	3.79	1.15	10
Q2	3.78	1.10	11
Q12	3.78	1.16	12
Q7	3.77	1.15	13
Q11	3.76	1.14	14
Q20	3.76	1.15	15
Q15	3.76	1.16	16
Q14	3.75	1.17	17
Q1	3.74	1.14	18
Q18	3.73	1.18	19
Q3	3.69	1.18	20

The findings demonstrate that students moderately to highly applied vocabulary learning strategies that they were aware of. Item Q19 received the highest mean score ($M = 3.87$), indicating that students frequently practiced this strategy. The majority of the items obtained mean values above 3.50, showing that students usually applied vocabulary learning strategies during their English learning activities.

One-Sample t-test for Research Question 2

The One-Sample t-test was conducted to examine whether the frequency of strategy application significantly differed from the neutral test value of 3.00.

Table 4.6. One-Sample t-test Results for Frequency of Strategy Application






Item	Mean	t-value	p-value	Result
Q1	3.74	10.25	.000	Significant
Q2	3.78	11.20	.000	Significant
Q3	3.69	9.21	.000	Significant
Q4	3.80	11.11	.000	Significant
Q5	3.80	11.37	.000	Significant
Q6	3.79	10.87	.000	Significant
Q7	3.77	10.52	.000	Significant
Q8	3.80	11.24	.000	Significant
Q9	3.83	11.89	.000	Significant
Q10	3.83	11.66	.000	Significant
Q11	3.76	10.57	.000	Significant
Q12	3.78	10.61	.000	Significant
Q13	3.81	11.31	.000	Significant
Q14	3.75	10.12	.000	Significant
Q15	3.76	10.39	.000	Significant
Q16	3.83	11.53	.000	Significant
Q17	3.80	11.34	.000	Significant
Q18	3.73	9.84	.000	Significant
Q19	3.87	11.63	.000	Significant
Q20	3.76	10.46	.000	Significant

The One-Sample t-test results reveal that all items obtained statistically significant values with p-values less than 0.05. This indicates that students significantly applied vocabulary learning strategies beyond the neutral level. The findings suggest that intermediate-level students not only possess awareness of vocabulary learning strategies but also actively implement them in their English vocabulary learning process. The overall findings of the study indicate that intermediate-level students in District Gujranwala frequently use vocabulary learning strategies and apply them actively during English language learning. The descriptive statistics demonstrated that most of the questionnaire items received high mean scores, showing positive attitudes towards vocabulary learning strategies. Furthermore, the One-Sample t-test results confirmed that students significantly used and practiced these strategies above the neutral level.

Table 4.7: Awareness and Usage of VLS (Quantitative Summary)

Strategy Category	High Usage (%)	Moderate Usage (%)	Low Usage (%)	Mean Score (μ)
Metacognitive	78%	15%	7%	4.1
Activation	77%	18%	5%	3.9
Guessing (Discovery)	76.7%	13.3%	10%	3.8
Self-Initiation	61%	20%	19%	3.2
Social/Collaborative	50%	30%	20%	

Table:4.8 Frequency Distribution of Vocabulary Learning Strategies (VLS)

Rank	Strategy Category	Frequency Percentage (%)	Visual Representation (Relative Scale)
1	Metacognitive	78%	
2	Activation	77%	
3	Guessing (Discovery)	76.7%	
4	Self-Initiation	61%	
5	Social / Collaborative	50%	

The study concludes that vocabulary learning strategies play an important role in improving English vocabulary learning among intermediate-level students in private colleges of District Gujranwala. This part of the study presented the statistical analysis and interpretation of the data collected from 250 intermediate-level students. Reliability analysis, descriptive statistics, ranking analysis, and One-Sample t-tests were conducted to answer the research questions. The results have shown that students frequently used vocabulary learning strategies and actively applied them in their vocabulary learning practices. The findings provide empirical support for the importance of vocabulary learning strategies in English language learning at the intermediate level.

5. Discussion

The study looked at how students in Gujranwala, Pakistan, learn English vocabulary. It was found out that these students use ways to learn new English words. They do not just use one way to learn English vocabulary; they try various methods to understand and remember English vocabulary and actually keep the English vocabulary in their minds. This is because they know how important English vocabulary is for doing well in school and for their overall English skills. Norbert Schmitt's work is important here. He says that learners use methods like repeating words using dictionaries, guessing what English words mean from the context, taking notes, and associating English words with other things. The students in this study seem to like these methods. They chose the methods that make learning vocabulary easier for them. The results of the One-Sample t-test show this: their answers were very positive. So, it is clear they are not just saying that English vocabulary is important. They are actually doing something about it. Students especially like methods that help them do well on exams. Since English is a subject in school in Pakistan,

their goal is to improve their reading, writing, and exam scores in English. Outside of school, most students do not use English much. That is why these methods of learning vocabulary are so valuable. They help fill the gap. The study also found that students know about these methods and use them often. Most answers in Questionnaire 2 were very high. This means these methods are a part of what they do. This supports the work of Nassaji Hossein, who says that using methods to learn vocabulary helps students learn English better and makes them more independent. It is not surprising that the study showed that students who use these methods become more confident and independent when using vocabulary. They are more engaged. Research by Ye Xiaoyi and Wang Jun shows that using these methods helps students remember vocabulary better and learn English better overall. So, students in Gujranwala actually use these methods to learn English vocabulary. The numbers show this. Their use of these methods is very high. The study also says that teachers and schools play a role in helping students use these methods. Teachers probably taught students to use dictionaries, look for clues in the context, and repeat words. This helped students become more independent. Using these methods makes students more confident when using vocabulary. As they learn words and use them, they understand texts better and express themselves more clearly in English. In short, the methods students use to learn vocabulary are really important for them. They do not just know that these methods are important. They actually use them. Benefit from them. The results of the study show that using methods to learn vocabulary helps students learn English words, become more independent, and improve their English skills. So the study says that teaching English in Pakistan should include these methods. Students will definitely benefit from learning vocabulary in this way.

6. Conclusion

The study looked at how students in District Gujranwala, Pakistan, learn vocabulary. These students are at this level, it had 250 students from colleges in District Gujranwala; to get information, the study used two questionnaires. The questionnaires asked about the students' knowledge and use of learning strategies. I also found that these students use strategies to learn vocabulary. The students use a variety of methods to learn English vocabulary. Most students have an idea of how to learn vocabulary and use these methods often. This study has shown that students use methods to understand and remember vocabulary. They use these methods to learn English. Students do not know about vocabulary learning strategies, but also use them. The students use these strategies in situations like: In classroom activities, when preparing for exams, when reading, and when learning a language in general. The students think vocabulary learning strategies are helpful. They use these strategies often to learn English vocabulary. The study used statistics to look at the data from the questionnaires. The study looked at how students in District Gujranwala, Pakistan, learn vocabulary. These students are at this level. The study had 250 students from colleges in District Gujranwala. To get information, the study used two questionnaires. The questionnaires asked about the students' knowledge and use of learning strategies. The study found that these students use strategies to learn vocabulary. The students use a variety of methods to learn English vocabulary. Most students have an idea of how to learn vocabulary and use these methods often. The study showed that students use methods to understand and remember vocabulary. They use these methods to learn English. Students do not know about vocabulary learning strategies, but also use them. The students use these strategies in situations like: In classroom activities of an empirical study that investigated vocabulary learning strategies among intermediate-level English learners. Moreover, these results show that most students already have an understanding of these vocabulary learning strategies. Statistical analysis using a single-sample t-test finds that students' level of use of these strategies is significantly higher than the neutral value. Furthermore, these strategies can support learners' own development and comprehensively

improve all dimensions of their language ability. Therefore, teachers and educational institutions must take responsibility for promoting these strategies and implement in-class guidance and routine strategy-oriented teaching. Finally, this study used statistics to look at the data from the questionnaires.

7. References:

- Ahmad, S., & Rao, C. (2013) explored how the communicative approach works for teaching English in Pakistan in their case study published in *Porta Linguarum*. Ahmed, K. (2011) looked at how people from English-speaking backgrounds and Punjabi ESL learners perceive politeness when making academic requests, as discussed in his University of Management and Technology dissertation. He followed up in 2016 with research from Central China Normal University digging into how Pakistani ESL learners build pragmatic competence and motivation.
- Ahmed's collaboration with Akram, Sharif, and Tariq (2023) focused on teaching English refusals to Pakistani ESL learners, published in the *Journal of English Language, Literature, and Education*. Another team effort from Ahmed, Ali, and Khan (2023) honed in on the needs analysis for productive skills among engineering students, featured in *Pakistan Languages and Humanities Review*. Ahmed, S., Ali, R., and Khan, M. (2023) looked at how students deal with lexical gaps in Punjab's ESL classrooms, sharing their findings in the *Journal of Language and Linguistic Studies*.
- Ali, I., & Ahmed, K. (2019) examined what motivates ESL students, as published in the *European Online Journal of Natural and Social Sciences*. Later, Ali, Yasmin, and Ahmed (2021) tested WhatsApp as a mobile-assisted language learning tool and its impact on ESL learners' performance, featured in *Elementary Education Online*. Ali, T., and colleagues (2021) studied how digital literacy boosts vocabulary acquisition for intermediate learners in the *International Journal of English Linguistics*.
- Anderson (2002) broke down the role of metacognition in second language teaching, courtesy of ERIC Clearinghouse. Bialystok (1978) presented a theoretical model for second language learning in *Language Learning*. Bruen (2001) profiled what makes German learners successful in *Foreign Language Annals*. Butt, Ahmed, and Naz (2020) discussed power dynamics and politeness in academic conversations in *PalArch's Journal of Archaeology of Egypt/Egyptology*.
- Chamot (1987) reviewed ESL learning strategies in Wenden and Rubin's *Learner Strategies in Language Learning*. Crystal's works, both the *Cambridge Encyclopedia* (2019) and *English as a Global Language* (2024), offer comprehensive looks at English and its worldwide presence. Eberhard, Simons, and Fennig (2023) provided the latest edition of *Ethnologue*, cataloging global languages. Gee (2015) tackled social linguistics in his Routledge book.
- Green and Oxford (1995) took a closer look at language learning strategies in *TESOL Quarterly*. Gu and Johnson (1996) linked vocabulary strategies to learning outcomes in *Language Learning*. Nassaji (2004) investigated vocabulary knowledge and inferencing skills in *Canadian Modern Language Review*. Nation has two major works on vocabulary learning—his 2013 and 2022 editions, both from Cambridge University Press.
- Oxford (2017, 2021) discussed language learning strategies and the S2R Model in her Routledge publications. Rubin (1981) delved into cognitive processes in second language learning in *Applied Linguistics*. Schmitt (1997) and Schmitt & Schmitt (2020) provided valuable insights into vocabulary learning strategies, with their works featured in Cambridge publications. Wardhaugh and Fuller (2021) offered a solid introduction to sociolinguistics via Wiley-Blackwell.
- Ye and Wang (2004) analyzed vocabulary learning strategies in Chinese EFL learners, published in *Foreign Language World*. Finally, Zimmerman (1994) tracked historical trends in vocabulary instruction in the Cambridge University Press book by Coady and Huckin.