

**Strategies for Vocabulary Learning by Tertiary Level Learners**



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Requirements for the Degree of Masters of Arts in English

By

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**Declaration**

I, hereby declare that this thesis paper is done through my original research work. Though contributions of others are involved, every effort is made to acknowledgement of collaborative research and discussions.

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### **Dedication**

The dissertation is dedicated to my beloved parents, who always support, inspire and encourage me to achieve the goal of my life.

### **Acknowledgement**

First of all, I would like to thank almighty Allah for giving me the physical and mental strength to accomplish my thesis paper on time. I immensely thank my thesis supervisor Lubaba Sanjana for her supportive guidance and precise responses. Without her support and guidance it would have been very difficult for me to complete the thesis on time. I want to show my gratitude to the Chairperson of the Department of English and Humanities, Professor Firdous Azim and also to the other faculty members of the department.

I would like to thank my friends Samira, Lawrence, Rashna and many more for their mental support. I want to thank the participants and the respected teachers who took part in my research section. Moreover, I would like to show my respect and love towards my parents for their support and encouragement. Last but not the least, I want to give special thanks to my husband for his mental support.

**Abstract**

This paper is concerned with tertiary level learners who adopt different vocabulary learning strategies. The purpose of this study is to explore strategies which are prominent for tertiary level learners to improve their knowledge of vocabulary items. The researcher also tried to find out the contribution of field dependence vs. field independence to develop their vocabulary learning through the survey. Moreover, the researcher gave some recommendations. The researcher conducted a survey among tertiary level learners from two different universities which are located in Dhaka. The researcher followed quantitative approach for data collection. Through this research, other researchers will be inspired to work on this field in a broader perspective which will be fruitful to the learners.

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### **Strategies for Vocabulary Learning by Tertiary Level Learners**

A language is incomplete if there is no word. Words are recognized as the focal building squares of a language. Vocabulary is not just a key to language and language learning but also a vital part to language learners. Additionally, vocabulary learning procedures are one sub-classification of language learning methodologies. As indicated by Ahour and Salamzadeh (2014), learners grasp the importance of new words by keeping it in their long haul memory; remembering it when cognizance is utilized and using it in developing language (p. 12). In a large portion of the cases, learners apply distinctive methodologies to learn new words. It is necessary to figure out the strategies that they utilize to learn new words and the role of field dependence and field independence to improve their knowledge of vocabulary items.

#### **Problem statement**

Vocabulary is an essential part in case of acquiring a second language. In Bangladesh, tertiary level learners face different problems while learning vocabulary. The reason behind it is that the learners do not know when they need to follow a particular strategy for learning vocabulary. The teachers do not motivate them to follow different vocabulary learning strategies. Moreover, the learners do not follow these strategies based on their learning or cognitive style. The researcher addressed these problems and decided to explore different strategies of vocabulary learning which are adopted by learners of Bangladesh.

#### **Purpose of the study**

The present study tried to find out various strategies adopted by tertiary level learners and the role of field dependence and field independence in case of developing their vocabulary knowledge. As vocabulary learning is one of the major parts of English language learning,

exploring different strategies regarding vocabulary learning will be more effective for the learners. With this focus, the researcher decided to find out those strategies which are mostly used by the learners.

### **Central research questions**

This study tried to find out the answers of these following questions-

1. What are the prominent strategies adopted by tertiary level learners to improve the knowledge of vocabulary items?
2. How Individual Differences (field dependence vs. field independence) play role in improving the knowledge of vocabulary items?

### **Significance of the study**

English can be considered as the international language of the world. If a person knows the procedure of communicating in English, he/ she will be in high demand. Therefore, the learners need to know a lot of vocabulary items. Since there are different strategies of learning vocabulary, exploring those strategies adopted by learners will be effective. Based on that, appropriate steps can be recommended to improve their vocabulary knowledge.

### **Delimitation**

The researcher was able to conduct the survey with total 86 participants. If there were more participants, they could give more valid outcome. However, the researcher examined their responses carefully and analyzed them as closely as possible.

### **Limitations**

The limitations of this study were-

- a) The researcher was able to conduct this study in two universities of Dhaka city.  
The study would have been more significant if she could do the study in other institutions of the whole country.
- b) If there were more participants, the findings could have been more reliable.

**Keywords**

Some keywords are given below-

Vocabulary, strategy, tertiary level, field dependence, field independence, etc.

## **Chapter Two: Literature Review**

This particular section is concerned with a number of literatures related to the study. The researcher tried to incorporate as much literatures as possible for creating a concrete base for the study.

### **Definition of vocabulary**

According to Penny Ur (2002), vocabularies are words which are taught in a classroom of a foreign language. He also said that sometimes vocabulary represents a single idea which can refer to a single word or more than a single word. He clarified his idea and gave examples such as- post office or father-in-law. He said that these words combine two or three words together that expresses a single idea. Moreover, there are some multi-word idioms which can also be considered as vocabulary where the meaning of a particular phrase cannot be identified from the component words such as- beat around the bush (p. 60). However, Shariffar (2013) consider vocabulary as a central element of language proficiency. They think that the knowledge of vocabulary can be developed by communicating with each other (p. 199).

### **The concept of strategy and vocabulary learning strategy**

From the view point of Richards et al. (1985), strategies are the procedures used in learning, thinking and so on that serve as a medium of reaching a goal (p. 274). Similarly, Cohen (1998) said that learners choose their learning strategies through a conscious process. Moreover, it helps them to develop their learning process through recall and application of information about that particular language (p. 5). According to Ellis (1995), strategy is concerned with mental or

behavioral activity which is connected to specific stages of language learning and use (as cited in Kulikova, 2015, p. 8).

Many studies have made their focus on the vocabulary learning strategies used by learners. According to Leilei (2016), vocabulary learning strategy refers to any sort of approaches or techniques adopted by learners to deal with vocabulary learning both consciously and subconsciously (p. 125). O'Malley and Chamot (1990) defined vocabulary learning strategies as unique thoughts or behaviors used by individuals to comprehend, learn or retain new information (as cited in Easterbrook, 2013, p. 22). Schmitt (1997) identified that in learning vocabulary, learners use more strategies in comparison to other tasks, such as: listening and speaking. The reason behind it is that those tasks seem very basic than vocabulary learning (as cited in Wong, 2017, p. 23). Oxford (1990) said that learners follow some specific vocabulary learning strategies which make their learning easier, faster and more enjoyable (p. 8).

Brown and Payne (1994) suggested five steps in vocabulary learning: (1) encountering new words, (2) getting the forms of new words, (3) learning the meaning of the word, (4) making a strong memory connection between the forms and meanings of the words, and (5) using the words (as cited in Sazvar & Varmaziyar, 2017, p. 172).

### **The classification of vocabulary learning strategy**

Research on the types of vocabulary learning strategies is relatively a new phenomenon in the field of second language acquisition. Different researchers provide various taxonomies based on different criteria.

Ahmed (1989) was the first explored vocabulary learning strategies of EFL learners. He identified two types of strategies. The macro-strategies were, such as note-taking, memorization,

practice and the usage of different information sources. On the other hand, micro-strategies consisted of specific behaviors within one of the macro-strategies (as cited in Kulikova, 2015, p. 27).

Gu and Johnson (1996) sub-divided vocabulary learning strategies into two categories. The classifications are- cognitive strategies and metacognitive strategies.

### **Cognitive strategies**

According to Schmitt (1997), cognitive strategies can be considered as a mechanical process rather than a mental process (p. 340). Moreover, Hedge (2000) said that this strategy helps the learners such a way so that they can know the meaning of a word, comprehend it and save them in their mental lexicon (p. 117). Oxford (1990) said that it displays the “manipulation or transformation of the target language by the learners.” (p. 43). According to Letchumanan et al. (2017), cognitive strategies are important for the learners because these strategies engage them in practicing vocabulary items (p. 175). Therefore, it can be said that it teaches the learners to learn new words by making lists, taking notes and repeating the new words. Moreover, Gu (2005) explored that Chinese students follow those strategies which are centered on guessing and note-taking (p. 158).

However, Gu and Johnson (1996) have sub-categorized cognitive strategies. These are given below-

- a) Guessing strategies
- b) Dictionary strategies
- c) Note-taking strategies
- d) Memory strategies

e) Activation strategies (as cited in Li, 2010, p. 33).

The explanation of these cognitive strategies is given below-

**a) Guessing strategies**

It is a helpful strategy for learning vocabulary which was suggested by Gu and Johnson (1996). They divided guessing strategies into two different categories such as- guessing through linguistic clues and guessing through the background knowledge (p. 9). Similarly, Zohrabi and Entesari (2016) said that both linguistic clues and background knowledge are helpful in case of guessing unknown words in contexts (p. 45). Therefore, it can be said that guessing strategies are helpful for tertiary- level learners in learning vocabulary.

**b) Dictionary strategies**

The strategy of using a dictionary is considered as an essential tool for vocabulary learning both inside and outside the classroom. Moreover, according to different scholars, this strategy is an effective learning strategy (Hedge, 2000, p. 130). Moreover, Ellis (1995) said that use of dictionaries can be considered as 'cognitive sophistication' (p. 11). It is basically related to learners' cognitive ability. There are some learners who prefer dictionaries when they need to find out different synonyms of a word in case of writing composition and paraphrasing. Thus, it is helpful for their intense learning. Therefore, it can be said that using dictionaries promote comprehensive learning and develop lexical knowledge. Moreover, if the learners try to find out the meaning of new words, they will be able to understand and develop the size of the vocabulary (Prichard, 2008, p. 219).

Oxford and Crookall (1990) studied the strategies of vocabulary learning. They talked about the demonstration of this strategy in the learners' learning process. On the other hand, Hague (1987) and Swaffer (1987), argued that the repeated use of a dictionary might be harmful to

learners' comprehension skill (p. 218). Oxford and Crookall (1990) suggested that learners should use monolingual dictionaries rather than bilingual dictionaries as it is helpful for boosting their learning. They further said that the monolingual dictionaries present broad explanations about pronunciation, syntax and usage restrictions, which are easy to understand for tertiary level learners (p. 13). Therefore, it can be said that learners should use a monolingual dictionary as it is helpful for developing their knowledge of vocabulary items.

**c) Note- taking strategies**

Note- taking is considered as a broadly practiced vocabulary learning strategy among learners. Therefore, sometimes it can be seen that students note down a list of difficult words and revise them (Rushidi & Vela, 2016, p. 208). According to Walters & Bozkurts (2009), note-taking is the most beneficial among other vocabulary learning strategies. Moreover, they said that this strategy is an effective means of reviewing and organizing vocabulary items (p. 404). They also said that it includes both external storage and encoding. The encoding process activates through note- taking. On the other hand, external storage becomes activated when a learner revises his/ her notes of vocabulary items (p. 406).

**d) Memory strategies**

In this strategy, the key concept is memorization of a word. This strategy is used to make a connection with the learners' previous vocabulary knowledge. It can be considered as mnemonics. Mnemonics help the learners to connect their current knowledge to background knowledge (Schmitt, 2000, p. 135).

Schmitt (1997) has shared the similar viewpoint like Gu and Johnson (1996) regarding vocabulary learning strategies. However, Gu and Johnson (1996) talked about two different sub-



categories regarding memory strategies such as encoding categories and rehearsal. According to Haddad (2016), rehearsal refers to practice something continuously, creating word lists and repeating words. This strategy helps the learners to improve their communication skills when they repeat an L2 word repeatedly (p. 786). Nation (2001) said that repetition is necessary for learning vocabulary to remember the meaning of a word. Moreover, repetition is also useful to retain memory because reading only for once is not enough (p. 56). On the other hand, encoding strategies are helpful to learners because these strategies help them to associate a new word with a known word by visualizing them, creating a mental picture and analyzing the word arrangement. Repetition and encoding are effective in case of retaining memory. Therefore, students can apply these in case of memorizing vocabulary.

#### **e) Activation strategies**

According to Zhang (2011), activation strategies help learners to connect to their previous knowledge and pre-existing strategies to stimulate their learning (p. 12).

#### **Metacognitive strategies**

Schmitt (1997) and Çelik Toptaş (2010) said that metacognitive strategies are the conscious way of learning. It help the learners to monitor themselves, make decisions and estimate their knowledge about words (p. 65). Similarly, Gu and Johnson (1996) and Schmitt (1997) have similar beliefs regarding strategies. From their work, they found that learners often engage themselves in metacognitive strategies either in the conscious process or sub-conscious process.

Zohrabi (2016) said that whereas cognitive strategies depend on the mechanical process, such as- guessing, repetition, note taking and so on, metacognitive strategies depend on self-

evaluation (p. 44). Learners sometimes try to evaluate their knowledge of vocabulary through reading a newspaper, watching movies and participating in word tests. According to Letchumanan et al. (2017), learners can evaluate themselves and analyze which method is best for them in case of learning vocabularies. In this regard, metacognitive strategies are helpful enough in case of learning vocabularies (p. 176). Moreover, these strategies are useful for the learners from different background so that it will be easy for them to understand which words are more important to remember and learn and which are not (p. 45). Therefore, it can be said that students can apply these strategies not only to learn vocabularies, but also to improve their comprehensive learning.

Metacognitive strategies are divided into two categories. These are given below-

- a) Self-initiation
- b) Selective attention

The explanation of the metacognitive strategies is given below-

**a) Self-initiation**

According to Macaro (2001), self-initiation emphasizes self-directed learning or independent learning. This strategy is helpful for learners as learners become familiar with different learning strategies, they can get a chance to do an experiment. Moreover, they can analyze and compare those strategies. Therefore, it can be said that learners who are positive in the case of vocabulary learning appear to learn best (p. 26).

**b) Selective attention**

According to Oxford and Crookall (1990), selective attention refers to learners' attention to the words of the native language. The learners can do it through underlining, or highlighting words to make their readings more understandable (p. 19).

Schmitt (1997) also provided two categories named discovery and consolidating categories for vocabulary learning strategies. These categories had a sub-section too (as cited in Easterbrook, 2013, p. 25). A brief explanation of these two categories is given below:-

**Discovery strategies**

It consists of several determination strategies and social strategies. A learner can explore the meaning of a new word in various ways. He/she can guess the meaning from the context, guess the meaning from L1 cognate, use reference material like a dictionary, or take help from someone else like teacher or classmates (Yu-Ling, 2005, p. 23). Martin (1984) notes that learners acquire most of the vocabulary from several contexts through listening and reading (as cited in Folse, 2004, p. 73).

**a) Determination strategies**

Schmitt (2000) stated that his type of strategies help the learners to determine the meaning of a word with the help of using a thesaurus, monolingual or bilingual dictionaries, guess the meaning of an unknown word from the text, analyze the parts of speech (p. 26). According to Schmitt (2000), determination strategy is a self-learning process which teaches learners how to learn without the support of others (p. 30 ). Therefore, it can be said that determination strategies

are helpful to learners as learners can get a chance to learn vocabulary with own efforts and determination.

#### **b) Social strategies**

Social strategies are useful for learning definitions of difficult words of the second language with the help of teachers, native speakers and even classmates (p. 630). As interaction plays an important role in this strategy, it assists learners to communicate with each other and learn from each other.

#### **Consolidation strategies**

It is applied to help the learner to internalize the meaning when he/she comes across any word. It includes four strategies.

Firstly, social strategies involve learners to communicate with others.

Secondly, memory strategies help learners to acquire a new word by relating to the background knowledge with the new word.

Thirdly, cognitive strategies are not involved in mental processing rather it deals with more mechanical processing.

Lastly, metacognitive strategies are concerned with processes like decision making, monitoring, and evaluating learner's progress (Sazvar & Varmaziyar, 2017, p. 173).

#### **Effective and less effective vocabulary learners' strategy based on the existing research**

There are many researchers who have found noteworthy differences in strategies which are used by the learners. They did this research to figure out the most effective and least effective strategies. For example, Moir and Nation (2002) have talked about those strategies which are

helpful for the learners to read vocabulary items faster. In this regard, they have conducted a research on ten learners of ESL by taking a test of vocabulary. They noticed that learners are interested to use different vocabulary learning strategies with the most common strategies such as- copying and rote learning. Moreover, they have distinguished some learners with the highest scores in the vocabulary test. Moreover, the results showed that the learners who used different types of strategies have achieved a good score. On the other hand, learners who did not use any vocabulary learning strategy scored less marks in the test. Thus, they could know the most helpful and less helpful strategies for the learners.

In another study, Moir and Nation (2002) gave emphasis on those learners who took responsibilities of their own learning. According to them, they used a wide range of strategies (p. 26). Moreover, their findings have ensured other researchers' observations regarding EFL learners' vocabulary learning strategies (for example, Gu and Johnson, 1996; Lawson & Hogben, 1996). In addition, it can be said that self-directed learning strategies have been considered the most effective and powerful strategies for all time. According to Rossini Favretti, Siver, Gasser & Tamburini (1994), most of the researchers are concerned about the necessity of learners' promoting different vocabulary learning strategies (as cited in Lawson & Hogben, 1996).

Similarly, Wang (2012) has talked about the effectiveness of watching TV for learning vocabulary. He did a research on learning vocabulary of the second language through watching American TV series. Then, he evaluated the results which he found from the observation. The interesting matter was that most of the learners (around 68%) agreed that in case of learning vocabulary, TV series help them effectively. Moreover, it enables their prior learning, helps them to make a connection between the word and the story of the series. However, the subtitles of the series help them to memorize the words and ensure a long-term retention (p. 221). On the other

hand, Ebrahimi and Bazaee (2016) have rejected the usefulness of watching movie subtitles while learning vocabularies. He came up with this opinion after doing an experiment on 44 EFL students (p. 286). Therefore, it can be said that the usefulness of watching subtitle is still a debatable issue.

There are different researchers who did other experiments regarding vocabulary learning strategies. After analyzing their experiments, they found that there is another effective vocabulary learning strategy which is guessing from the context or contextual clues (Oxford and Scarcellat, 1994; Saengpakdeejit 2014; Ahmed 2017). Bahansal (2015) said that it is easier for learners to guess the meaning of an unknown word when it is presented in a rich context. Moreover, it also helps them to retain a word which is guessed correctly (p. 50). Loucky (2006) stated that using a dictionary is similarly effective like the strategy of guessing from contextual clues (p. 372). Craik and Lockhart (1972) said that guessing word meaning and then taking help of dictionaries can be a daily based interesting and effective task for the learners to learn vocabulary. Through this, the learners can engage themselves in depth of processing (p. 238). Therefore, it can be said that guessing word meaning and taking help of dictionaries together is better rather than using either the guessing strategy or the dictionary individually.

According to Schmitt and Schmitt (1995) Moir and Nation (2002); Oxford & Crookall (1990), many researchers have found other strategies effective. For example, they observed that learners get benefits by keeping vocabulary notebooks, seeking help from others when they are unable to find out the meaning of an unknown word.

Cohen and Apeh (1980) found from their experiment that memorizing the vocabulary items is considered the most used strategies to improve the knowledge of vocabulary (e.g., Nation and Moir, 2002; Bahanshal, 2015; Liu, 2010).

According to Baleghizade & Ashoori (2010), another less effective strategy is reading a word list. From their study, they have found that keywords are more helpful than word list. Word list does not help the learners to retain word meaning for a long time, whereas keywords help the learners to retain the meaning of a new word. Furthermore, they said that the best mnemonic strategy is keyword method which was originally developed as a facilitating strategy in vocabulary learning (p. 254). Moreover, Atkison (1975) and other researchers added that keyword strategy is learner-centered, which helps the learners to acquire the second language (as cited in Baleghizade and Ashoori, 2010).

### **Vocabulary learning strategies in the classrooms of Bangladesh**

Though it is true that learners of Bangladesh are not that much concerned about using different strategies while learning vocabulary, still there are some learners who follow different strategies to learn vocabulary items. Learners of tertiary level of Bangladesh learn vocabulary through memorization by means of repetition. According to Ashraf (2014), Bangladeshi learners are used to memorization. That is the reason most of the learners prefer memorization than other strategies in case of vocabulary learning (p. 168). Nousin conducted a survey among the Bangladeshi learners of tertiary level in three different institutions. Basically, she did it to find out the strategies which are used by tertiary level learners. Through this survey, she found out that Bangladeshi learners mostly use determination strategies which is similar to the findings of Ismail and Baharudin (2015), Kafipur and Jafari (2013), Hesmatifar and Amirian (2013) and Tılfarlıođlu and Bozgeyik (2012). The learners moderately use social, cognitive and meta-cognitive strategies which is similar to the findings of Kafipur and Jafari (2013) and Ismail and Baharudin (2015). According to Schmitt (1997) and Oxford (2002), cognitive strategies are used

by highly efficient learners. Therefore, Bangladeshi learners should try to gain more linguistic ability so that they can apply more cognitive strategies and become effective learners.

According to Wang (2012), watching TV programs for developing vocabulary is an effective strategy as it provides the learners with oral, contextual, written repetitive and graphic presentation of the words (p. 219). Nousin also found out that learners use dictionary whenever they get stuck in a difficult word. Therefore, dictionary strategy is popular in Bangladesh. Now-a-days, learners use online dictionary which is easily portable. They also use paraphrasing strategy which enables them to enhance their ability to understand new words. The learners use context to learn new vocabulary which is widely appreciated. This strategy helps the struggling learners to overcome their difficulties of unknown words. The learners do not like to keep a vocabulary notebook. It means that they are least interested in productive learning of words (p. 8).

Therefore, it can be said that the tertiary level learners of Bangladesh do not use cognitive and social strategies that much because instructions for these strategies are rarely instructed and practiced. Moreover, learners are not aware of these strategies. Even the instructors have a little awareness regarding different types of vocabulary learning strategies. In order to be successful learners, the learners can choose specific strategies instead of randomly using all types of strategies which will be more beneficial.

### **Cognitive style**

According to Ellis (1985), there are five Individual differences in SLA which are- age, aptitude, cognitive style, motivation and personality. Among these five IDs, cognitive style has a relationship with vocabulary learning. Cognitive style refers to the manner in which learners perceive, conceptualize, organize, and recall different types of information. Each person has a



less or more constant mode of cognitive functioning. There are various dimensions of cognitive style which are usually presented as dichotomies. There is a dichotomy which has received the greatest attention in SLA. The dichotomy is- field dependence and field independence (p. 114).

### **Field dependence**

According to Hawkey (1982), field dependence refers to personal orientation. For example, it depends on an external frame in case of processing information. The approach is holistic as it considers a field as a whole and parts are fused with the background. The field dependent learners are socially sensitive. They have greater skills in interpersonal or social relationships (p. 115).

### **Field independence**

Field independence is totally opposite of field dependence. According to Hawkey (1982), it refers to impersonal orientation. For example, it depends on internal frame in case of information processing. The approach is analytic as it considers a field in terms of component parts. Therefore, parts are distinguished from the background. In this case, the learners prefer separate identity and they are independent. Moreover, the learners are not socially aware. They have less skill in maintaining social or interpersonal relationship (as cited in Ellis, p. 115).

### **The role of field dependence and field independence in vocabulary learning**

According to Sadeghi and Poorghafour (2012), there are significant differences between field dependent and field independent learners in case of using cognitive and metacognitive vocabulary learning strategies. They did an experiment between these two types of learners. The researchers stated that this difference may be as the result of the fact that metacognitive strategies involve learners to think about learning process. The result also indicated that learners of field dependent used a high number of cognitive strategies than field independent learners.

The difference might be because of field-dependents' sensitivity towards the external clues from the environment of their surroundings.

In other words, it can be said that field dependent learners are likely to pay more attention to context than field independent learners. Therefore, it can be said that field dependent learners outperformed their field independent counterparts through using more general metacognitive strategies and specific cognitive strategies in vocabulary learning. However, the difference between field dependent and field independent learners in terms of using these strategies was not significant.

However, according to field-independent learners, following various strategies help them to keep new words in their minds. Each learner has their own tricks or tactics so that they can remember new words which are helpful for them to record new words in their brains. According to Yang and Dai (2011), if learners believe that following different approaches is helpful enough to inspire them to enrich their vocabulary, then they will definitely follow this during vocabulary learning. Furthermore, Easterbrook (2013) added that most of the learners think that vocabulary learning is interesting. They do not consider it boring or frustrating. Moreover, they do not learn vocabulary just to pass an examination. They believe that vocabulary can be learnt for several useful purposes (p. 256).

According to Gregerson (2003), sometimes language learners become anxious because of the 'fear of being laughed at' by their classmates (as cited in Zhang & Zhong, 2012, p. 29). The learners who are intra-personal, feel hesitate to ask something to their teachers.

### **The view of Eysenck**

According to Eysenck, there are two general traits of personality. These are- extrovert/introvert and neurotic/stable. Between these two traits, extrovert/introvert is closely

related to vocabulary learning. Extrovert is related to interpersonal learning style, whereas introvert is related to intra-personal learning style to some extent. Therefore, learners can choose different strategies based on their personality in case of vocabulary learning.

According to Eysenck (1975), extrovert learners are interested to relate new words to their antonyms and synonyms. He also found that extroverts learn vocabulary more quickly than introverts. According to Lilly Wong- Fillmore (1979), attentive students get more success in vocabulary learning. They try to observe everything deeply, they speak less. Moreover, they organize everything in their own way (as cited in Ellis, p. 120).

He also said that the use of a dictionary in case of vocabulary learning does not always depend on the proficiency level of the learners but on the skills of language. The reason behind it is that all learners do not prefer the use of a dictionary in vocabulary learning (as cited in Ellis, p. 121). Eysenck's view is considered as one of the important views in case of learners' personality factor which is followed by different theorists.

### **The trend from 1980-2000**

According to Krashen (1981a, as cited in Ellis, 1985, p. 120), extrovert learners are outer world oriented rather than introvert learners. Moreover, he said that extrovert learners are more successful in case of vocabulary learning rather than introverts through hard work, active participation and practice.

The studies regarding personality have been the central point of study in human psychology for more than 150 years. Prominent psychologists such as Allport, Skinner and Freud gave their focus on the study of human personality. In SLA, the study of the relation between personality

and vocabulary learning has been an interesting subject to the scholars like Skehan (1989), Gass & Selinker (1994), Krashen (1985) etc. The learners can get benefit in the classroom by being intra-personal through more practice in using the vocabulary of L2 (Ellis, 1985, p. 120).

After the 1980's, Allport's view was generated. According to Mischel (1986), Allport argued that a personality trait is not common for all as personality varied from person to person. Moreover, the reactions of two different people in a certain matter cannot be identical same. Carter (1989) said that intra-personal or introvert learners are more careful with their speech and they are more focused on vocabulary, whereas extroverts or interpersonal learners are more impulsive and take more risks than introverts (p. 59).

According to Matthews (1998), extroverts accelerates more in learning a language whereas introverts hamper language learning. Most of the time introverts withdraw them from the social interaction. Basically, communication is not possible without least knowledge of vocabulary. Vocabulary learning has two main parts such as- deliberate vocabulary learning, and incidental vocabulary learning. When they communicate with each other, there should have any vocabulary item as they can take it as input.

According to Eysenck (1982), extrovert or interpersonal learners are sociable, they have many friends, they prefer group works. Moreover, they like to take risks. On the other hand, introvert or intra-personal learners are quiet, they have few but close friends. Moreover, they like to study alone (as cited in Ellis 1994, p. 520). Ehrman (1996) asserted that extroverts or interpersonal learners tend to like new words which means in case of vocabulary learning, they are auditory learner (p. 99). Carrell, Prince and Astika (1996) found out that introverts perform significantly better than the extroverts in learning vocabulary.

According to Sokman (1997), it is not possible for the learners to learn all types of vocabulary items as sometimes it depends on interaction. Therefore, it can be claimed that vocabulary learning is no longer an ignored feature of language learning. Schmitt (1997) involved some social strategies for vocabulary learning where learners want to learn the meaning of a new word without the help of a person's experience (p. 205). Crozier (1997) referred different personality traits in individual differences among learners which are either helpful or deleterious in vocabulary learning such as- motivation, self-confidence and anxiety. Anxiety makes the learners nervous and hampers their learning process. It also makes them confused when they try to learn new vocabulary item. Self-confidence and motivation make them efficient in vocabulary learning. Extrovert or interpersonal learners integrate themselves with a targeted group. Thus, they can make their vocabulary learning strategy easily (p. 204).

Laufer and Paribakht (1998) said that there is an interesting relationship between learners and their strategy of vocabulary learning which can be done actively and passively (p. 369). Laufer (1998) gave the learners different tasks to estimate their passive vocabulary level. Then he found out that extroverts encouraged the practices in real or quasi-real communication, whereas introverts needed training in communication which is necessary to improve the knowledge of vocabulary items.

Some researchers believe that there are no differences between extroverts and introverts in case of vocabulary learning. According to Wakamoto's (2000) recent research, extroverts tended to 'functional strategies' and 'social affective strategies' than introverts (as cited in Adamopolous, 2004). It means that extroverts tend to take advantages to be more social and they

learn through interacting with others. Moreover, they try to remove their anxiety at the time of vocabulary learning.

### **Chapter Three: Methodology**

The paper tries to explore vocabulary learning strategies by tertiary level learners of Bangladesh. This particular section provides an overview of the methods used in conducting the research. It includes the participants, the setting of research, research design, theoretical framework, instrumentation, data collection procedure, data analysis procedure. Moreover, it incorporates obstacles faced by the researcher during the survey.

#### **Research design**

Basically, this research was designed to investigate different vocabulary learning strategies used by tertiary level learners. In order to do so, the researcher did not need any permission from the respective authorities to conduct the survey. The reason behind it is that previously she did some surveys in those institutions. The researcher used a survey questionnaire for the learners. She did not need to prepare any survey questionnaire for the teachers as the thesis topic is focused on the learners. The survey questionnaire had only closed-ended questions. From this, it can be said that the researcher used quantitative method for collecting data.

#### **Quantitative Research**

Quantitative research includes “tallying, manipulation, means, percentage, or aggregation of quantities of data” (Henning, 1986, p. 702). Therefore, the researcher developed closed-ended questions under this methodology to collect data.

#### **Theoretical Framework**

Based on Gu and Johnson’s (1996) classification of vocabulary learning strategies, the researcher decided to analyze the data. The classification proposed by Gu and Johnson (1996) sub-divided vocabulary learning strategies into two categories. The classifications are- cognitive

strategies and metacognitive strategies. They have sub-categorized cognitive and metacognitive strategies based on which the researcher made the survey questionnaire (as cited in Li, 2010, p. 33). Moreover, Ellis talked about a dichotomy of cognitive style which are- field dependence and field independence. This dichotomy has a role in improving the knowledge of vocabulary items which was used by the researcher in the survey.

### **Sampling**

According to Dörnyei (2016), the group of participants whom the researcher examines in order to get the final result of any particular study is defined as a sample. (p. 96). Therefore, the researcher did the survey among 86 male and female tertiary level students from two private universities of Bangladesh. Their age range was 19-23. Furthermore, they were students of first to third semester. All sorts of identifying information (name of the participants, associated institutes/organizations, etc.) were kept anonymous for the satisfaction of the participants. The details of the sampling are given in the following table:

Institutions	Students
A University	41
B University	45

### **Setting**

The study was conducted in two private universities of Dhaka city. The setting was formal. For conducting the survey, the researcher was given two classes from two different institutions. The surveys were done during class hours. The authorities were very supportive. The participants filled survey questionnaires. The researcher was present the whole time for their assistance. The



researcher requested them to give honest responses to the questions. Therefore, the researcher believes that the responses were valid enough.

### **Instrumentation**

The researcher used a survey questionnaire to get information from the learners. It had two different parts. In the beginning part of the questionnaire, participants were asked to provide some general information about them. In the second part, there were 10 multiple choice questions which was designed by following 'Likert Scale'. In this case, each statement had four options and each option had a particular score. The options were 'strongly disagree', 'disagree', 'agree' and 'strongly agree'. Moreover, they were ranked from 1 to 4. All the participants were told to put a tick mark beside the best answer.

### **Survey Questionnaire**

Questionnaires are a great way of collecting information. According to Brown (1995), all kinds of questionnaires are thought to be very effective for gathering wide-ranging information (p. 51). Dörnyei (2016) defined questionnaire as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p. 102). In the questionnaire, the questions can be both close-ended and open-ended. However, here, the researcher used closed-ended questions. The closed-ended questions include "the range of possible responses" and are pre-determined by the researcher (Nunan, 2013, p. 143). A set of questionnaire is included in Appendix A.

**Data collection procedure**

The researcher followed certain steps to collect data. At first, the researcher had to choose some institutions. Then, to seek permission from the authorities, the researcher did not need any recommendation letter as she did several surveys there. However, she talked to the course teachers personally. Then they allowed her to conduct a survey in their reputed institutions. The researcher went there on the particular day after the date and time was selected for collecting data.

**Data analysis procedure**

The researcher went through several procedures to analyze data after collecting them. The closed-ended questions were analyzed using Microsoft Excel. Moreover, the researcher used percentage to analyze the charts. The mean scores were also tabulated in Microsoft Excel and discussed clearly in the following chapter. The students were told to mark the option that was suitable for their current situation. The researcher took 10 – 15 minutes to conduct the whole survey. Additionally, the researcher used graphical representation to show a clearer and easier picture which was effective to illustrate the findings.

**Obstacles encountered**

The research had some limitations. Firstly, due to time constraints, it was not possible to add more participants. Secondly, due to the political condition of the country, some students could not come to class. Therefore, they could not participate in the survey. However, the teachers and the students were very helpful and co-operative.

### Chapter Four: Findings and Discussion

This chapter is concerned with a view to portraying and illustrating the data collected from the survey. The table below illustrates the findings from the survey. There are 10 statements that have four choices in the questionnaire prepared for the students (see appendix A). They were instructed by the researcher to choose the option that suits their situation most. The data that are found from findings were calculated and analyzed in terms of mean score and standard deviation. For analysis, the responses were converted into mathematical figures as follows: 1= strongly disagree, 2= disagree, 3=agree, 4=strongly agree.

In each box, the number on the top indicates the number of the participants that put a tick mark on that specific option and the number at the bottom points to the score after conversion into numerical figures. However, the data will be interpreted with the help of interpretation scale. According to the interpretation scale of Seliger and Shohamy (1989), a) 1.00 – 2.25 (strongly disagree), b) 2.26 – 3.00 (disagree), c) 3.01 – 3.75 (agree), d) 3.76 – 4.00 (strongly agree) (p. 214).

Moreover, here, the researcher would critically analyze the findings of students' perceptions regarding prominent strategies adopted by them to improve their knowledge of vocabulary items and the role of field dependence vs. field independence in improving the knowledge of vocabulary items based on central research questions. The researcher would analyze this with the help of several literature reviews to make the argument reliable.

**Findings from students' survey questionnaire (part II)**

Statements	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean Score	Standard Deviation
1. Guessing the meaning of words in context is useful for vocabulary learning.	0 0	10 20	36 108	40 160	3.35	0.68
2. I follow my own approaches to inspire myself in vocabulary learning.	0 0	13 26	48 144	25 100	3.14	0.65
3. Memorizing a lot of individual word is helpful for vocabulary learning.	2 2	17 34	39 117	28 112	3.08	0.79
4. I am motivated to learn new words because it is required to pass an examination.	4 4	28 56	30 90	24 96	2.86	0.88
5. I use dictionary to learn a new vocabulary.	11 11	27 54	31 93	17 68	2.63	0.95
6. I take a note while coming across a new word.	9 9	12 24	32 96	33 132	3.03	0.98
7. I ask my teachers to translate difficult words when I am in a classroom.	2 2	8 16	35 105	41 164	3.34	0.75
8. It is easier for me to identify the meaning of a word presented several times in different contexts.	3 3	11 22	44 132	28 112	3.13	0.76
9. I think repetition is necessary for vocabulary learning.	1 1	5 10	33 99	47 188	3.47	0.66
10. Sometimes word games are useful for learning vocabulary.	6 6	20 40	14 42	46 184	3.16	1.02

Table 1: Findings from segment questions

In statement no. 01 (Guessing the meaning of words in context is useful for vocabulary learning), no student answered strongly disagree, 10 students answered disagree, 36 students answered agree and 40 students answered strongly agree. The mean score is 3.35 and the standard deviation is 0.68. According to interpretation scale, the result is in favor of agree.

In statement no. 02 (I follow my own approaches to inspire myself in vocabulary learning), no student answered strongly disagree, 13 students answered disagree, 48 students answered agree and 25 students answered strongly agree. The mean score is 3.14 and the standard deviation is 0.65. According to interpretation scale, the result is in favor of agree.

In statement no. 03 (Memorizing a lot of individual word is helpful for vocabulary learning), 2 students answered strongly disagree, 17 students answered disagree, 39 students answered agree and 28 students answered strongly agree. The mean score is 3.08 and the standard deviation is 0.79. According to interpretation scale, the result is in favor of agree.

In statement no. 04 (I am motivated to learn new words because it is required to pass an examination), 4 students answered strongly disagree, 28 students answered disagree, 30 students answered agree and 24 students answered strongly agree. The mean score is 2.86 and the standard deviation is 0.88. According to interpretation scale, the result is in favor of disagree.

In statement no. 05 (I use dictionary to learn a new vocabulary), 11 students answered strongly disagree, 27 students answered disagree, 31 students answered agree and 17 students answered strongly agree. The mean score is 2.63 and the standard deviation is 0.95. According to interpretation scale, the result is in favor of disagree.

In statement no. 06 (I take a note while coming across a new word), 9 students answered strongly disagree, 12 students answered disagree, 32 students answered agree and 33 students

answered strongly agree. The mean score is 3.03 and the standard deviation is 0.98. According to interpretation scale, the result is in favor of agree.

In statement no. 07 (I ask my teachers to translate difficult words when I am in a classroom), 2 students answered strongly disagree, 8 students answered disagree, 35 students answered agree and 41 students answered strongly agree. The mean score is 3.34 and the standard deviation is 0.75. According to interpretation scale, the result is in favor of agree.

In statement no. 08 (It is easier for me to identify the meaning of a word presented several times in different contexts), 3 students answered strongly disagree, 11 students answered disagree, 44 students answered agree and 28 students answered strongly agree. The mean score is 3.13 and the standard deviation is 0.76. According to interpretation scale, the result is in favor of agree.

In statement no. 09 (I think repetition is necessary for vocabulary learning), 1 student answered strongly disagree, 5 students answered disagree, 33 students answered agree and 47 students answered strongly agree. The mean score is 3.47 and the standard deviation is 0.66. According to interpretation scale, the result is in favor of agree.

In statement no. 10 (Sometimes word games are useful for learning vocabulary), 6 students answered strongly disagree, 20 students answered disagree, 14 students answered agree and 46 students answered strongly agree. The mean score is 3.16 and the standard deviation is 1.02. According to interpretation scale, the result is in favor of agree.

### **Discussion on the survey results**

Under this point, the researcher would critically analyze the findings of students' perceptions regarding prominent strategies adopted by them to improve their knowledge of vocabulary items and the role of field dependence vs. field independence in improving the knowledge of

vocabulary items based on central research questions. The researcher would analyze this with the help of several literature reviews to make the argument reliable.

### **Central Research Question 1**

What are the prominent strategies adopted by tertiary level learners to improve the knowledge of vocabulary items?

### **Analysis of central research question 1**

The central research question tried to find out prominent strategies which are adopted by the learners of tertiary level in case of improving their knowledge of vocabulary items. The findings from the questionnaire proved that different learners prefer different strategies for vocabulary learning. At this point, to make the idea clear, the researcher would like to provide the graphical representation of students' responses.

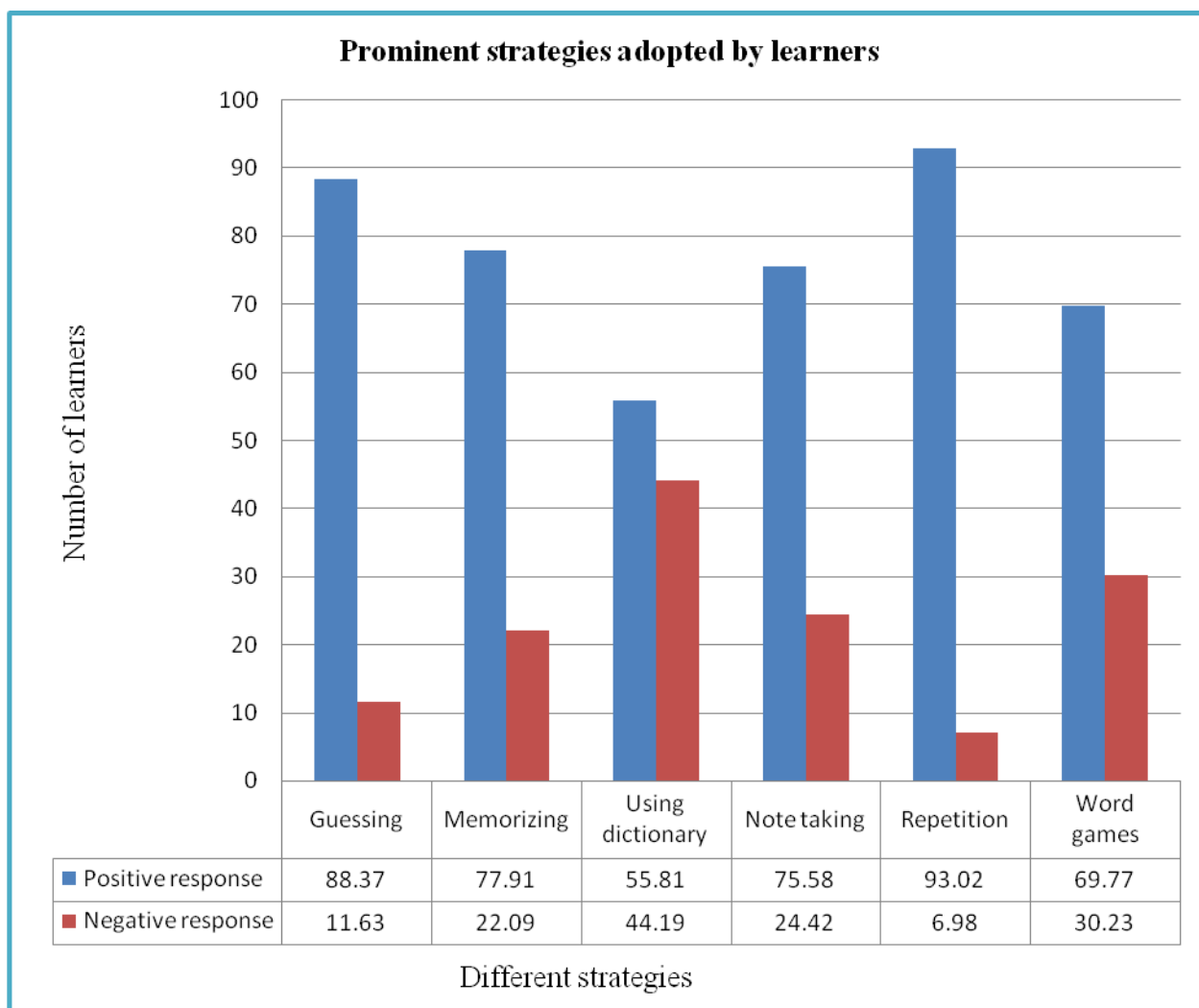


Figure 1: Findings from Central research question 1

The graph showed up that in case of guessing, 88.37% gave positive responses whereas 11.63% gave negative responses. It means that most of the tertiary level learners preferred guessing as a strategy in case of improving their vocabulary knowledge. According to Gu and Johnson (1996), it is a helpful strategy for learning vocabulary. Moreover, they said that learners can guess through linguistic clues and background knowledge (p. 9). Similarly, Zohrabi and Entesari (2016) agreed with the opinion of Gu and Johnson. Here, the result of the survey is



similar to the finding of the authors. Therefore, it can be said that guessing strategy is popular among learners. For example, they are unable to find out the meaning of an unknown word. In that case, the learners try to guess the meaning from the context which enhances their knowledge of vocabulary items.

The graph showed up that in case of memorizing, 77.91% gave positive responses, whereas 22.09% gave negative responses. It means that most of the tertiary level learners preferred memorizing as a strategy in case of improving their vocabulary knowledge. According to Schmitt (2000), this strategy is used to make a connection with the learners' previous vocabulary knowledge. It can be considered as mnemonics. Mnemonics help the learners to connect their current knowledge to background knowledge (p. 135). Here, the result of the survey is similar to the findings of the authors. Therefore, it can be said that memorization is a common thing among Bangladeshi learners. There is a tendency among them that before clearly comprehending anything they try to memorize first. In case of vocabulary learning, this type of tendency is really effective.

The graph showed up that in case of using a dictionary, 55.81% gave positive responses, whereas 44.19% gave negative responses. It means that the majority of the learners preferred dictionary as a strategy in case of improving their vocabulary knowledge. The strategy of using a dictionary is considered as a vital tool for vocabulary learning both inside and outside the classroom. Therefore, scholars consider it an effective learning strategy. Dictionary strategy is basically related to learners' cognitive ability. There are some learners who prefer dictionaries when they need to find out different synonyms of a word in case of writing composition and paraphrasing. Thus, it is helpful for their intense learning. Therefore, it can be said that using

dictionaries promote comprehensive learning and develop lexical knowledge. Moreover, if the learners try to find out the meaning of new words, they will be able to understand and develop the size of the vocabulary (Prichard, 2008, p. 219). On the other hand, Hague (1987) and Swaffer (1987), argued that the repeated use of a dictionary might be harmful to learners' comprehension skill (p. 218). Therefore, from the literature review, it can be said that there is a contradiction among authors regarding using dictionary to improve the knowledge of vocabulary. If we look at the graphical representation, then we will find out that the scenario of the learners supports the opinion of Prichard, which means they prefer using dictionary to improve their knowledge of vocabulary.

The graph showed up that in case of note taking, 75.58% gave positive responses, whereas 24.42% gave negative responses. It means that the maximum learners preferred note taking as a strategy in case of improving their vocabulary knowledge. Note-taking is considered as a broadly practiced vocabulary learning strategy among learners. Therefore, sometimes it can be seen that students note down a list of difficult words and revise them (Rushidi & Vela, 2016, p. 208). According to Walters & Bozkurts (2009), note-taking is the most beneficial among other vocabulary learning strategies. Moreover, they said that this strategy is an effective means of reviewing and organizing vocabulary items (p. 404). Here, the graph presents the same scenario. There are some learners who try to retain vocabulary items by writing them in a copy or notebook. By doing this, their brain becomes activated and they can check their copy whenever they get stuck to find out the meaning. Therefore, it can be said that note taking is useful in developing the learners' vocabulary knowledge.

The graph showed up that in case of repetition, 93.02% gave positive responses, whereas 6.98% gave negative responses. It means that the maximum learners preferred repetition as a strategy in case of improving their vocabulary knowledge. Haddad (2016) said that rehearsal refers to practice something continuously, creating word lists and repeating words. This strategy helps the learners to improve their communication skills when they repeat an L2 word repeatedly (p. 786). Moreover, Nation (2001) said that repetition is necessary for learning vocabulary to remember the meaning of a word. Moreover, repetition is also useful to retain memory because reading only for once is not enough (p. 56). Here, the graphical representation supports the opinions of the authors. Therefore, it can be said that when learners find difficulties in case of remembering any word, then they can pronounce the word repeatedly which will be effective for their vocabulary learning.

The graph showed up that in case of word games, 69.77% gave positive responses, whereas 30.23% gave negative responses. It means that the majority of the learners found the word games interesting in case of vocabulary learning. According to Letchumanan et al. (2017), learners sometimes try to evaluate their knowledge of vocabulary through reading a newspaper, watching movies and participating in word games. There are enough opportunities for learners so that they can evaluate themselves and analyze which method is best for them in case of learning vocabularies (p. 176). Moreover, different word games are useful for the learners from different background so that it will be easy for them to understand which words are more important to remember and learn and which are not (p. 45). Here, the graphical representation is similar to the opinion of the author. Therefore, it can be said that students can apply this strategy not only to learn vocabularies but also to improve their comprehensive learning.

### Central research question 2

How Individual Differences (field dependence vs. field independence) play role in improving the knowledge of vocabulary items?

### Analysis of central research question 2

The central research question tried to find out the role of field dependence and field independence in case of improving their knowledge of vocabulary items. The findings from the questionnaire proved that both field dependence and field independence have contributions in case of improving the learners' vocabulary knowledge. At this point, to make the idea clear, the researcher would like to provide the graphical representation of students' responses.

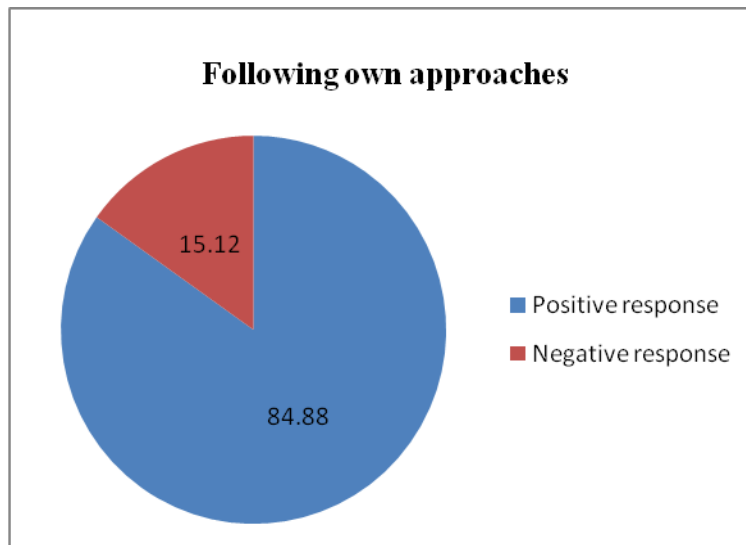


Figure 2: Findings from Central research question 2

The graph showed up that in case of following own approaches, 84.88% gave positive responses, whereas 15.12% gave negative responses. It means that the majority of the learners preferred following own approaches to inspire themselves in case of improving their vocabulary

knowledge. The field-independent learners believe that following different approaches help them to keep new words in their minds. It varies from learners to learners. Each learner follows different tricks to remember new words which help them to register new words in their brains. Yang and Dai (2011) said that if learners believe that following different approaches is helpful enough to inspire them to enrich their vocabulary, then they will definitely follow this during vocabulary learning. Here, the graphical representation supports the opinion of the author. There are different types of learners. The same process is not applicable for different learners. Therefore, it can be said that learners can follow their own approaches which will motivate them in vocabulary learning.

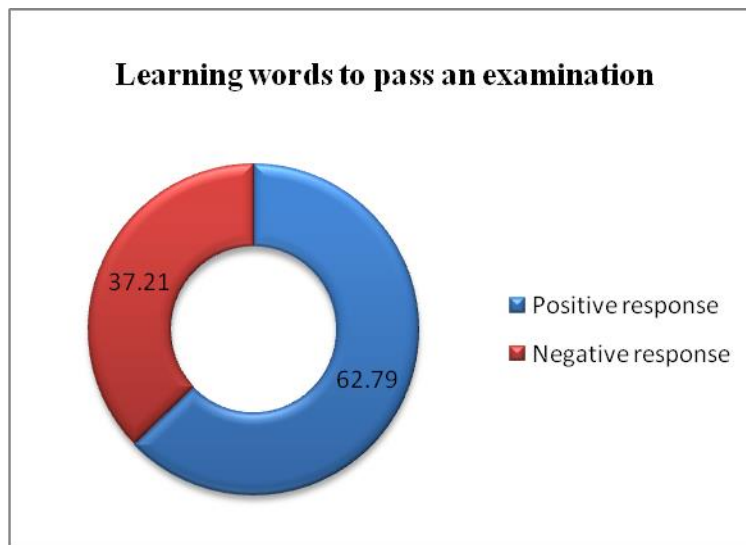


Figure 3: Findings from Central research question 2

The graph showed up that in case of learning new words to pass an examination, 62.79% gave positive responses, whereas 37.21% gave negative responses. It means that the majority of the learners thought that they are motivated to learn new words as it is required to pass an

examination which is useful for vocabulary learning. According to Easterbrook (2013), most of the learners think that vocabulary learning is interesting. They do not consider it boring or frustrating. Moreover, they do not learn vocabulary just to pass an examination. They believe that vocabulary can be learnt for several useful purposes (p. 256). Here, the graphical representation contradicts the opinion of the author. Basically, Bangladeshi learners learn most of the thing just to pass an examination. Their prior goal is passing an examination. That is the reason they learn vocabulary for passing a test, not for other purposes. Most of the intra-personal or field-independent learners have this type of goal.

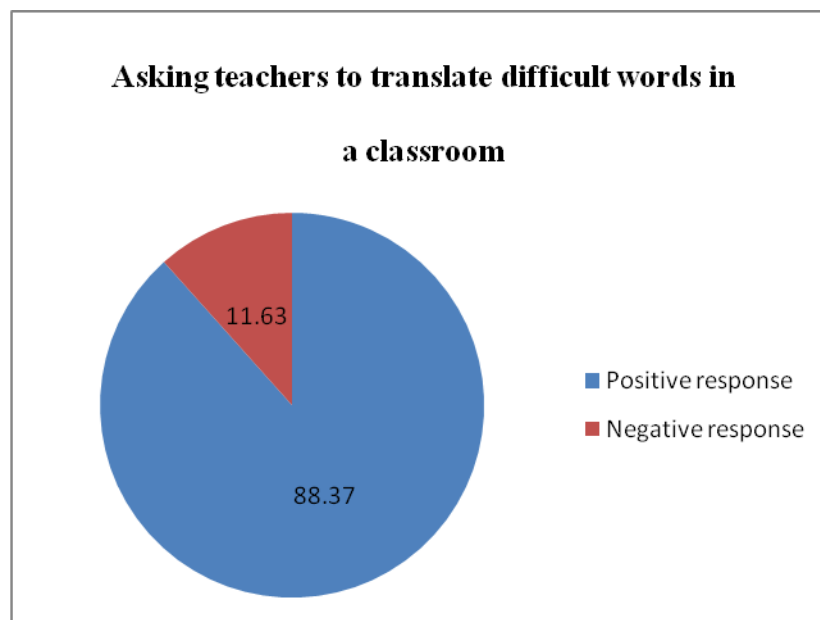


Figure 4: Findings from Central research question 2

The graph showed up that in case of asking teachers to translate difficult words in a classroom, 88.37% gave positive responses, whereas 11.63% gave negative responses. It means that the majority of the learners ask their teachers to translate words which are difficult for them to comprehend. According to Gregerson (2003), sometimes language learners become anxious

because of the ‘fear of being laughed at’ by their classmates (as cited in Zhang & Zhong, 2012, p. 29). According to Hashemi and Abbasi (2013), there are some learners who believe that if they ask something wrong in the target language, they will lose their ‘positive self-image or self-identity’ (p. 642). The self-independent learners feel hesitate to ask something to their teachers. Here, the scenario is different. From the graph, it is clearly visible that the learners do not feel hesitate to ask their teachers to translate difficult words. Therefore, these learners are self-dependent in case of enhancing their vocabulary knowledge.

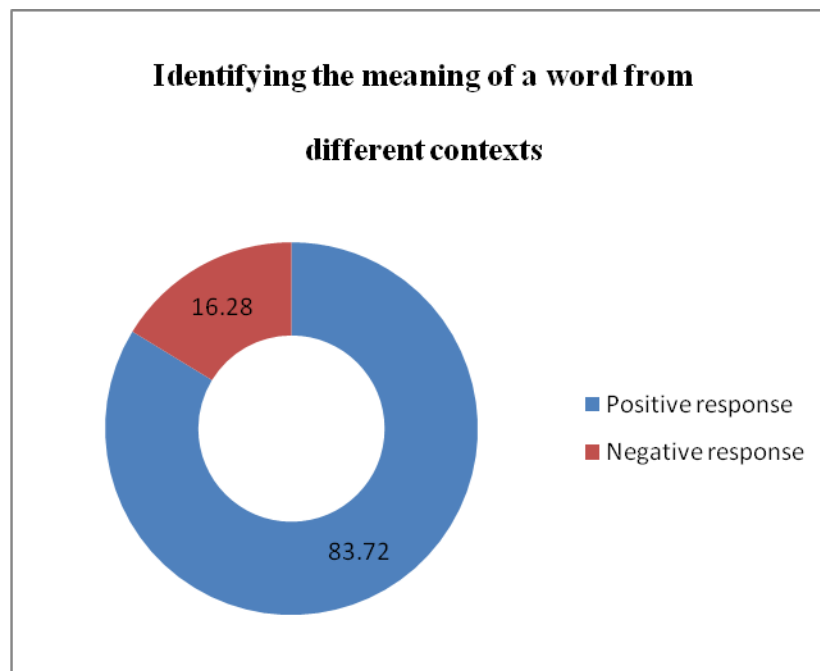


Figure 5: Findings from Central research question 2

The graph showed up that in case of identifying the meaning of a word presented several times in different contexts, 83.72% gave positive responses, whereas 16.28% gave negative responses. It means that the majority of the learners found it easier to identify the meaning of words if they are presented in different contexts. Learners can learn vocabulary items easily if

they are presented in different contexts. Based on the context, they become able to identify the meaning of a particular word and learn vocabulary. Martin (1984) stated that learners mostly acquire vocabulary from different contexts. In this case, listening and reading skills work as an aid (as cited in Folse, 2004, p. 73).



## **Chapter Five: Conclusion**

Vocabulary being in the core of English language learning, the tertiary level learners of Bangladesh are adopting different vocabulary learning strategies to make themselves citizens of the global village. Therefore, the researcher tried to find out various strategies regarding vocabulary learning which will enhance their proficiency in English language.

### **Summary of the findings**

The findings of this research, based on the survey questionnaires showed that most of the learners used repetition as a strategy to improve their knowledge of vocabulary items. It means that when they find any difficulty remembering any word, they try to utter it repeatedly which helps them to retain the word in their brain. Therefore, it can be said that among all strategies the tertiary level learners found it more easier and interesting. On the other hand, the least of the learners preferred dictionary to learn vocabulary which means this strategy is not that much popular among learners. However, the findings also showed that maximum learners liked to follow their own approaches in case of developing their vocabulary knowledge which indicates the learning style of field independence. On the other hand, the least of the learners said that they learn new words to pass an examination.

### **Contribution to research**

This research tried to unveil various vocabulary learning strategies adopted by tertiary level learners of Bangladesh and the role of field dependence and independence in developing vocabulary learning. For this, the researcher gathered students' opinions as they are the main stakeholders of the language classroom. After analyzing all the findings, she came up with a statement. Thus, this dissertation might catch the attention of the teachers of Bangladesh by

showing them the current condition of the learners and providing them with possible solutions which will bring some changes.

### **Practical implications**

This study includes the findings provided by the tertiary level learners of Bangladesh. Their opinions regarding adopting prominent strategies are valuable insights as they are important in an English language classroom. Thus, the whole study might prove to be of great significance for learners of tertiary level.

### **Recommendations**

Based on the overall findings of the study, the researcher would like to recommend some suggestions which will help to improve the lacking present in the current scenario. The recommendations are:

- a) Learners can use mnemonics for different words which will work as a useful medium to remember any tough or new word.
- b) They can associate pictures with certain words in vocabulary learning which will assist them to learn unknown words easily and quickly.
- c) They can do brainstorming when they will find any tricky word. It is regarded as an effective tool in language learning. Brainstorming will help learners to identify different vocabularies without any difficulty.

### **Further studies**

This research was conducted only on two universities inside Dhaka city. Universities outside of Dhaka can be the source of further research. A wide-ranged sample will prove to be more valid and trustworthy.

The aim of this research was to explore different vocabulary learning strategies adopted by learners. The research questions were prepared to find out prominent strategies followed by tertiary level learners and the role of field dependence and independence to improve their vocabulary knowledge. Based on the findings, it can be said that the learners follow those strategies which are best suited for them to learn vocabulary.

In conclusion, it can be said that vocabulary plays an important role in case of language learning. They cannot make a simple sentence without the help of a word. It proves that vocabulary items or words play a significant and vital role when a learner wants to acquire a second language or a foreign language. It is really surprising that there are still some learners who do not know that when they need to apply which strategy regarding vocabulary learning. Therefore, learners can apply several strategies in vocabulary learning. Moreover, they can ask their teachers or proficient classmates regarding applying different strategies. Then they will be able to enhance their vocabulary knowledge. Moreover, it will help them to go for a higher education in abroad. If learners do not utilize vocabulary learning strategy effectively, they will not be able to enrich their knowledge about vocabulary which is significant to acquire a language.

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## Appendix

### Appendix A

#### Questionnaire for the students

**Direction: This questionnaire is just a part of a research work. Help from you will be highly appreciated. Thank you!**

Gender: \_\_\_\_\_ Age: \_\_\_\_\_ Semester: \_\_\_\_\_

School and college background: Bengali medium/English medium

**Please read the statements and put a tick (✓) mark on the option that best describes your opinion.**

The scoring key is given below-

Strongly Disagree= 1

Disagree= 2

Agree= 3

Strongly Agree= 4

Statements	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. Guessing the meaning of words in context is useful for vocabulary learning.				
2. I follow my own approaches to inspire myself in vocabulary learning.				
3. Memorizing a lot of individual word is helpful for vocabulary learning.				
4. I am motivated to learn new words because it is required to pass an examination.				
5. I use dictionary to learn a new vocabulary.				
6. I take a note while coming across a new word.				

7. I ask my teachers to translate difficult words when I am in a classroom.				
8. It is easier for me to identify the meaning of a word presented several times in different contexts.				
9. I think repetition is necessary for vocabulary learning.				
10. Sometimes word games are useful for learning vocabulary.				