Effective ways of learning vocabulary online for ESL students at tertiary level in

Bangladesh

By

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted or submitted for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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Approval

The thesis "Effective ways of learning vocabulary online for ESL students at tertiary level in Bangladesh" submitted by Neela Nath, ID: 20163002 of Summer, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Masters of Arts in English on January 6th 2022.

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Ethics Statement

I don't plagiarize any information. I don't use any personal information of anyone. I took some help from different articles, vocabulary journals and websites to prepare it but I gave reference to each.

Acknowledgement

First of all, I would like to be thankful to almighty Allah who provided me with the courage and guidance to complete this thesis paper. It's a challenging and exciting job to prepare such a type of thesis paper for me as a new learner. I would like to express a deep sense of all those who are always a source of inspiration for their involvement, unconditional cooperation and support in successful and timely preparation of this research. Without their encouragement I could not stand in pride as having done some academic work. I am indebted to all of them. I would like to express my heartiest gratitude to my supervisor Nazah Farhat, senior lecturer, Department of English and Humanities, BRAC University. Without her guideline it could have been impossible to prepare this thesis paper. Under her guidance I successfully overcame many difficulties and learned a lot. I am also grateful to all students who helped me by giving information and being a part of the interview. I am thankful to BRAC University as l have been given all the opportunity to make sure that l can learn something in the process of doing the thesis paper. Finally, l express my heartiest gratitude to my parents and students for their great support.

List of Acronyms

ESL   English as a Second Language

L2   The language acquired as a second language

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Abstract

The paper shows that Bangladeshi ESL students learn vocabulary from online and which method is effective for them. Bangladeshi ESL students can learn vocabulary from visual/ multimodal methods and traditional methods. Vocabulary learning is an effective way to increase the opportunities for learning new and unknown words properly. This paper finds out how Bangladeshi ESL students learn vocabulary from online and the visual/ multimodal and traditional methods which method is effective for them.

Vocabulary is a key to learn a language properly. It is the fundamental tool for communication and acquiring knowledge. Without learning or knowing the proper use of vocabulary, Learners can not understand the sentence construction. Vocabulary is a key to learn a language properly. They can not understand and have less concern about learning the meaning of the new or unknown words. The researcher collected some data from the ten participants. The research is based on qualitative data. This paper focuses on how ESL students learn vocabulary from visual/ multimodal and traditional methods and which method is effective for them.

Keywords: Vocabulary learning, Visual/ multimodal method and traditional method, Online-based vocabulary learning, Sentence construction.

Chapter 1

Introduction

Vocabulary learning is an essential fact for ESL learners. It is the fundamental tool for communication and acquiring knowledge. The use of correct words is the gateway to learning a language properly. Words are essential for communication.

Vocabulary is very essential for communication. As a non-native speaker, the ESL students' have to manage their vocabulary gap. Without doing this, the students are not able to understand the sentence meaning, sentence construction. They are not able to communicate with the native speaker if they do not know the correct or exact meaning of their conversation. Now-a-days as a non-native speaker the students must have to learn English vocabulary online for their proper study, higher education and to communicate with the native speakers and must have to understand their conversation.

1.1 Background of the study:

Vocabulary serves an essential role. Online-based English vocabulary learning seems to be the easiest thing but it is very difficult to do. Because the students have very little concern about learning the proper use of vocabulary. Sometimes their internet and online connection is very poor. So they can not use the websites, articles and English vocabulary journals. Now-a-days in COVID 19 the rural students are facing a huge internet problem, so they suffer a lot. The students of the rural area can not continue their regular studies because of internet problems. For vocabulary development, the students have to understand synonyms, antonyms, conversation, communication, spelling of the unknown words, sentence construction etc. Reading online-based English newspapers, articles, journals, playing online games and watching cartoons can help the students to learn a lot of new words. 'Vocabulary

knowledge is not an all-or-nothing proposition; it is not the case that one either knows or does not know a word' (Beck & McKeown, 1991, p.791). 'There are different levels of processing word knowledge, including association, comprehension and generation, depending on the purpose of vocabulary instruction' (Stahl, 1986). The goal of vocabulary instruction is to facilitate students' ability to interact with language situations, most notably comprehending text (Beck & McKeown, 1991). Vocabulary knowledge is fundamental to comprehending text, as evidenced in studies that have found a relationship between vocabulary knowledge and comprehension (Bos & Anders, 1990).

There are different websites, different articles, cartoons, online games, English books, novels, journals, and video lectures online that can help to give the students enough knowledge about English vocabulary. Now-a-days vocabulary can improve and develop one's language level and he/she can communicate in English language confidently and more effectively if he/she or the students can understand the proper use of vocabulary. Vocabulary is very essential for communication. There are a lot of websites and online-based applications. These online-based websites and applications are very effective and helpful tools for learning English vocabulary easily. As a non-native speakers, the students' have to manage their vocabulary gap. Without doing this, the students are not able to understand the sentence meaning, sentence construction. They are not able to communicate with the native speaker if they do not know the correct or exact meaning of their conversation. So now-a-days as a non-native speaker the students must have to learn online-based English vocabulary for their proper study, higher education and to communicate with the native speakers and must have to understand their conversation. 'English language teaching in Bangladesh has become subject to a supreme concern in maintaining economic growth and developing a skilled workforce. English in education policies; factors affecting the implementation of communicative language teaching curriculum, method and materials in Bangladesh; validity of the current

assessment and its washback effect on English language teaching in Bangladesh and current situation of teachers' professional development' (Rahman, Islam & Singh, 2019, p. 9).

From the Bangladeshi perspective, a 12 years secondary and higher secondary education system is changed. Now-a-days teachers follow visual methods and take online classes. Because of the pandemic situation, teachers and students are focusing on online vocabulary learning and visual/ multimodal methods.

Students' learning of meaning vocabulary has been a topic of enduring concern to teachers of reading and English. The importance of vocabulary is supported by empirical studies for English speakers, meaning vocabulary is a consistently strong predictor of scores on both reading comprehension and intelligence tests (Anderson & Freebody, 1981).

Vocabulary is an important consummation task both for learning and for showing what learners know. Most of the students of Bangladesh feel uneasy when they write English vocabulary and face many difficulties because of lack of vocabulary words, lack of multiple meanings of the words, absence of concentration and improper classroom activities (Siuder, 2013). For vocabulary knowledge students face more challenges because vocabulary skill is involved with appropriate use of sentence construction, sentence making and expressing clear thoughts in a comprehensive way. In order to improve students' vocabulary knowledge, more practice must be given by the teachers. Thus, many teachers are not concerned about the vocabulary learning strategies and techniques that can improve students' vocabulary knowledge. Teachers have to teach vocabulary such as giving guidance, tasks and feedback. So, ESL learners need to know how to develop their vocabulary knowledge.

On the other hand, teachers have to find out what is lacking in their vocabulary learning. For example, after checking the idiom tasks, the teacher found some significant difference among students. The differences were some students answered from their own thinking and some

other students answered by their memorizing where there was no creativity. If we do not have enough knowledge on vocabulary, we have to face more difficulties in both education and employment. In this case, the teacher is the authoritative figure in the classroom. Teachers have to provide new techniques to improve learners' vocabulary knowledge from the initial stage (Klipa, 2014). So, teachers have to apply new techniques in the classrooms to motivate students and to develop their vocabulary knowledge.

I chose this topic because Bangladeshi ESL students are not concerned about vocabulary. Their word stock is very limited. They do not try to learn vocabulary and they just try to memorize the words. Even they are weak at understanding sentence construction. Their vocabulary knowledge is very limited. This topic is effective for Bangladeshi ESL students.

1.2 Research Statement:

The research statement is: the study is to find out the visual/ multimodal method and traditional method which method is most effective on vocabulary learning from the perspective of Bangladeshi ESL students and also tried to find out how Bangladeshi ESL students learn vocabulary from visual/ multimodal method.

Chapter 2

Literature Review

2.1 Vocabulary Learning:

Vocabulary is the fundamental tool for communication and acquiring knowledge. The use of correct words is the gateway to learning a language properly. The knowledge of vocabulary can be reflected in how well ESL students can express themselves in reading, writing and speaking.

For effective ways and strategies of vocabulary learning the students should watch cartoons, English TV series, BBC news channels, online games, messenger chatting to know the meanings of new words and must be familiar with some contextual, lexical and semantic analysis of meaningful sentences. There are some other techniques known as visual and traditional methods of learning idioms, spelling, synonyms, understanding the context, new words and sentence construction. The lexical resources are most effective for vocabulary learning and understanding it appropriately. The students must have understood the collocations of words to make a complete and correct sentence. ESL students must understand and try to adapt these effective techniques in their reading, writing and speaking and also have to enhance their vocabulary learning skills. The students must have understood the techniques of learning vocabulary online and try to apply them from the perspective of their conversation, social media messenger chatting, writing, speaking activities. Sometimes the learners are confused about which words are appropriate in their writing and speaking. The learners should be interested and motivated to engage with the lesson of English vocabulary through online and they will be able to get interested to know the meaning of new words. Sometimes they have forgotten the meaning of the unknown words.

2.2 Importance of vocabulary learning:

Vocabulary is the fundamental tool for communication and acquiring knowledge. The use of correct words is the gateway to learning a language properly. Words are essential for communication. The students' vocabulary knowledge can be reflected in how well they can express themselves in speaking, reading and writing. ESL students have to learn the English language properly. At first the students must have to learn online-based English vocabulary. In this COVID 19 situation, ESL students can learn English vocabulary at home and learn new/unknown words from different online sources.

There are different online websites, cartoon channels, BBC news channels, different articles, lifestyle magazines, graphics books, graphics novels, journals, online video games and social media, online posts, online chat, whatsapp these can help to give ESL students enough knowledge about English vocabulary. Vocabulary is very effective and essential for communication. Now-a-days vocabulary can improve and enhance one's language level and he/she can communicate in English language confidently and more effectively if he/she or the students can understand the proper use of vocabulary. So ESL students must enhance their vocabulary knowledge. In the pandemic days students can learn vocabulary from watching and listening cartoons, English TV series, BBC news channels, online games, online chat, social media, and whatsapp. From the previous time, students were learning vocabulary from English to English dictionary or English to Bangla dictionary.

There are many changes that come from past and present days of vocabulary learning. Nowadays each and everything is found online. ESL students learn vocabulary from online chatting, online games, watching and listening to online English web series, watching and listening to cartoons or movies with English subtitles etc. In the previous time students learnt

vocabulary from text books and dictionaries. Things change too fast. Nowadays in the pandemic situation each and everything is online and students can learn online vocabulary from home. Nowadays everything can be reached through Google and the internet. Students are able to learn vocabulary from online with different online activities. 'A number of studies have examined language learners' use of vocabulary learning strategies' (Cohen & Aphek, 1981; O'Malley & Chamot, 1990). 'Learners have been found to use more types of strategies for learning vocabulary than for reading, listening, speaking and writing' (Chamot, 1987). 'Some of the most frequently used vocabulary learning strategies include using a bilingual dictionary, verbal and written repetition, studying the spelling, guessing from context and asking classmates for meaning' (Schmitt, 1997). 'With respect to the relationship of vocabulary learning strategies to learners' language proficiency and vocabulary knowledge' (Gu & Johnson 1996).

2.3 Breadth and depth knowledge of vocabulary learning:

Breath knowledge of vocabulary learning means the recognition and meaning of the sentences and L2 words. (Laufer & Goldstein, 2004). 'Vocabulary breadth knowledge refers to the number of words the meaning of which one has the meaning of an L2 word. There are two categories of vocabulary breadth knowledge that pertain to meaning, that is meaning recognition and meaning recognition and meaning recall, both of which are necessary for comprehension activities such as reading and listening' (Laufer & Goldstein, 2004). 'Gu and Johnson's (1996) study was one of the first few that offered useful insight into the relationship between vocabulary learning strategies and vocabulary breadth knowledge' (Kojic-Sabo & Lightbown, 1999; Moir & Nation, 2002).

Depth knowledge of vocabulary learning means how well the learner can understand the lexical items. lexical items and phrases are effective for vocabulary learning. Learners use lexical phrases for communication such as communicating with his/her friend in the online classes. Lexical items and phrases have their own meaning. 'Depth of vocabulary knowledge usually refers to how well one knows a lexical item' (Qian, 2002). 'Although depth and breadth of vocabulary knowledge have been found to correlate with each other, they are considered distinct dimensions of vocabulary knowledge' (Qian, 2002; Wesche & Paribakht, 1996; Vermeer, 2001 & Schmitt, 2014). 'Mastery of these aspects of knowledge associated with a word is required for learners to be able to use the word appropriately' (Nation, 2001 & Schmitt, 2008). 'Previous research has reported significant correlation coefficients between vocabulary depth and learner performance in reading, listening and writing' (Alderson, 2005 & Qian, 2002). 'Given the multiple facets of vocabulary knowledge have, unsurprisingly, included such diverse aspects as grammatical functions of words, syntagmatic and paradigmatic associations and syntactic knowledge, among others' (Webb, 2007; Pigada & Schmitt, 2006). 'However, vocabulary breadth knowledge constitutes only one dimension of vocabulary knowledge and depth of vocabulary knowledge is another important dimension that can't be ignored' (Nation, 2001; Qian, 2002; Schmitt, 2010). 'Depth of vocabulary knowledge may be related to lexical inference strategies (strategies for inferring the meaning of unknown words)' (Nassaji, 2006).

2.4 Multimodality:

According to Kress (2001), from the 21st century multimodality is a process of gesture, intelligence, communication, digital information, sound, 3D objects, images and representation of knowledge and expression. Multimodality means multiple functions within

one medium. Different picture books, online live presentations, live performance, oral presentation, color books, comics, life-style magazines, advertisements, e-books, oral story-telling, expression and gestural activities, color books, novels, audio and video are some of the features of multimodality. 'Multimodality refers to a field of application rather than a theory' (Bezemer, 2018, p. 180). 'Multimodality is not a theory but rather a tool that can be applied within various theoretical contexts to aid in analysis' (Bezemer, 2018, P. 180).

According to Leeuwen (1995), multimodality is the process of enhancing semiotic knowledge. It can analyze the process of communication and multiple modes of the color books, images, text, comics, live presentation, audio, 3D images and gestural activities. It is an interdisciplinary approach and understanding of communication with the new techniques of the 21st century. According to Jewitt, she wrote a textbook on multimodality and described its origins, objects, and the goal of understanding the way of communication. She illustrated the concept of multimodality in a critical way. She explained that the students must enhance and understand multimodality, communication skill, online resources, materials, and images/ graphics of the textbook. They should engage with multimodality and the features/ resources of multimodality. According to Jewitt, multimodality has two approaches known as social semiotic and social linguistics. According to Bateman, he illustrated and analyzed multimodality with the documents. He said that multimodality refers to color/graphics textbooks, images, magazines, webpages, live presentation, e-books, e-portfolios etc. Multimodal documents are essential for analyzing multimodality. Multimodal documents means the systematic and theoretical analysis of multimodality.

2.5 Multimodal methods of learning vocabulary:

'As wireless, mobile, portable and handheld devices are gradually finding their ways into every sector of education in both developed and developing countries' (Traxler, 2007). 'Though multimodal instructional content delivery via mobile technologies has already offered new benefits to instructors and learners' (Shih & Mills, 2007). 'Despite those critical voices, educators believe that mobile devices could enhance the outcomes of learning if they are integrated with prevailing psychological theories of learning' (Wiredu, 2005). 'Multimodal presentations of materials can be captured through people's memories. It is believed that cognitive processing of information is achieved through a triple memory model' (Mayer, 2005). 'In which audio-visual input is selectively received (sensory memory), then working memory (short term memory or in short STM) works out and provides the possible organization, integrating the two channels in light of the schemata and committing them to the long term memory' (Atkinson & Shiffrin, 1986). 'Foreign language teachers and learners are also excited to embrace this effective route to contrive a better educational environment supported by multimedia technologies. The criticisms are wide and diverse, running from the transiency of excitement with the devices, learners' inability to make efficient use of such devices.' (Gay, Stefanone, Martin & Hembrooke, 2001).

'The effect is that such learners are likely to get overwhelmed in the presence of multimodal representations of contents.' (Sweller, 1994). 'While without grammar very little can be conveyed without vocabulary nothing can be convoyed. A substantial amount of words used in a communicative situation allows people to better understand a message and to better convey ideas while trying to express what they think or feel.' (Wilkins, 1972, p.111-112). 'While knowledge of vocabulary may not be sufficient for understanding all messages, there is little doubt that an increased vocabulary helps the acquire understand more of what is heard

or read.' (Krashen, 1982, p. 80). Certainly such is the importance of lexis that some authors have gone even further in arguing that the single most important task facing language learners is acquiring a sufficiently large vocabulary.' (Lewis, 2000, p.8). 'Using a word requires that the child both constructs and holds in mind an intentional state representation, retrieves the word from memory for expression of an element in the intentional state and articulates the word in an expression.' (Bloom, 2000, p.27). 'It is thought that the process of producing a word is relatively easy, it needs to go through complex cognitive processes.' (Hill & Miller, 2013). 'Another important factor in the learning process is context. Learning new words through context is only one step students may use and that students should think metacognitively and learn new words within the context of where they appear.' (Gu, 2003, p. 14). 'The three possible definitions according to different categorizations: orthographic, lexical and phonetic. A word is any sequence of letters bounded on either side by a space or punctuation marks. This statement is limited to written language, it does not include spoken discourse. A second definition explains a word as the minimum meaningful unit of language.' (Carter, 1998, p. 4). 'Learning vocabulary requires effort, practice and time. Nevertheless, it is of great importance to teach new words in context and in different ways for students to develop other aspects of their global knowledge.' (Mehring, 2005). 'Learning vocabulary is an ongoing process, which requires systematic repetition to help students learn, especially low context vocabulary. Students can retain the vocabulary they find useful and relevant to their subject matter by learning vocabulary through context, cooperative learning and using technology.' (Mehring, 2005, p. 3). 'There are four kinds of vocabulary, which are classified as the following: words we understand when we hear them receptive/oral, words we can read receptive/written, words we use in our speech productive/oral and words we use in our writing productive/written.' (Graves, 2012, p.10-11). 'It is stated that multimodality was first encountered by classical rhetoricians who realized that when communicating, different

factors, such as voice, tone, facial expressions and gestures were relevant for the message to be conveyed.' (Wysocki, 2002).

2.6 Learning Style:

There are some effective online techniques of learning vocabulary such as auditory method, traditional method, visual method, and learning vocabulary with kinesthetic methods. There are some other strategies and constructivist approaches to vocabulary learning. 'A visual learner is someone who learns best through visual means. They prefer looking at things to absorb information rather than listening to it (auditory) or using their hands (kinesthetic). For example, a visual learner would learn to fix a car better if they watch an instructional video rather than listening to an expert explain the process' (Team, 2021). 'Vocabulary acquisition demonstrates that the inclusion of multiple modalities leads to best results. Impoverished linguistic input by allowing only one modality for example only acoustic or visual input the so called learning style' (Pashler, 2008).

Visual learners learn vocabulary from watching pictures, videos and cartoons. Nowadays students are hugely addicted to online games, cartoons, messenger, whatsapp chat, online post, videos etc. Visual method is more effective than the verbal and traditional method.

Verbal learners learn vocabulary from listening and reading the words. Verbal learners learn vocabulary from oral presentation, interviewing, debates, group study and group work. Non-verbal learners have some difficulties with the visual and verbal learners. Non-verbal learners follow the traditional method and try to memorize the topics. Non-verbal learners are memorizing the topics such as: reading comprehension, idioms, phrases, essay writing etc.

According to Coffield 2004, Vocabulary is the sense of knowledge that exposes the fact that the vocabulary can correspond with the whole world. Vocabulary is the power of knowledge. We can develop our vocabulary entirely with our existences or our whole lifetime. Vocabulary is the key to communicate with people the new words. Vocabulary development is very effective and essential for our lives. The children acquire vocabulary knowledge from listening to their parents when they speak and they also acquire vocabulary knowledge from listening to the other's voice. The learners have to learn different new English words. They have to increase and develop their English vocabulary level in a natural way (Coffield, 2004). Learning style is the natural or habitual patterns of learners when acquiring and processing information in learning situations (Borich, 1988). Akkoyunlu claimed that determining the learners' learning style is beneficial to the learners themselves and can assist teachers in developing their teaching process (Babadogan, 2000). Learning style affects traditional classroom learning and e-learning. Learning style affects the teaching of many courses and learning achievement. Moreover, learning is a factor that affects the quality of e-learning and has significantly affected the academic achievements of learners (Dag & Gecer, 2009). Another study showed a positive influence between learning style and learning environment on the academic achievement of learners. Studies on learning style have developed several learning style models, some of which have been proposed by Myers-Briggs. However, empirical studies on the interrelationship among visual/ verbal learning style and other factors are limited (Briggs, Felder & Silverman, 1988). According to the authors, their investigation is systematic and critical based on the analysis of three linked areas of activity: theoretical, pedagogical and commercial within several learning styles' models (Coffield, 2004). The investigation was to carry out an extensive review of research on post-16 learning styles, to evaluate the main models of learning styles and to discuss the implications of learning styles for post-16 learners (Coffield, 2004). They found little

empirical evidence for those focused on an academic setting, while they found that commercial models tend to unwelcome critical engagement with the theoretical and empirical bases of their claims (Coffield, 2004). They impose some order on a field which is marked by debate and constructive critique as well as by disunity, dissension and conceptual confusion (Coffield, 2004).

2.7 Multiple intelligences -9 types:

Multiple intelligences is the process of different ways of students' knowledge, intelligences and information. The students have individual intelligence and a learning process of their own. Multiple intelligences are based on nine different types. They are: existential, interpersonal, intra-personal, linguistic, logical, musical, kinaesthetic, visual and naturalistic. Multiple intelligences have different activities. These activities are effective for the students to understand their general ability. They are: (i) linguistic means words, (ii) logical/mathematical means logic and some kind of numbers, (iii) bodily-kinaesthetic means bodily/physical realization, (iv) musical means some kind of music, (v) intra-personal means self reflection, (vi) spatial depicted some photos or pictures.

Vocabulary is the list of characteristics of words which are used in writing, reading and speaking. The learners have to learn new words. The learners should increase their word stock or lexicon. Before using the proper words in their writing and speaking the learners have to comprehend a word correctly. Vocabulary knowledge can comprehend the sentences. The learners and the students can understand the meaning of the critical words by comprehending the sentences. In the process of vocabulary learning and comprehension the learners can understand the meaning of the new words and sentences. Vocabulary refers to an essential and most effective role in the reading process and reading comprehension. For understanding the reading comprehension, the learners should learn enough English

vocabulary. Vocabulary is one of the essential parts of reading, writing and speaking. The learners should develop their English vocabulary level to access to communicate with others and be able to comprehend their conversation without facing any kind of difficulties (Gardner, 2011). Gardner defines intelligence as a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture (Gardner, 2020).

According to Greenwood (1998), He wrote various ways of manifesting vocabulary development. He gave various directions and advice to learn about vocabulary development. The learners find various difficulties. Vocabulary is very essential for communication and interaction. Sometimes the learners and the students do not understand which words are appropriate in their writing and speaking. They found some complex structure because of their lack of learning vocabulary and sometimes the lack of motivation. They must have to increase their vocabulary word stock. They should have to understand the meaning of the new words. Vocabulary knowledge is reflected in the students' writing and speaking skills. (Greenwood,1998).

'The theory of multiple intelligences proposed by Harvard psychologist Howard Gardner. Gardner first outlined his theory in his 1983 book *Frames of Mind*: *The Theory of Multiple Intelligences*, where he suggested that all people have different kinds of intelligences. He proposed that there are eight intelligences and has suggested the possible addition of a ninth known as existentialist intelligence. Intelligence is often defined as our intellectual potential, something we are born with, something that can be measured and a capacity that is difficult to change' (Cherry, 2021). Gardner notes that the linguistic and logical mathematical modalities are most typically valued in school and society (Marenus, 2020). Gardner also suggests that they may have other candidate intelligences such as spiritual intelligence, existential intelligence and moral intelligence but does not believe these meet his original

inclusion criteria (Gardner, 2011). Gardner defines intelligence as a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture (Gardner, 2020). The theory of multiple intelligences was first proposed by Howard Gardner in his 1983 book "Frames of Mind", where he broadens the definition of intelligence and outlines several distinct types of intellectual competencies (Marenus, 2020).

2.8 How the human brain functions/ respond to multimodal materials:

Every learner is different. The learners have to use vocabulary in their speaking and writing. The learners can use contextual analysis to understand the text. They have to understand the contextual analysis in their texts. The students have to develop or increase their vocabulary word stock with the use of the facts and context clues. The development of English vocabulary learning refers to the process of acquiring new words. Vocabulary growth and development are the process of describing the meaning of new words. Online-based vocabulary learning is very important for the learners. In this process the learners and the students can learn new English words. They must have to apply it in their writing, speaking and their communication. (Fleming, 2001).

Some learners can't remember lots of information. They just hold small amounts of information and their learning capacity is short. This type of memory is called short term memory (Fiscus, 2019). The capacity to remember some information for a long time is called a long term memory. It is more effective and stores a lot of information. (Cherry, 2021).

'Evidence-based literature in the domain of vocabulary acquisition demonstrates that the inclusion of multiple modalities leads to best results. 'Impoverished linguistic input by

allowing only one modality, for example only acoustic or visual input the so-called learning style' (Pashler, 2008). 'Learning style models have a common base: they sustain that not all individuals learn the same way' (Fleming, 2001). 'Learners might not be informed about other possibilities of acquiring vocabulary and have not tested them. For example, learners might not know that performing gestures while learning words enhances retention compared with audio-visual learning' (Macedonia, 2014). 'Billions of neurons process and store the incoming information in large networks. They include areas of the brain that deal with language (Friederici, 2011), cognitive control (Abutalebi, 2008), semantic processing (Binder, 2009; Binder & Desal, 2011) and multisensory integration (Seghier, 2012), memory (McClelland, 1995) and with stimulus specific regions as illustrated. At the processing level, if learners hear the German word *Himbeer* raspberry and read it, their auditory cortices will analyse and store the sounds' (Dubois, 2013).

'Short-term memory is the capacity to hold small amounts of information in the brain. Long-term memory is a different type of memory in which students hold information in their brain from the past. Each of these types of memories is very important to us and a person can lose each type of memory for different reasons' (Fiscus, 2019). 'The learners are additionally presented with a real fruit, a multitude of stimuli will reach their brains. Smelling will engage the piriform cortex (Gonzalez, 2006). 'Reviews on learning styles often come to the insight that best practice employs a variety of learning styles.' (Romanelli, 2009). A word network consisting of many components visual, aural, kinetic, olfactory etc. store and retrieve information more efficiently than a small network. If a component decays for instance the sound sequence of the word, other components partially the lost information will restore it' (Macedonia & Klimesch, 2014). 'In the early 1970s, behavioral research in L2 vocabulary learning worked on enrichment of vocabulary by means of pictures' (Paivio & Csapo, 1969). 'They recognize the power of pictures in L2 lessons. More recently, a number of empirical

studies have confirmed that visual enrichment of words by means of pictures enhances memory' (Curran & Doyle, 2011; Hockley & Bancroft, 2011; Bisson, 2014; Takashima, 2014). 'Similarly, if learners enrich L2 words with gestures, retention is enhanced in both the short and long term. Gestures engage a number of sensory modalities and the motor system and thereby create very complex representations, word networks in the brain that highly impact retention: students learn more words and memorize words for longer than by only listening to the words and reading them' (Macedonia, 2011; Macedonia, 2014).

2.9 Vocabulary teaching method:

'Language is influenced by Systemic Functional Linguistics (SFL), in which the structures of language have evolved as a result of the meaning-making functions they serve within the social system or culture in which they are used.' (Unsworth, 2008, p.1). 'It is essential to mention that not only multimodality is important for the student's learning process, but also to stimulate learners with a motivating environment. Students may feel more comfortable and perform better when learning in environments that cater for their predominant learning style.' (Sankey, Birch & Gardiner, 2010, p.853). 'Multimodal information presentation makes people feel that it is easy to learn and they can maintain their attention span, which will benefit the learning process and increase the learning performance.' (Chan & Fu, 2003, p.359). 'Multimodal resources are not only important to engage students' attention but also to improve their performance.' (Pourhossein, Nizan & Masoumeh, 2011). 'Significant increases in learning can be accomplished through the informed use of visual and verbal multimodal learning.' (Sankey, Birch & Gardiner, 2010, p. 853). 'There are different research studies that support the fact that multimodal lessons and the use of multimodality could be a vital element during the learning process. Students learn more deeply from a combination of words and

pictures than from words alone, known as the multimedia effect.' (Mayer, 2003, p. 307). 'Students engaged in learning that incorporates multimodal designs, on average, outperform students who learn using traditional approaches with single modes.' (Fadel 2008, p. 13). 'It allows students to experience learning in ways in which they are most comfortable, while challenging them to experience and learn in other ways as well.' (Picciano, 2009, p. 13).

The Report of the National Reading Panel (NICHD, 2000), The National Reading Panel stated that vocabulary plays an effective role both in learning new words and in comprehending the texts. The learners should learn different new words. The learners should have to develop their vocabulary knowledge and should follow some techniques to comprehend the texts. They should have to develop their reading skills and try to comprehend the text. Some strategies and instructions of vocabulary learning are very important and relevant to understand the meaning of the new and unknown words. (NICHD, 2000).

Sometimes in group work or pair work, the learners could be able to learn different things and they could learn different new words through their classmates. So that can be helpful for the learners to learn different new and unknown words. Now-a-days online-based education is being developed. In response to the pandemic situation, the learners must have to learn online-based English vocabulary to develop and increase their word limit to prosper for their higher education. The students need some techniques, some essential methods such as visual methods for learning English vocabulary through online-based situations. The learners have to spend a lot of time online to learn and search different websites, articles, videos and documents, so that they can find new words and learn English vocabulary properly (Sankey, & Gardiner, 2010, p. 853).

2.10 Current scenarios on vocabulary learning in Bangladesh:

Vocabulary is one of the initial cornerstones for a learner on which content learning is built. In this case, vocabulary learning is an important activity in our lives that has been used in all mediums of instruction such as any competitive exam, creativity, community, society (Astrini, Rat Mining & Utami, 2020). But, most of the learners can't understand vocabulary properly because of lack of knowledge on spelling mistakes, sentence making. They can not organize or generate their ideas to write sentences with the appropriate use of vocabulary. In this case, teachers can provide a Cooperative learning strategy that is an effective strategy to improve learners' vocabulary ability (Yusuf, 2019). On the other hand, developing strategy on vocabulary learning means the ways to modify or to enhance previous techniques that had no benefits towards learners. In Bangladesh most of the students came from Bangla medium schools. They do not know how to write sentences with correct vocabulary. In this case, teachers should find out what learners know and what they actually want to know, also about what learners need.

2.11 Students face challenges on vocabulary learning:

The students of Bangladesh still have not reached the expected level of vocabulary skill because of lack of creative writing practiced in the classroom (Hasan, 2016). They face minor difficulties such as paragraph Organization, vocabulary, misspelling (Ariyanti & Fitriana, 2017).In this case, A number of studies have tried to find out the actual reason on vocabulary learning. The study found that 88 % students do not have sufficient knowledge on sentence construction in English, 74% students have no confidence to express their own ideas, 63% learners have no confidence about organization (Afrin, 2016). So, most of the students are accustomed to memorizing vocabulary and write that memorized paragraph on exam paper where there is no creativity. In this case, Students missed to write unseen paragraphs because

of lack of vocabulary and free hand Writing (Hasan, 2016). Also, most of the teachers are untrained, they do not have clear knowledge on vocabulary skill and teaching techniques. So, they use traditional lecture sheets in vocabulary learning classrooms. They don't follow communicative language teaching. In this case, Students face major problems in 3 ways, Mainly vocabulary, spellings and punctuation problems (Younes & Albalawi, 2015). For instance, teachers need to implement new techniques for students by taking into consideration the materials such as pictures, online videos, cartoons, online games. So, most of the teachers suggested integrating new techniques of teaching vocabulary with technology, so that students can be more motivated to learn how to write an essay, text, paragraph, composition. Teachers need to focus on the process of vocabulary learning so that students can be classified as a new learner of English (Astrini, Ratmining & Utami, 2020). The teachers should take an step to improve learners' vocabulary, idioms, word collection because all components make a written composition more suitable (Karim,Rizan,Masum & Latif, 2017). On the other hand, most of the students came from Bangla medium, they do not know vocabulary effectively. That is why students face more challenges in writing problems at different stages of their vocabulary learning, basically linguistic, psychological, cognitive and pedagogical items (Sayma, 2020). The teachers classroom practice is not appropriate for learner in this current situation , so it should have bring some Changes by following new techniques(Rahman & Sarker,2019).For instance , PBL(problem based learning) is an instructional method in teaching ,by following this approach learners can solve their problems ,also PBL approach engage learners in improving vocabulary as a self-regulated learners (Dastgeer & Afzal,2015).

2.12 How to develop teaching techniques on vocabulary learning:

Metacognitive and cognitive strategies play an effective role in vocabulary strategies. By these strategies students can develop and generate their ideas, as well as in helping learners to

monitor their own vocabulary tasks (Maarof, Embi & Mastan ,2017). For instance, teachers' effective feedback is an important strategy for making students care about improving their vocabulary (Sieben, 2017). So, teachers have to implement multiple electronic devices for doing group, pair and vocabulary tasks to develop learners' vocabulary knowledge (Sicker, 2013). In this case, this is more convenient for the teacher to assist the learners when they need any kind of help and communicative approach. In order to improve students vocabulary ability more attention must be given by a teacher to teach vocabulary such as giving guidance and feedback. Vocabulary is the fundamental element which is the core of effective vocabulary skills (Asep, 2014).

On the other hand, learners have to focus on higher order thinking process to planning, revising, monitoring and evaluating in their own sentence construction. In this case, Teachers can motivate learners to think critically, evaluate audacity and they have to take on responsibility to develop their vocabulary knowledge. Critical thinking helps learners to develop their vocabulary knowledge and that is the reflection of what they learn (Ling,2016). For instance, teachers have to provide feedback on correcting words, spelling mistakes so that learners could have promoted their vocabulary knowledge, also they have to provide feedback, compliment and critique on learners ideas and concepts, it shows that teachers are fascinating with their ideas (Sieben,2017).

Thus, teachers have to teach learners as an explicit teaching strategy for planning, revising their own composition, also teachers should encourage students to act in self -regulated fashion so that learners can write on their own thoughts (Rahman, 2018). Also, learners have to follow explicit interactive learning of powerful strategy SRSD (Self -Regulated Strategy Development) model to flourish their vocabulary knowledge. In this case, learners have to follow different criteria that are- 1) They have to develop their background knowledge. 2) Discuss (teachers' and learners discuss the strategy to be used) 3)   model it (Teachers model

on vocabulary learning process) 4) Memorize (5) support (teacher supports learners as they apply the new words and self-regulated strategy) 5) independent performance (Harris & Graham,2016). For instance, teachers need to provide several interactive activities for making class more attractive, that improves students' vocabulary knowledge. Besides, teachers' classroom practice plays an important role to improve students' vocabulary knowledge. In this case, viewing vocabulary as cognitive skill, metacognitive strategies can be implemented to develop and regulate the awareness of linguistic and cognitive levels for vocabulary learning. However, the methods of vocabulary learning is basically a creative approach, a student can improve his/her vocabulary whenever he/she takes much practice, and also need to write new words a lot. Learners have to improve their confidence in vocabulary otherwise it will hamper students' learning approaches (Sayma, 2020). Students become more motivated to exercise by following different types of learning strategies like developing vocabulary through reading, drafting, collaborative writing, writing based on technology, idiom tasks, pictures and group work. The teachers have to emphasize on developing learners' vocabulary knowledge. The teachers have to give assignments to learners for practicing more, so that learners can generate, organize and evaluate their own ideas.

Chapter 3

Methodology

3.1 Qualitative Method:

The researcher chose a qualitative method. This method focuses on observation and taking interviews of the participants. This method is descriptive and understanding of the specific research topic. Qualitative research is a process of analyzing and collecting the data. It involves the observation and interview process. (Bhandari, 2020).

In this paper, the researcher followed a qualitative method for data collection and this method is suitable/appropriate for this research. Through the method the researcher can observe and take interviews of the participants. Qualitative research method identifies the open-ended questions, semi structured interview and descriptive data collection. Qualitative research has effective procedures of data collection such as: observations, interviews, secondary resources of the research paper. Qualitative research is based on narrative research.

3.2 Process of data collection - research instrument, observation and interview:

In this paper, the researcher made powerpoint slides and took online classes. The remote classes have been taken on Google meet online platform. In the online classes the researcher gave some tasks on the topic of 'Learning idioms on the visual and traditional methods'. The researcher made 2 docs files with some tasks on this topic and the participants have to respond to them. After that the researcher has to interview the undergraduate students. The interviews will be conducted on the messenger call, whatsapp or zoom session. The researcher takes some notes from this voice recording and voice message of the participants.

In order to collect data the researcher interviewed the ten participants. The interview process was based on a semi-structured interview.

3.3 Participants:

The researcher takes interviews from the undergraduate students. The researcher conducts the interview session with ten participants through messenger call, whatsapp or Zoom session. Their academic background is bangla. Their age range is 20-24. There have been ten participants among whom six female students and four male students. There were ten participants from BRAC University. The students must have understood the effective ways, techniques and strategies of vocabulary learning.

3.4 Data Analysis:

Data is collected through observation and interviews of the participants. There are some famous and essential methods for collecting data. They are: interviews, observations and secondary research resources. There are some effective methods of analyzing qualitative data such as: thematic, discourse and textual analysis.

This chapter discusses the methods of research which have been applied in conducting the present research. This chapter also focuses on qualitative method, process of data collection, participants and data analysis.

Chapter 4

Data Analysis

Participant 1:

1st Findings/ Observation: According to the P1 response in the visual method P1 got 5 out of 10 and in the traditional method P1 got 4 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 1	5 out of 10	5 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 1	4 out of 10	4 out of 10

2nd Findings/ Observation: After 4 weeks I (Researcher) asked P1 (Participant 1), Do you remember anything from the topic of idioms? Which method is effective for you? She answered, visual method is effective for P1. In the visual method P1 got 3 out of 10 and in the traditional method P1 got 1 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 1	3 out of 10	3 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 1	1 out of 10	1 out of 10

Participant 2:

1st Findings/ Observation: In the visual method P2 got 6 out of 10 and in the traditional method P2 got 5 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 2	6 out of 10	6 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 2	5 out of 10	5 out of 10

2nd Findings/ Observation: After 4 weeks I (Researcher) asked P2 (Participant 2), Do you remember anything from the topic of idioms? Which method is effective for you? P2 answered, the visual method is effective for P2. In the visual method P2 got 4 out of 10 and in the traditional method P2 got 1 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 2	4 out of 10	4 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 2	1 out of 10	1 out of 10

Participant 3:

1st Findings/ Observation: In the visual method P3 got 9 out of 10 and in the traditional method P3 got 6 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 3	9 out of 10	9 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 3	6 out of 10	6 out of 10

2nd Findings/ Observation: After 4 weeks I (Researcher) asked P3 (Participant 3), Do you remember anything from the topic of idioms? Which method is effective for you? P3 answered, the visual method is effective for P3. In the visual method P3 got 6 out of 10 and in the traditional method P3 got 2 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 3	6 out of 10	6 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 3	2 out of 10	2 out of 10

Participant 4:

1st Findings/ Observation: According to P4 idioms' task results in the visual method P4 got 7 out of 10 and in the traditional method P4 got 5 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 4	7 out of 10	7 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 4	5 out of 10	5 out of 10

2nd Findings/ Observation: After 4 weeks I (Researcher) asked P4 (Participant 4), Do you remember anything from the topic of idioms? Which method is effective for you? P4 answered, the traditional method is effective for P4. In the visual method P4 got 3 out of 10 and in the traditional method P4 got 4 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 4	3 out of 10	3 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 4	4 out of 10	4 out of 10

Participant 5:

1st Findings/ Observation: According to P5 results, in the visual method P5 got 5 out of 10 and in the traditional method P5 got 3 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 5	5 out of 10	5 out of 10

Participant/Respondent	Learning idioms on traditional method	Score

Participant 5	3 out of 10	3 out of 10

2nd Findings/ Observation: After 4 weeks I (Researcher) asked P5 (Participant 5), Do you remember anything from the topic of idioms? Which method is effective for you? P5 answered, the visual method is effective for P5. In the visual method P5 got 4 out of 10 and in the traditional method P5 got 3 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 5	4 out of 10	4 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 5	3 out of 10	3 out of 10

Participant 6:

1st Findings/ Observation: In the visual method P6 got 6 out of 10 and in the traditional method P6 got 4 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 6	6 out of 10	6 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 6	4 out of 10	4 out of 10

2nd Findings/ Observation: After 4 weeks I (Researcher) asked P6 (Participant 6), Do you remember anything from the topic of idioms? Which method is effective for you? P6

answered, the visual method is effective for P6. In the visual method P6 got 4 out of 10 and

in the traditional method P6 got 2 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 6	4 out of 10	4 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 6	2 out of 10	2 out of 10

Participant 7:

1st Findings/ Observation: In the visual method P7 got 9 out of 10 and in the traditional

method P7 got 7 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 7	9 out of 10	9 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 7	7 out of 10	7 out of 10

2nd Findings/ Observation: After 4 weeks I (Researcher) asked P7 (Participant 7), Do you

remember anything from the topic of idioms? Which method is effective for you? He

answered, visual method is effective for P7. In the visual method P7 got 7 out of 10 and in

the traditional method P7 got 5 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 7	7 out of 10	7 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 7	5 out of 10	5 out of 10

Participant 8:

1st Findings/ Observation: According to P8 task performance in the visual method P8 got 7 out of 10 and in the traditional method P8 got 6 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 8	7 out of 10	7 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 8	6 out of 10	6 out of 10

2nd Findings/ Observation: After 4 weeks I (Researcher) asked P8 (Participant 8), Do you remember anything from the topic of idioms? Which method is effective for you? P8 answered, the traditional method is effective for P8. In the visual method P8 got 3 out of 10 and in the traditional method P8 got 4 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 8	3 out of 10	3 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 8	4 out of 10	4 out of 10

Participant 9:

1st Findings/ Observation: In the visual method P9 got 7 out of 10 and in the traditional method P9 got 8 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 9	7 out of 10	7 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 9	8 out of 10	8 out of 10

2nd Findings/ Observation: After 4 weeks I (Researcher) asked P9 (Participant 9), Do you remember anything from the topic of idioms? Which method is effective for you? P9 answered, the visual method is effective for P9. In the visual method P9 got 6 out of 10 and in the traditional method P9 got 5 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 9	6 out of 10	6 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 9	5 out of 10	5 out of 10

Participant 10:

1st Findings/ Observation: According to P10, in the visual method P10 got 6 out of 10 and in the traditional method P10 got 9 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 10	6 out of 10	6 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 10	9 out of 10	9 out of 10

2nd Findings/ Observation: After 4 weeks I (Researcher) asked P10 (Participant 10), Do you remember anything from the topic of idioms? Which method is effective for you? P10 answered, the visual method is effective for P10. In the visual method P10 got 4 out of 10 and in the traditional method P10 got 3 out of 10.

Participant/Respondent	Learning idioms on visual method	Score
Participant 10	4 out of 10	4 out of 10

Participant/Respondent	Learning idioms on traditional method	Score
Participant 10	3 out of 10	3 out of 10

Discussion:

ESL students can understand and remember the idioms by watching the pictures and different colors of the pictures. Eight participants answered that the multimodal/ visual method is effective for them to learn idioms.

The students can learn vocabulary from visual methods, watching online animations, video games, online chats, graphics novels/ story books. According to Friederici 2011, our brain can easily catch and understand visual items and language topics (Friederici, 2011). So it is

easy for ESL students to learn something by watching the pictures/ images. So it is clear that, visual/ multimodal method is more effective for them to understand and remember the idioms. According to participants 1 and 2, the visual method is effective for them. They remember the idioms by looking at the pictures. According to Kress, the 21st century visual method is a process of gesture, intelligence, communication, digital information, watching images/ pictures and representation of knowledge and expression. The pictures/ images and colours make something more real and attractive. Every student is different. The participants learn and remember idioms by watching the colorful pictures. Human brain is able to catch and easily understand the color of the pictures. The visual/ multimodal method is effective for the participants 3 and 4. According to participant 3, the visual method is effective for P3. P3 answered most of the idioms from the visual method. In the first findings/ observation the visual method is effective for P4. In the second observation, the traditional method is effective for P4. P4 gave mixed responses to the idioms task. Some ESL students have short-term memory. So their vocabulary learning and understanding capacity is limited or short. Sometimes they forget the words or idioms. Some ESL students are sharp and they have long-term memory. They remember the idioms for a long time. Every student has a different brain and different learning capacity.

According to participants 5, 6, and 7 the visual method is effective for P5. P5 answered correctly from most of the visual methods. Pictures/ images are very effective for identifying and understanding the topics. 'Multimodal/ visual method refers to colour/graphics, pictures/ images, live presentation, e-books, and e-portfolios' (Bateman, 2017). For participant 8, in the first observation the visual method is effective for P8. In the second observation, the traditional method is effective for P8. P8 gave mixed responses to the idioms task. For participants 9 and 10 traditional methods are effective for them. In the first findings/

observation the traditional method is effective for them. In the second observation, the visual method is effective for P9 and P10. They also gave mixed responses to the idioms task.

From my data I have observed, In the first observation, eight participants answered that the visual/ multimodal method is effective for them. Multimodality and multimodal methods have effective features such as watching and listening to video, audio, pictures etc. Eight participants answered that the visual/ multimodal method is most effective for them because they can watch the pictures of the idiom task and understand the task easily. Only participants 9 and 10 answered that the traditional method is effective for them. In the second observation, six participants answered that the visual method is effective for them. The traditional method is effective for P4, P8, P9, P10. They gave mixed responses to the idioms task. As a researcher my observation is, visual learners learn vocabulary from watching pictures, videos and cartoons. Visual method is more effective than the verbal, non-verbal and traditional method. Day by day ESL learners become more visual and learn many things online. They learn and remember the lesson by watching and listening to the docs lecture, videos, pictures etc. Nowadays Bangladeshi ESL students are learning idioms online. It is easy and understandable for them to learn idioms and vocabulary using a multimodal/ visual method.

Chapter 5

Conclusion

The study found the visual/ multimodal method and traditional method which method is most effective on vocabulary learning from the perspective of Bangladeshi ESL students and also tried to find out how Bangladeshi ESL students learn vocabulary from visual/ multimodal method. Vocabulary is the inevitable tool for communication and acquiring knowledge. Vocabulary is very essential for our interaction and communication. Visual/ multimodal method is most effective for ESL students for learning vocabulary. Day by day learners become more visual and learn many things online. ESL students want to learn everything by watching the pictures and videos. They learn and remember the lesson by watching and listening to the docs lecture, videos, pictures etc.

For online teaching the teacher needs a strong internet connection. The government should give the proper financial support for the students and the teachers. Government should provide enough materials and a minimum range of cost for the internet broadband line in computer and smartphone devices. Moreover, the government should have to manage the uninterrupted internet connection supply so that Bangladeshi ESL students and the teachers can use the internet properly in teaching and learning vocabulary in visual/ multimodal and traditional methods.

The teachers need proper training. Nowadays our education system has changed. So the teachers need proper training on online teaching and online education. Verbal and traditional teaching processes are backdated. In Bangladesh's perspective, there are not enough teachers training centres and one or three months training is not enough for the teachers. The teachers should need a yearly long training centre. The teachers should need professional

development. They should have skilled knowledge in online-based teaching. Everybody wants to be updated and learn new things online. Online and visual learning is very popular and effective for the students. Our government should arrange proper training for the teachers.

There are some limitations of this study. The method of the study is not free from limitation. The major limitation was time limitation. The researcher had very short or limited time for conducting this observation and interviews. Another limitation was the student's unwillingness to share their opinion in this COVID-19 pandemic situation online. If the participants were to physically attend the interview as a researcher I think I would have collected more data and more clear information. These are all about the limitations of the study.

There are many limitations in our education system. Bangladeshi ESL students are weak in English. Their vocabulary word stock is very limited. From the Bangladeshi perspective, a 12 years secondary and higher secondary education system is not enough for learning English vocabulary. In 12 years of the education system, teachers followed only traditional methods. They did not learn online vocabulary or visual/ multimodal methods. Because of the pandemic situation, teachers and students are focusing on online vocabulary learning and visual/ multimodal methods.

Computers and other digital devices can analyse human thoughts. When they write the wrong choice of words and spelling mistakes or sometimes write errors to make sentences then the computer can analyse it and give some signals or sign through underline that specific sentence and specific words. For these reasons, the ESL students can not learn English vocabulary properly. They have very little concern about learning online-based English vocabulary because they know that their digital device or their computer can analyse their

words which they want to write in Microsoft Word file. Sometimes they do not use paper notebooks. They just only used to write in their phone book and MS Word software. From these perspectives, their handwriting is not very good, excellent or something precious to watch. But there are so many advantages of online-based English vocabulary learning as well which the researcher discussed in the whole paper. The teachers have to update themselves to combine with the digital technology. They should be skilled enough to teach English vocabulary in online-based teaching and to continue the online-based classes.

Vocabulary plays an important element of language. The teachers need to provide feedback properly to every student. Unfortunately, these effective online teaching and learning practices for developing students' vocabulary knowledge are still far away (Rahman & Sarker, 2019). So, This concluding chapter aims to explore how teachers can improve ESL students' vocabulary knowledge by following new techniques at the tertiary level students of Bangladesh. Students need to be more motivated to develop their vocabulary knowledge that will play an effective role. The findings suggested that ESL students can benefit from vocabulary learning through visual methods. In this case, regular practice and using visual methods are more effective for vocabulary learning. On the other hand, brainstorming is another effective strategy that helps learners to stimulate writing through inspiring ideas, and providing vocabulary (Kalipa, 2014). In this case, the instructors and teachers should apply new strategies and techniques in a systematic way so that ESL students can be able to improve their vocabulary knowledge. Teachers should include vocabulary tasks as well as rewards in the form of prizes to motivate the students. This study not only suggested applying new techniques but also suggested the need for enrichment programs to empower the students to improve their vocabulary knowledge. Vocabulary learning improves all areas of communication. Students can not understand others or express their thoughts without learning

sufficient vocabulary. So the learners must increase their vocabulary knowledge (Rahman & Sarker, 2019).

In the past, teachers followed only traditional methods. Nowadays, the teaching method is changed. Teachers and students follow visual methods to learn vocabulary and idioms. Nowadays the teacher follows available online materials for online-based teaching. ESL students and teachers are integrated with the visual method and online materials. It is easy to understand idioms on visual methods and through this research paper, we observed that most of the ESL students agree that visual methods are effective to learn idioms and vocabulary. Nowadays the teachers and students are integrated with online teaching and learning. The teacher makes some docs file with pictures and ESL students can watch the pictures and learn idioms easily. So the visual method is very effective for learning idioms and vocabulary. Moreover, the government should have to manage the uninterrupted internet connection supply so that all the tertiary level students and the teachers can use the internet properly in their online-based English vocabulary teaching classes.

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