

Exploring Vocabulary Learning Strategies Among Bangladeshi Higher Secondary Level Students

By

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requirements for the degree of

BA in English

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Declaration

It is hereby declared that

1. The thesis submitted is my/our 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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Ethics Statement

In the beginning, the study participants received detailed information before the data collection procedure, and their approval were received before conducting the study. The participants were informed that their interview session would be recorded. Throughout the research, there was a strict maintenance to each participants' confidentiality.

Abstract

The aim of this study is to investigate the Vocabulary Learning Strategies utilised by higher secondary level students in Bangladesh. The study focuses on the vocabulary learning strategies of these students in both classroom and real-life settings, as well as the challenges they encounter while learning vocabulary. A qualitative study using multiple-case study approach has been conducted by selecting eight participants between two different colleges in Bangladesh. During the research, a vocabulary workshop has been conducted before the semi-structured interview. The workshop was conducted in two phases. At first, the students' vocabulary knowledge was assessed, and second, they were asked to recall vocabulary from a given word list through word matching exercise and short-free hand write up. Considering the findings, the researcher has identified that these participants make changes in their strategies used in different settings. In classrooms, they preferred memorisation, L1 to L2 translation, mnemonic strategies, and synonym-antonym usage to acquire vocabulary. On the other hand, for real-life settings, the most favored strategies were watching movies, using social media, and vocabulary learning apps, which helped them to learn words easily. Overall, the study explored the various strategies used by learners in different settings for effective vocabulary acquisition. During the vocabulary workshop, the participants faced some notable challenges, including spelling issues, difficulties in putting words in proper context, and problems with memorising and remembering words. The study's outcome is crucial for English teachers who can know about the strategies and implement them in the classroom to help learners enhancing their vocabulary in an ESOL setting, like Bangladesh.

Keywords: ESOL/ESL/EFL; Higher Secondary Level; Real-life setting; Vocabulary strategies

Dedication

To my loving mother for her emotional support and sacrifices, my father in loving memory, and my faculty and supervisor Dr. Sabreena Ahmed for her guidance and encouragement throughout this journey. Lastly yet importantly, I am forever grateful to my sister and my dear friends from BRAC University, whose unwavering support has always kept me entertained and comforted. You hold a special place in my heart.

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List of Acronyms

VLS	Vocabulary Learning Strategy
EFL	English as a Foreign Language
CLT	Communicative Language Teaching
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
HSC	Higher Secondary School Certificate

Chapter 1

Introduction

1.1 Background of the Study

The development of vocabulary is essential for language learners. It is the fundamental element for language development and the foundation of communication (Zhou & Nie, 2017). For both native and non-native speakers, vocabulary is likely the most crucial component in the four language skills. According to Hulstijn (2002), understanding words from a second language is necessary for adequate listening comprehension. Additionally, he claims that words are the lowest level of representation at which a stable relationship between a word's shape and meaning can be reliably established (as cited in Matthews, 2018). According to Ghalebi et al. (2020), foreign learners prefer to expand their vocabulary. Non-native language users frequently struggle to find the right words to express themselves in speaking and writing. Additionally, they claim that their limited vocabulary makes it difficult to adequately express their impressions while reading and listening, which demotivates them to learn new words. It was discovered that the lack of vocabulary knowledge can be a significant factor in learners' reluctance to show their skills of reading and listening in both foreign and second language contexts of language acquisition. Furthermore, the area of the challenge of vocabulary learning and teaching are word frequency, saliency, learning burden, and learners' specific vocabulary demands (Grabe & Stoller, 2018 as cited in Ghalebi et al., 2020). According to Boers (2022) usage of glossing which provides a short definition of certain words can contribute to L2 vocabulary acquisition. Cojocnean (2015) investigates Romanian EFL secondary-level learners' strategies for vocabulary learning. The study found that, Romanian students do not use any mobile or computer-assisted tools. Due to the cultural context, students in Romania learn vocabulary through social strategies and metacognitive, cognitive, and

memory strategies. These social strategies include conversation or engagement with peers and other members of society. For example, Zhou and Nie (2017) highlight Cohen and Aphek's (1981) theory that there are three categories of vocabulary learning strategies: metacognitive, cognitive, and affective. The authors also claim that in China, learning strategies can be found as a set of techniques, strategies, approaches, or specific behaviors that students consciously adopt for effective learning. About 80% of students in India obtain their academic teaching in their own regional language. Ramanathan (2013, as cited in Dhanave, 2016) believes that Indian students struggle immensely to do well in their educational and employment life due to the use of regional language while studying other subjects except for English. Therefore, students are required to have a good command of vocabulary in higher education besides jobs. As a result, Dhanave (2016) states that in India English teachers at colleges for the arts, sciences, and engineering encouraged students to use reading as a VLS for learning unfamiliar words. To acquire English as a language in Bangladesh, students require determination, proper time management, and focus intently (Chakma, n.d.). Following that, many students from rural areas face personal and financial difficulties along with a lack of familiarity with language learning resources. For the majority of Bangladeshi students, studying vocabulary is becoming an issue as a result of inadequate language learning setting and lack of learning materials.

1.2 VLS strategies

Students having difficulty with learning vocabulary maybe helped by introducing various VLS strategies. With regard to language learning strategies, Schmitt (1997) develops taxonomy of vocabulary learning strategies that include social, memory, cognitive and metacognitive categories described in Oxford (1990). In addition, Schmitt (1997) divides the two categories

of vocabulary acquisition processes into discovery strategies and consolidation strategies. Discovery strategies are further divided into two categories, such as determination strategies (DET) and social strategies (SOC). According to Schmitt (1997), DET strategies encourage learners to learn vocabulary on their own and with the help of dictionary, guess, word class, etc. Subsequently, SOC requires learner to learn vocabulary with the help of others who may be familiar with the meaning of certain words, for example, asking teachers for L1 translation, synonym or paraphrasing in order to enhance vocabulary knowledge. Further, consolidation strategies are divided into cognitive, metacognitive, memory and social strategies. Specifically, cognitive strategies include summarising, repetition, guessing from the context, etc. Memory strategies involve learners to learn from their existing knowledge which is similar to cognitive strategy. Besides, metacognitive strategies include planning, self-evaluation, and learning-related thoughts. Followed by the categories, social strategies involve learners in group work, communicating with native speakers, and asking teachers for assistance in order to learn vocabulary.

1.3 The Context of Bangladesh

Learning adequate vocabulary for a second language is very crucial but unfortunately, in the Bangladeshi teaching context, the language proficiency of learners is very poor. One of the major challenges to teaching vocabulary, according to Ashraf (2014), is the majority of students are from Bangla medium. Additionally, the author states that grammar is still the primary focus of the English classes. Agreeing with this fact, Ullah (2015) claims that English teachers in Bangladesh choose traditional pedagogy since it emphasises vocabulary and grammar more than teaching students four macro language skills for communicative

competence. Because of this, students cannot communicate precisely in the second language and have limited vocabulary knowledge.

There are four levels of schooling in Bangladesh's educational system. It includes elementary, secondary, higher education, and postgraduate education. Secondary education is a crucial component of a student's education because it covers the most valuable four years of the ten years of formal schooling (Imam, 2005 as cited in Mollah Mohammed, 2011). Therefore Ullah (2015) claims that the Ministry of Education (MoE), Bangladesh, introduced the CLT approach into the national English curriculum for the first time in the 1990s to change the pattern of the teaching system of English Language. CLT approach has been applied to teach English among second language learners in Bangladesh for almost two decades, however teachers' experience in teaching and from the results of public exams, it is clear that the results for students are not always good. CLT may not be an effective method in the Bangladeshi context due to a lack of classroom instructions and resources. (Hasan & Akhand, 2009 as cited in Mollah Mohammed, 2011). Additionally, Miraj et al. (2015) highlight the fact that even after the CLT approach has been implemented in Bangladesh, the majority of HSC passed students in Bangladesh still struggle with communicating in English also many of them fail the University admission test due to failing English subject.

1.4 Statement of Problem

English has become widely accepted as a global language. There are numerous challenges learners need to overcome while learning a second language. Furthermore, those who lack vocabulary knowledge may find it more challenging to learn a second language. Svensson (2017) asserts that memorising vocabulary is one the common obstacle learners face.

Additionally, he refers to incidental learning and direct purposeful learning as two VLS processes. In this regard, Uchihara and Saito (2016) mention that productive vocabulary skills of L2 learners can predict several aspects of speech production. Alhebshi and Gamlo (2022) introduce Mobile game-based learning (MGBL) that helps students' cognitive abilities. In addition, Tapper (2019) introduces an interesting strategy known as Language Learning with Netflix (LLN) where EFL students can watch foreign language movies with or without subtitles which will help learners to know new vocabulary and their pronunciation. By using various kinds of VLS, non-native learners can enhance their English vocabulary knowledge.

In the Bangladesh context, most of the mainstream Bengali medium students are scared of the learning English. In this regard, Bristy (2015) states that Bangladeshi undergraduate EFL learners primarily use metacognitive, social, memory, and determination strategies but not cognitive strategies. Therefore, she suggests Bangladeshi EFL learners should apply cognitive strategy and increase their language capacity to become effective learners. Rani (2020) highlights a number of difficulties common to Bangladesh, including overcrowded classrooms with inadequate technological support, the influence of the mother language on EFL teachers' pronunciation, and students do not use vocabulary in real-life conversation which leads them to forget those words. Besides the urban area issue, it is a common phenomenon that students of rural backgrounds are more deprived to have qualified teachers who can teach them effectively. Since the majority of rural people are poorly educated, EFL learners do not even have a proper environment at home to practice with family members. However, students from urban and rural areas face different challenges that cause them to lag behind than other global students. Only a few research have been conducted on the vocabulary acquisition strategies used by EFL learners in Bangladesh. As a consequence, this study aims to investigate the vocabulary acquisition strategies adopted by Bangladeshi higher secondary level students. In addition, this study also explores the VLS H.S.C. students apply in their English classrooms

and the challenges they face during utilising implementing those strategies. The study's findings will assist EFL teachers in identifying more efficient and impactful strategies for enhancing students' vocabulary knowledge and fill the gap in the research field by exploring effective VLS for higher secondary level students.

1.5 Central Research Objective

To explore the strategies followed by the L2 learners at the higher secondary level by Bangladeshi higher secondary level students to learn vocabulary and which strategies do they prefer for classroom setting and real life setting in order to enhance four macro skills in the English language learning environment.

1.6 Research Questions

The study will attempt to provide the answers to the following questions to achieve the purpose of the research:

RQ.1. Which strategies do higher secondary level EFL learners prefer for learning new vocabulary?

RQ.2. a) What strategies of vocabulary learning do they adopt in English classrooms?

b) What challenges do they face while applying those strategies?

RQ.3. Which strategy of vocabulary learning do they apply outside the classroom?

1.7 Scope of the Study

The study is particularly important for Bangladeshi higher secondary level context where students frequently struggle with learning new English vocabulary. The study also highlights the current state of vocabulary knowledge among students at higher secondary level. Moreover, the leading area of the study focuses on the learners who are aiming to pursuing undergraduate degree, and the result will help teachers in deciding how to teach new words since the study will introduce them to a variety of VLS and the techniques of using. The researcher has chosen college students because they do not use much English vocabulary in school so often, which leads to a confusion about how to use words further. Although the study is intended for higher secondary level students, the study's scope is larger than that. The research approach is wider and can be used on different levels of proficiency besides providing the teachers necessary resources to instruct students on proper usage of new words.

1.8 Significance of the Study

One of the most important aspects of learning a foreign language is using vocabulary. As far as the researcher knows, in Bangladesh a few studies have been carried out regarding how H.S.C level students learn new words. The present research aims to address the existing gap by outlining the preferred strategies used by students, providing rationales for using them, and determining how they could improve their vocabulary and English proficiency competence by overcoming their challenges. Participants in this study are in the higher secondary levels and the researcher focused on the diversity of strategies, and the principle students are following for learning new vocabulary. Additionally, the researcher investigated students' previous vocabulary knowledge and their foreign language learning experience. Therefore, most of the students have primary vocabulary knowledge which is learned from the NCTB English book. Consequently, this study aims to discover how college students are learning new vocabulary as

at this new proficiency level they are exposed to unknown words and phrases which are difficult to understand without the help of a dictionary or the internet.

The researcher in this study focuses mostly on the many sorts of strategies, self-learning steps, or criteria students prefer for acquiring a new vocabulary. In the interview, the researcher also questioned the students about their educational backgrounds, medium, and prior knowledge of the English language. The majority of earlier studies focused on students in tertiary or primary schools' strategies to learn vocabulary in a language classroom setting. Therefore, the purpose of this study is to determine how Higher secondary level students in Bangladesh respond to the PAR framework model by Richardson et al. (2012) and Schmitt's (1997) existing vocabulary theory in various language learning environments. The study identifies two main strategies for vocabulary learning in classroom settings: mnemonic and understanding word meanings. While translation from L1 to L2 and group discussions among peers are less common. Additionally, for real-life settings, students prefer learning through interaction using various media such as social media, and online games. Other strategies include watching movies or series, using vocabulary-learning apps, and learning from music lyrics. The study examines the scope, advantages, and limitations of English language learning strategies and discusses the challenges students face when learning new words in the Bangladeshi context.

In conclusion, the researcher suggests using her proposed conceptual model as a qualitative research strategy in academic fields (Please see 2.5.2 from this study). Researchers can explore this study approach in more detail in future studies.

1.9 Limitations of the Study

The researcher made every effort to overcome the study's limitations in her role as the researcher. The first location for the workshop was outside of Dhaka, while the second location

was in Dhaka. The researcher's initial challenge was that there were not many people interested in attending the session. As a result, the researcher had to bring up an informal conversation before the workshop. The interviews were conducted three days after the vocabulary workshop due to the participants' test examinations in college. Although, the interviews should have taken place immediately after the workshop to obtain more insightful information. The analysis of responses also caused a delay in the interview schedule. Before the interviews, the researcher had to convince the shy and nervous participants, especially the male participants who showed less interest in the interview. The researcher explained that participants need not be scared of the interview. Afterward, the researcher showed each participant their answers and short free-hand write-ups so they could remember the information regarding the workshop experience and difficulties related to vocabulary learning. Additionally, the researcher found that two participants had copied each other's writing, which resulted in a lack of originality in their data.

1.10 Definition of Key Terms

Vocabulary learning strategies (VLS)

VLS comprises of several techniques such as cognitive strategies which is consciously learned by learners which include summarising, guessing from the context, repetition, and memorizing from images. In this regard, Alsharif (2022) gives insight into a cognitive strategy that include repetition and methods such as word lists, flashcards, and word books to study vocabulary. Moreover, Ghalebi et al. (2020) mention metacognitive strategies that gives learners learning autonomy and they can find their suitable learning styles. Furthermore, decontextual vocabulary teaching strategies, watching movies with subtitles are effective strategies as well.

ESOL

ESOL stands for English Speakers of Other Languages. Hence, ESOL students can have different cultural background and their native languages. People who use English in their everyday work, or while taking any degree are considered as ESOL students. In the Cambridge dictionary, it is stated that ESOL basically refers to people who use English as their first language despite having a different mother tongue. The goal of ESOL programs is to help non-native speakers in improving their listening, speaking, reading, and writing abilities in English so they can interact successfully and incorporate into English-speaking communities ("Merriam-Webster," n.d.). Many Asian countries including Bangladesh, Vietnam, Nepal, and India, are known as ESOL countries. In this study, the participants belong to an ESOL context of Bangladesh where their second language is English.

HIGHER SECONDARY LEVEL

Primary, Secondary, and higher secondary education are the three main phases of Bangladesh's current educational system. The secondary level is divided into two years that start from grades 9 to 10, and grades 11 and 12 comprise the higher secondary level. For instance, Higher secondary and Secondary education has three sectors which are business, humanities, and Science. All the programs have the same academic core curriculum that includes English, Math, and Bangla. The current study comprises of the student participants who will be taking the H.S.C examination within one year ("Education board Bangladesh", n.d.) describes examination regulations were created in accordance with Clause XXIV of Sub-Section 2 of Section 39 of the East Pakistan Intermediate and Secondary Education Ordinance in 1961. It is also stated that public exams like the Secondary School Certificate and Higher Secondary Certificate are administered at different levels by nine Boards of Intermediate and Secondary Education.

Chapter 2

Literature Review

2.1 Introduction

The key objective of this study is to determine whether learning vocabulary strategies in ESOL classes are feasible. Thus, this chapter presents essential theories and scholarly articles regarding VLS. The chapter aims to identify a gap in the literature on vocabulary acquisition strategies and explain the importance of filling that gap. The chapter consists of three sections as the following:

Part 1: Concept of Vocabulary Learning explores the concept of vocabulary learning, explains types of vocabulary learning and its importance in the educational field.

Part 2: Strategies of vocabulary teaching and learning part is divided into traditional and technical VLS adopted by global students.

Part 3: Bangladeshi context displays the education system of Bangladesh in EFL classroom to demonstrate a knowledge gap in the literature of academic field regarding VLS adopted by Bangladeshi L2 learners. It also discusses the importance of VLS for Bangladeshi students as well as teachers so they can teach learners effectively.

2.2 Part 1: Concept of vocabulary learning

2.2.1 Background of vocabulary learning

The acquisition of vocabulary was once considered a neglected component of language learning. Now vocabulary acquisition has expanded, and vocabulary is now regarded as a crucial part of syntax in applied linguistics theory development as well as language teaching. Vocabulary does not refer to the overall quantity of words in a language besides the usage of words used within a particular period in history, including the vocabulary used in Old, Middle, and Modern English. (Bai, 2018).

2.2.2 Types of vocabulary learning

Vocabulary acquisition and learning is vital for ESL learners to achieve competency in the target language. There can be two types of vocabulary acquisition processes: intentional vocabulary learning and incidental vocabulary learning. Additionally, Schmitt (1997) differentiates between consolidation methods and discovery strategies while dividing the two categories of language learning processes. Within the category of discovery strategies, there are two additional subcategories: determination strategies (DET) and social strategies (SOC). In this regard, Ahmad (2012) states Incidental learning is the process of learning anything without intending to do so, in contrast, intentional vocabulary learning is based on synonyms, antonyms, word substitution, multiple choice, scrambled words, and crossword puzzles. The study found that the Incidental Vocabulary Technique is an effective way of teaching and learning vocabulary items for students, but Incidental Vocabulary Learning encourages students to learn extensively. Active and passive vocabulary are the two categories of vocabulary. The first category is related to active vocabulary that students were taught and expected to be able to use. The second, on the other hand, is associated with words that students would be familiar with but most likely be unable to pronounce when they read them (Gruneberg & Sykes, 1991, as cited in Susanto, 2017). Over and above that, the vocabulary that a learner

can actively use in speech and writing is referred to as productive vocabulary knowledge and Second language oral ability refers to the learners' ability to communicate effectively, as Uchihara and Saito (2016) believe that there is a strong correlation between productive vocabulary knowledge and oral proficiency in a second language. Moreover, Sok (2014) finds the three aspects of incidental learning, which refers to acquiring vocabulary that occurs seemingly naturally in everyday life, are learner-oriented, method-oriented, and pedagogy-oriented, were chosen to highlight the most important similarities and contrasts among research. The study revealed the learner-oriented approach, for instance, is concerned with the issue of what types of learning can take place with the least amount of student concentration. The method-oriented definition focuses on the differences between activities and how they influence the students, frequently in an attempt to determine which tasks are more pedagogically effective. The pedagogy-oriented definition also gives insight into the specific pedagogical contexts that support incidental learning. Although, the vast majority of vocabulary in L1 is certainly learned through intensive reading rather than synonyms and antonyms (Ahmad, 2012).

2.2.3 Importance of New Vocabulary Learning

Vocabulary skill is an essential component of the four language skills and must be regarded as one of the required components of language. (Susanto & Fazlinda, 2016, as cited in Susanto, 2017). Considering the significance of vocabulary learning, (Schmitt, 2000, as cited in Susanto, 2017) emphasises that lexical knowledge is essential for communicative competence and second language acquisition. Additionally, Qian and Lin (2019) find the correlation between vocabulary knowledge and academic performance to be substantial. Despite the connection between vocabulary knowledge and language ability, Qian and Lin (2019) have discovered that ESL learners' depth of vocabulary knowledge can anticipate some of the four macro language

skills better than their vocabulary size. However, if students fail to acquire new vocabulary at their early age, they will find it difficult to become proficient in a language. Seifert (2016) asserts that, when a student increases his or her skills on vocabulary learning, reading books and novels become easier for them to comprehend. Understanding vocabulary is essential for language development since it improves students' word-processing skills, their ability to express themselves precisely, and their ability to read extensively. Basic rules of Vocabulary allow non-native speakers to use the correct word in the correct context, that helps in communication. When students have a deeper understanding of words and their meanings, they may write in a more formal tone, which enables them more effective in academic and professional settings. Learning a foreign/second language is a dynamic and complicated process that benefits learners by making impactful steps to facilitate their learning to stay caught up in the modern world (Ghalebi et al., 2020)

2.2.4 Challenges of vocabulary learning

Vocabulary acquisition is one of the most important aspects of English language acquisition and language proficiency. They are frequently overlooked in EFL classrooms despite their importance in acquiring fluency. There are many challenges that students may encounter in EFL classrooms while learning vocabulary for a wide range of reasons. For instance, Almolad and Nadeem (2022) investigate the difficulties EFL Saudi students encounter while studying English idioms and the strategies they can use to understand idioms. They found that 57.2% of respondents faced difficulties in comprehending English figurative expressions. According to Altyari (2017), the poor English proficiency of Saudi students reflects their inadequate vocabulary knowledge. The researcher pointed out two compelling factors that contribute to poor vocabulary acquisition and lexical insufficiency among Saudi high school students. There have been thirty-five students from various educational levels and nine male

Saudi teachers of English as a foreign language (EFL) in intermediate and secondary schools. The information was gathered via questionnaires and secondary school textbooks. The results indicate that students-participants utilised vocabulary strategies inefficiently, such as relying primarily on a bilingual dictionary and asking others for definitions, which resulted in inadequate vocabulary knowledge among students and a tendency towards repetitive writing. Additionally, Rohmatillah's (2017) mixed method study, investigated the challenges Saudi students face when learning English vocabulary. He found that there was mismatches between written and spoken forms of words and the selection of inappropriate words due to inadequate vocabulary knowledge of the students. In this regard, Susanto (2017) believes that challenges will arise for the teachers when the vocabulary teaching and learning process occurs. They need help with how to instruct students in order to achieve satisfactory results. Teachers should be concerned because teaching vocabulary is new and different from the students' native language. They must also consider how teaching English to the young differs from teaching English to adults.

2.3 Part 2: Strategies of vocabulary teaching and learning

2.3.1 Traditional method

Numerous studies around the world have been conducted on vocabulary learning strategies (VLS) of non-native English-speaking students. Svensson (2017) has worked in a Swedish upper secondary school for finding out vocabulary learning strategies learners preferred by ESOL learners. The majority of the student participants opined in their interviews that whenever they encounter a new English word, they translate the word into their L1. Also, they use dictionaries and infer the meaning of the word from the context. The most preferred strategy

for students is, asking teachers for Swedish translation besides writing the unknown words many times.

For instance, Fan (2022) has examined the depth of Vocabulary knowledge among Chinese university students, as well as the relationship between their Vocabulary knowledge and various factors, such as discipline, gender, English proficiency levels, and the use of Vocabulary learning strategy in a mixed method study. Particular interviewees of this study who had low proficiency in English did not find the value of learning new English words because they tend to rely on a certain number of words that would be sufficient for passing the English test. Moreover, the researcher has noticed that self-initiated techniques besides using dictionaries, interpreting, and repeating are the most frequently reported vocabulary learning strategies, and less adopted vocabulary learning strategies are notetaking, using prior knowledge, asking for L1 translation, and association strategies by the participants. In addition, Goundar (2019) examines the most frequent VLS adult English language learners use. Therefore, a quantitative method is selected to increase the validity of this study. The study reveals that the most common VLS used by EFL students is the guessing technique besides metacognition regulation which can control our thinking and facilitate our learning besides some other VLS are repetition, memorization, and dictionary tactics. But Alsharif (2022) comes up with another insight that Saudi female EFL learners find using strategies to be very helpful when learning new words. In contrast to those who preferred to adopt the cognitive strategy, Alsharif (2022) states their vocabulary size appeared to be less, and those who were frequent users of the metacognitive method appeared to have a larger lexical resource.

2.3.2 Technological Method

Besides adopting the traditional learning method Almansour (2019) focuses on the use of the smartphone app Memrise as a tool for vocabulary learning and the growth of student autonomy within the framework of lecture-based, teacher-provided learning in Saudi Arabian higher education. With immediate feedback, the Memrise app helps learners in acquiring English vocabulary through oral, visual, or kinetic learning. Based on the research findings, 80% of participants stated that they prefer the typical use of online dictionaries for looking up new words. On the other hand, 94% of participants believed that smartphone-based vocabulary learning was more effective than online dictionaries. Besides using the Memrise app, the students utilised some other vocabulary learning strategies such as memorising, repetition, and recognition of the lexical context of words. Likewise, Bensalem (2018) seeks to understand how WhatsApp can help EFL students in their vocabulary learning. The study aims to determine the differences between vocabulary learned by university EFL students using WhatsApp and vocabulary learned using traditional face-to-face instruction in the classroom, as well as how learners perceive using WhatsApp for vocabulary learning. Using a quantitative approach, Bensalem concludes that WhatsApp enhances vocabulary learning more than traditional learning. The current study's findings also demonstrate that students became more engaged in their studies as a result of the uniqueness of using a smartphone app to finish homework in the classroom. They particularly prefer the sense of immediacy because of the effortless communication with the teacher. More than 90% of the participants in the research completed and turned in all of their homework, whereas the majority of the traditional learners tend to submit just half-finished homework. Furthermore, Klimova, and Polakova (2020) also have investigated whether students perform better using mobile phones in vocabulary learning. They found that by using mobile phones students improve vocabulary acquisition, but not communication skills. Students felt that teachers' guidance was necessary for overall language learning, but Kassim and Said (2022) reveal ESL teachers

incorporated mobile learning in their lessons since it can help students learn more vocabulary. Through qualitative research, it is found teachers had an optimistic perception of the incorporation of mobile learning as it is helpful as a practical method of teaching vocabulary. In the bargain, Alhebshi and Gamlo (2022) introduce Mobile Game-Based Learning (MGBL) in their research. The study's goal was to investigate the students' attitudes, cognitive demands, and motivations for learning a new language. The experimental EFL learners group surpassed the control group in terms of cognitive skill, even though the difference was not statistically significant. This suggests that using digital gaming to speed up the acquisition of vocabulary for a second language was effective based on the findings from the mixed methods. This could be attributed to the modern generation's fascination with mobile technology, which has made MGBL more alluring than conventional learning/teaching techniques like pencil and paper. Since then, the used mobile game has successfully reduced the cognitive load associated with learning English vocabulary.

On the other hand, Ashcroft et al. (2018) introduce an interesting method which is learning vocabularies through watching English movies. In the study the author discussed the potential of using movies as a tool for unintentional vocabulary learning, which refers to the acquisition of new words while doing something. In addition, the authors believe that movies offer an interactive experience that can draw in the interest of learners and facilitate vocabulary acquisition. In order to investigate the role of English movie subtitles in the vocabulary acquisition of EFL students at Soran University, Faqe (2017) analyses the questionnaire data and finds that the participants have a positive attitude towards the use of subtitled movies in the acquisition and recognition of vocabulary. The participants' vocabulary knowledge increased significantly after watching the movie with subtitles as compared to viewing the film without subtitles.

Based on the above explanations, using the quantitative method on participants from the English Education Study Program, Br Simamora et al. (2020) state that the more they watch English movies, the easier it is for them to learn English because when they watch a movie, they can learn the language not only by listening but also from the scene and expressions of the actors and actresses.

2.3.3 Vocabulary teaching and learning around the world

To design a learning environment that fosters high-quality learning outcomes, Ghalebi et al. (2020) have investigated the role of VLS among students enrolled in BA, MA, and Ph.D. programs in English language studies at an Iranian institution. In this mixed method study, the use of vocabulary acquisition strategies by undergraduate and postgraduate students differs significantly. The first and most frequently used method for postgraduate students is metacognitive strategies of learning vocabulary, reflecting their learning autonomy. According to the study, undergraduate students most frequently use memory and determination strategies. Additionally, Nematollahi, Behjat, and Kargar (2017) conducted a meta-analysis on a total of 30 studies to examine the effectiveness of different VLS. The efficiency of the vocabulary learning technique was evaluated using a software tool for meta-analysis created by BioStat. Through this quantitative study, it was revealed that the most popular strategies were guessing from context and using a dictionary according to the authors' study. The authors introduce pedagogical implication that refers to the ability to retain students' attention in class or involve writing skills and claim that in pedagogical implications, teachers can encourage their students to be aware of their own learning processes. The study found L2 learners preferred the strategies such as, guessing based on the context of the text, utilizing a

monolingual dictionary, maintaining a vocabulary notebook, asking for L1 translation, using flashcards, memorising words' initial letters, and many more.

Ambarwati and Mandasari (2020) examine the impact of the online Cambridge dictionary on the pronunciation and vocabulary of Universitas Teknokrat Indonesia students (UTI). The participants in this research were 25 students enrolled in the English Education program who are majoring in Academic Writing. Based on Quantitative research, the findings revealed that 92% of respondents believe that the online Cambridge dictionary facilitated students in the learning process, particularly when they wanted to know how to correctly pronounce words and their meanings. Therefore, Hsiao et al. (2017) introduce a visualization analytic method in the language learning process that can be used to track learners' progress, identify problem areas, and provide feedback. Through quantitative analysis, it has been determined that the use of visualization-analytic learning environments assists students in learning vocabulary more effectively, and allows them to identify which words or pronunciations they struggle with the most. In the study, 39 first-year Japanese students at a Japanese university have been selected. Using the quantitative methodology, Uchihara and Saito (2016) the study revealed that second-language learners with a larger productive vocabulary are generally more fluent, accurate, and able to communicate precisely in the target language. In addition, they are more capable of adapting their language based on communicative contexts, such as formal and informal settings, and expressing their own ideas and opinions. In conclusion, proficiency in vocabulary is one's exceptional ability to use words of a language, which is developed based on their own interests, and necessities. Bai (2018) introduces cognitive strategies, mental processes that are consciously applied to regulate thought processes, and cognitive strategy is very common among students while learning vocabulary. The study revealed that the most prevalent cognitive strategies are using a dictionary where they prefer bilingual dictionaries and guessing word meanings based on word formation and

context. Asyiah(2017) discovers an interesting method VST test, which measures the number of words someone knows while conducting a case study on an English teacher and 30 junior high school students. The study that the Teacher prefers to include vocabulary learning in teaching other skills, such as reading, writing, listening, and speaking, rather than doing them separately. In addition, the teacher acknowledges that using decontextual vocabulary teaching strategies, such as keywords and traditional dictionary use, can help students identify and remember the meanings of the vocabulary they have learned. However, Mokhtar, Rawian, Yahaya, Abdullah, and Mohamed (2017) introduce a new strategy in which VLQ allowed the researcher to examine the combination of the learners' various learning strategies for English vocabulary. In the study, the authors found a rehearsal that is quite unique to VLS for students. In addition, Teng (2020) introduces the combination of advance-organizer strategy (present vs. absent) and caption type: glossed full captions, glossed keyword captions, full captions, and keyword captions to examine vocabulary learning. According to the research, watching movies with subtitles substantially impacted students' vocabulary learning, and the most efficient type of caption is glossed full captions. The study also revealed that the best learning outcomes for each aspect of vocabulary knowledge were achieved when the advance-organizer technique was combined with glossed full captions. In order to implement context clues as a vocabulary-learning strategy, Fudhla, Solusia, and Oktoviandry (2020) adopted a mixed method for tertiary-level students. The study's findings support the claim that this approach works best for language learners with a high level of language competency but is too difficult for that learning vocabulary at a lower level. Further findings show that the effectiveness of this strategy's execution in a classroom setting is significantly influenced by students' tendencies to read all English-language materials.

2.4 Part 3: Bangladesh context

There are four levels of schooling in Bangladesh's educational system. It includes elementary, secondary, higher education, and postgraduate education. Secondary education is a crucial component of a student's education because it covers the most valuable four years of the ten years of formal schooling (Imam, 2005 as cited in Mollah Mohammed, 2011). The CLT approach has been implemented for almost two decades to teach and learn English as a second language in Bangladesh, however teachers' experience in teaching and from results of public exams, it is clear that the results for students are not always good. CLT may not be an effective method in the Bangladeshi context due to a lack of classroom instructions and resources. (Hasan & Akhand, 2009 as cited in Mollah Mohammed, 2011). In Bangladesh, there is a connection between the failure in English language teaching learning and curriculum implementation because students and teachers are more concerned with quantity rather than quality. Centralised language assessments for high-stakes test such as public exams overlook important language abilities such as speaking and listening. (Al Amin & Greenwood, 2018). Hamid et al. (2016) state that in Bangladesh, the national curriculum is designed in Bangla whereas English-medium schools and colleges have a distinct curriculum. English, like Bangla, is taught in everyday class for 35–45 minutes. However, English teaching and learning outcomes in English-medium schools are not similar to those in English-medium schools, where English is the dominant language and Bangla plays a secondary role. According to Hossain and Mahroof (2016), urban students confront poverty, and this low socio-economic aspect of their family is one of the factors that affect their learning of the English language because most of the students in rural areas come from low-income families, they need access to as many educational resources as students in urban areas. Aside from the lack of experienced teachers in rural areas, students who have access to more facilities or resources get an advantage

over those rural students. Ill-trained English teachers in rural areas have a lower impact on students' English language ability than students in urban areas. According to Ara (2009), in Bangladesh, teachers rarely implement engaging activities such as songs, rhymes, and games to teach kids English. In reality, the effectiveness of these tools is not even familiar to teachers. As a consequence, children learn by memorising words that seem uninteresting. Moreover, The NCTB can teach them very little from the twelve years required English education. And since they cannot produce the language without memorisation, whatever they acquire cannot be attributed to language learning. The author suggests engaging lessons through songs, rhymes, games, and storytelling in primary schools can bring high motivation among students. In contrast, Roneiy (n.d.) examines the English curriculum for the Higher Secondary level based on the Communicative Language teaching method, which emphasises interaction and communication. The system Bangladesh has created over the years is exam and result oriented, forcing students just to comply with the guide books to get good results while ignoring the original intent of the CLT method and English. learning. In Bangladesh, grammar is given priority at the secondary and higher secondary levels, but students frequently struggle when it comes to realistic world while using English. Correspondingly, Rahman (2015) claims the unchanged classroom environment and equipment in Bangladeshi colleges as the root cause of the CLT method's failure. To overcome this situation, the government as well as various non-profit organisations may help language teachers in developing language skills that accelerate students' VLS as well. The teachers can assist students in moving forward and discourage them from following guidebooks and examinations-oriented language learning processes. If the government is not offering sufficient support, students can still practice VLS on their own.

Research gap

The existing literature on vocabulary learning strategies in writing classrooms also “out of class activities” emphasised on use different strategies of vocabulary like traditional methods including use dictionaries, infer the meaning of the word from the context, and asking for L1 translation (Fan, 2022; Nematollahi, Behjat, and Kargar, 2017; Svensson ,2017), guessing technique (Gounder, 2019), memorising, repetition, and recognition(Almansour, 2019), metacognitive strategies (Ghalebi, Sadighi, and Bagheri, 2020), online Cambridge dictionary (Ambarwati and Mandasari, 2020), visualization analytic method (Hsiao et al., 2017), cognitive strategies (Bai, 2018), decontextual vocabulary teaching strategies (Asyiah, 2017), rehearsal strategy (Rawian, Yahaya, Abdullah, and Mohamed, 2017), watching movies with subtitles (Ashcroft et al., 2018; Br Simamora et al., 2020; Teng, 2020; Faqe, 2017). On the other hand, some teacher researchers utilised mobile app such as Memrise app (Almansour, 2019), WhatsApp (Bensalem, 2018), Mobile Game-Based Learning (Alhebshi & Gamlo, 2022), and other strategies based on mobile applications (Kassim & Said, 2022; Klimova, & Polakova, 2020).

As far as the researcher knows, only a few research has been published on the vocabulary learning strategies employed by Bangladeshi higher secondary level students. The researcher of this study emphasised particularly on various strategies of vocabulary learning. In addition, the majority of previous research focused on tertiary level students in a classroom setting. Hence, there is a gap in Bangladeshi higher secondary level students’ strategies for learning English vocabulary. Therefore, the aim of this study is to investigate how college students remember new vocabulary and their perception on the learning method. Additionally, the researcher investigated the difficulties confronted by the participants. In the following section, the researcher presented a conceptual framework for exploring Vocabulary Learning Strategies out of Higher Secondary Level Students in an ESOL setting, specifically in Bangladesh.

2.5 Part 5: Conceptual Framework

2.5.1 Conceptual Framework of the study

Miles and Huberman (1994, p.18) opine that the conceptual framework can be either graphical or narrative, and correlate the relationship between the key variables. In addition, Adom et al. (2018) emphasis the importance of aligning methodology with variables, relationships, and context. Thus, it is crucial to develop an appropriate framework to facilitate data collection and analysis for the studies.

For this study, the researcher chose the PAR model used by Richardson et al. (2012) as the conceptual framework. The framework is comprised of three components that are Preparation, Assistance, and Reflection (see Figure 1). The preparation part includes the content of the study, which is a combination of learning materials and activities. In the assistance section, the materials are applied to the participants effectively and this can be assessed in the reflection part. Richardson et al. (2012) used this model and claim that it has been found that students can learn and develop their language skills when teachers take the time to teach them VLS, they can learn them independently to enhance their understanding. Furthermore, the model comprises interviewing students, and observing their behavior. In this vocabulary learning model, the researcher combined Schmitt's (1997) taxonomy discovered from literature review with the PAR framework to evaluate the VLSs by higher secondary level students in Bangladesh. From the literature review, it is found that to understand the meaning of new words Schmitt (1997) classifies vocabulary discovery strategies into two types which are Social Strategies and Determination Strategies (described in section 2.2.2). In this process, the researcher investigated how student and teacher control strategies contributed to learning new vocabulary.

2.5.2 Rationale Behind the Conceptual Framework

In the context of this study, the researcher combined Schmitt (2007) taxonomy with the PAR framework (Richardson et al., 2012). In the PAR model, Richardson et al. (2012) used vocabulary learning games such as word puzzle as analysis and the researcher of the study preferred to add more vocabulary related tasks besides word puzzle in order to evaluate participants' behavior and their preferred VLS. Moreover, another modification had been added by adding "word list" in the preparation part rather than keeping the semantic mapping because, according to Richardson et al. (2012), semantic mapping is not important for determining vocabulary learning strategies than it is for demonstrating the relationships between the various subjects in a lesson. In this study, the researcher included two types of strategies which are Social and Determination Strategies by Schmitt (1997) taxonomy, which were considered as learner control strategy into the framework. In addition, the framework consists of five square blocks, with the first block containing instructional content and word list, the second block including task evaluation and observing participants' behavior, the third block includes four general language learning skills: reading, writing, speaking, listening, and Schmitt (1997) taxonomy for evaluating learning outcomes. Consequently, the fourth block indicates learners' control strategy discovered from the learning outcome evaluation and it is connected with the last block which is teachers' teaching strategy. The implication of this study will help teachers to get insight on the essential vocabulary knowledge and effective learning strategies for EFL learners which will enable them to create appropriate lesson plans accordingly.

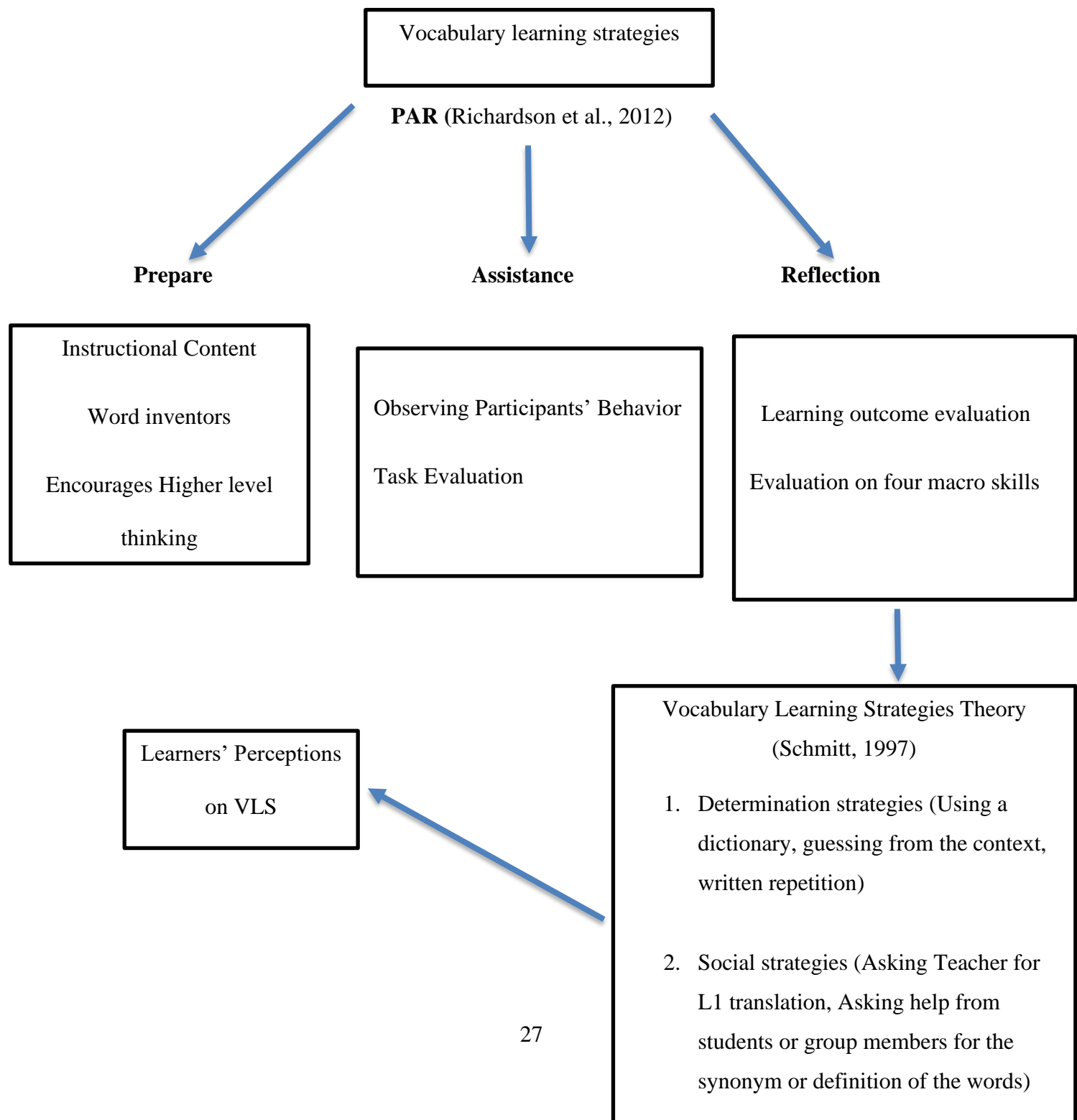


Figure 1: The Conceptual Framework of the Study

2.5 Chapter Summary

The initial part of this chapter consists of the background of vocabulary strategy, importance, challenge and the next part demonstrated the perspective of traditional and technological method for learning vocabulary. Lastly, the chapter portrayed previous studies related to vocabulary learning strategies regarding international and Bangladeshi context, by doing so, the research gap has been discovered and presented.

Chapter 3

Methodology

3.1 Introduction

The chapter focuses on the adopted research methodology for carrying out this research.

As previously stated in chapter one, the goal of the research is to examine the VLS used by L2 learners at the higher secondary level and how they employ them to improve four macro abilities in the English language learning environment. The first research question aims to investigate the strategies that are most preferred for learning new vocabulary. The second research question finds out whether the students are utilising any particular strategy used in the English classroom and if they have faced any problems while doing so. Lastly, the third and last question investigates if they use any other methods outside of the classroom to acquire new vocabulary in their everyday lives. The chapter provides justification of the

study for choosing a qualitative multiple case study approach, as well as justifies philosophical assumptions, participant selection process, and semi-structured interviews, data analysis framework, and shows the reliability along with legitimacy in this section.

3.2 The Qualitative Paradigm and Its Philosophical Assumptions

Qualitative method combines its philosophical assumption, research approach, and a particular research paradigm. The researcher chose one of the qualitative research paradigms which is interpretivism to see how L2 higher secondary level learners adopt vocabulary learning strategies by conducting multiple case study analyses. In this regard, Alharahsheh et al. (2019) claim that interpretivism is a result of positivism's criticism and refers to the subjective perspective which signifies the researcher's personal point of view. In addition, the author claimed that interpretivism is more focused on context-related, interviews and it considers people as unique from physical events because they give meaning to things in more depth. In fact, interpretivism seeks insight, rather than providing factual or universal laws that can be generalised and applied to everyone. Myers (2008, as cited in Charlotte, 2022) believes that Interpretivists consider social inventions like language, consciousness, shared meanings, and tools to give the access to reality. Among these different viewpoints, this study fits with the interpretivism view that emphasis on understanding phenomena from the perspective of individuals. The researcher requires different responses from all the participants regarding the methods they use to learn new vocabulary in order to discover the strategies used by students. In that instance, the researcher needs a variety of perspectives and beliefs from the participants. The interpretive paradigm is preferred since data are mostly dependent on a particular context, point of view, and set of beliefs (Saunders et al., 2012). According to the Alharahsheh et al. (2019), the interpretivism paradigm allows researchers to use qualitative methods, which is the most appropriate for obtaining in-depth insights based on a particular context. In addition, it allows researchers to take into account various factors, such as behavioral aspects based on

participant experiences, which would help to describe reality considering the assumptions and beliefs of the researcher. Hence, the researcher prefers semi-structured interviews to understand the reasons behind their answers, and bring flexibility among participants for analysing their behavioral aspects and opinions.

The table below, titled as "Philosophical Assumptions with Implications for Practice," is collected from Creswell's (2007) table to reflect the philosophical assumptions of the study.

Table 3.1: Philosophical Assumptions with Implications for Practice

Research Paradigm		Philosophical Assumption		
Interpretivism	Ontology The realities are subjective and can have multiple interpretations.	Epistemological Researcher's view influences the findings of research by exploring participants' perceptions.	Axiological The researcher's values and biases must be considered since the researcher is a part of the research.	Methodological An inductive method and in-depth research.

From this philosophical assumption table, the ontological assumption provides evidence of different perspectives and consider there can be multiple truth (Creswell, 2007, p. 17). For instance, to analyse multiple realities the researcher prefers semi-structured interviews to bring flexibility among each student and communicate with them individually in order to collect

different perceptions on vocabulary learning methods. The researcher analyses responses by the participants to know L2 learners' preferred strategies for learning new vocabulary (RQ1). The given task's answers as well as interview transcription are shown to portray participants' subjective opinion about the new strategies and reasons behind using particular strategies in the classroom (RQ2a). A close look at their responses shows their subjective views and what challenges they face while applying those particular strategies (RQ2b). Lastly, the following research explores how students apply learned VLS in real life setting (RQ3). The following category of these assumptions is called epistemological assumption, in which Creswell (2007) states that the researcher interacts with participants and spends time with them as an "insider". For epistemological assumption, the researcher confronts the participants with open-ended questions. The axiological assumption shapes the researcher by including his or her own interpretation and accepting that the researcher's biases or values may influence the data analysis. Even though, the researcher has described her positionality as a researcher later in this chapter (described in section 3.5). She tried to minimize the impact of particular biases or values while describing the results. Lastly, in methodology, the researcher uses an inductive approach to examine the what, why, and how of the study gathering data. The researcher typically works with details before generalising and repeatedly revises the research questions (Creswell, 2007).

3.3 Research Design

The study's research strategy depends on the research questions and existing literature. In this study, an interpretive research paradigm is applied that regards relativism. The interviews were taken face to face through a discussion session and during the interview, the researcher provided them with a few vocabulary worksheets. Moreover, the researcher asked them open-ended questions regarding their task and which strategies do they adopt. According to Busetto et al. (2020), qualitative research is the study of the nature of phenomena and is particularly

useful for resolving the causes and evaluating complicated phenomena. Therefore, Corbin and Strauss (2008) claim that the primary purpose of qualitative data is "not trying to control the variables, but to discover them," and this method of conducting a study helps in identifying a participant's real life experience. The qualitative method tends to collect data in the field and narrate the issue under the study and this information is gathered by talking to people and observing their behavior within their context (Creswell, 2007). The main aim of this research is to investigate most preferred strategy among higher secondary level students in Bangladesh to learn new vocabulary. The researcher eventually chose to use a qualitative methodology in this study with the aim of helping the students and teachers to comprehend which strategies are more effective and impactful for improving vocabulary knowledge. Evidently, Joubish et al. (2011) claim that qualitative research can understand people's attitudes, beliefs, concerns, objectives, culture, or way of life. Therefore, the chapter's following sections provide an in-depth description of the research design used in this research.

3.4 Multiple Case Study Approach

Gustafsson (2017) discovers a comprehensive study of an individual, or group of people can be applied over multiple units. Regarding this, Thomas (2011) explains a case study as an analysis of systems that are examined with a comprehensive perspective using one or multiple methods. According to Cousin (2005) the case study method is not intended to analyse cases, but rather to define cases and investigate a setting in order to comprehend it.

According to Yin (2017), there are two types of case studies which are single case study design and multiple case study design. He explains how to determine whether to use a case study in research and demonstrates that the research design differs from these two case studies, even though they are in the same methodological framework. In 1991, Eisenhardt

asserted that authors adopt multiple case study approach to cross check the nature of the findings among multiple participants or cases. While Eisenhardt & Graebner (2007) claim that multiple case study provides a more convincing theory when the findings are more thoroughly based on a variety of scientific data. In spite of these benefits, case studies have been criticised. For instance, Yin (1984) observes that the multiple case study method requires more time, resources, and effort while doing the research. Despite these criticisms, researchers adopt multiple-case study approach to examine real-life scenarios connected to social issues and problems.

3.5 The Researcher's Role

The researcher is an ELT undergraduate student at BRAC University. Among all the courses she has taken she faced issues with vocabulary in writing, speaking, listening, and reading skills. However, the researcher observed that the majority of class mates are unfamiliar with numerous synonyms of particular words. The situation led the researcher to reconsider her vocabulary skills and the causes for their inadequacies. The issue motivated the researcher to focus on the VLS. The researcher believed that if students at higher secondary levels employ effective strategies to increase their vocabulary, they will have a greater opportunity to improve their four macro skills, which will help them in adjusting to advanced English words in their academic lives. Thus, the researcher selected the topic of her study " Exploring Vocabulary Learning Strategies Among Bangladeshi Higher Secondary Level Students". Having a Bangla medium schooling background, the researcher was able to comprehend the areas in which ESOL students who are not natural English speakers struggle when learning vocabulary. Throughout the interviews, the participants discussed how they learn vocabulary and which learning methods they prefer most because the researcher made an effort to reassure them and

convince them that they were not being graded for any assessments. The researcher implemented credibility procedures to ensure the research is free of cultural and personal presumptions, such as inviting a second observer to analyse the data to ensure that the findings were trustworthy. The study consequently reflected the research's goal, which was to determine which VLS are most effective at inspiring learners to learn vocabulary.

The researcher maintained objectivity by using "The researcher" to minimise personal biases which ensures that the study is not influenced by any personal presumption or cultural biases. In order to make the data trustworthy, the themes of the data analysis were also coded by an inter-coder and rated by an expert (please see the appendix section I below). As another attempt of member checking, the transcripts of each interview have been forwarded to the participants to ensure the accuracy of the information (displayed in the appendix section M). The researcher played the role of both a coordinator and an observer during the vocabulary workshop, although she (R) did not impose the participants with her opinions.

3.6 Setting

The researcher set research setting in two different colleges located in Munshiganj and Dhaka, Bangladesh. The reason for choosing these colleges is because it targets students who could have vocabulary problems in their daily lives in addition to their academic lives. Furthermore, the majority of the students at the colleges are ESOL learners who are English language learners. Since the main purpose of this study aims to determine which VLS strategies actually help students in improving their vocabulary knowledge and adapting to real-world situations, the institution provided a convenient setting for choosing the participants for this study.

3.7 Gaining access

The researcher initially gained permission from the colleges' principal with the help of a teacher, and she requested help from the English teacher to identify students who are struggling in vocabulary knowledge. The particular student groups were informed before to data collection by their teachers. Before the interview, the researcher provided the participants with a consent form and enlightened them about the research topic. Thus, the researcher proceeded to gather the data.

3.8 Selecting the Participants of the study

Choosing the appropriate sampling technique for conducting a study is important for obtaining relevant data. Sampling means choosing a small group of participants out of uncountable members (Kothari, 2004). Rai and Thapa (2015) state that purposeful sample is used to fulfill specific goal which is a non-representative subset of a larger population. Regarding the statement, the researcher adopted purposive sampling technique as the participants are chosen purposively in order to get information rich data from the limited available sources as (Patton, 2002). Likewise, Creswell (2014) suggests that choosing participants deliberately provides insight into the research question because the researcher believes that they might be able to contribute something to the analysis. Therefore, this kind of sampling falls under the category of non-probability sampling in which the researcher selects the research participants. Moreover, the researcher must remember the fundamentals of such sampling and select participants who are willing to share their knowledge and experience because there is always a risk of bias in this type of sampling technique (Kothari, 2004). While the objectives of the various purposive sampling approaches vary, they can give researchers the rationale for generalizations from the sample under study, whether those extrapolations are theoretical, analytical, or logical (Rai & Thapa, 2015). Furthermore,

according to Abha (2011), it is difficult to cover a wide range of variation from all the target participants, so the researcher must make assumptions about the participants that may provide rich information. The topic "Exploring English vocabulary learning strategies employed by Bangladeshi higher secondary level learners" particularly highlights the perception of HSC examinees. During this situation, the researcher cannot choose participants randomly. For this reason, the researcher chose participants through the purposive sampling technique.

The following criteria were used to choose participants:

1. The students have to be higher secondary-level students
2. Particularly, those students must have problems with learning vocabulary
3. Students must be interested in participating in this study.

3.8.1 Participants' profile:

The profiles of the eight participants are shown in the table below along with information on their names (pseudonyms), genders, current educational institutions, medium and academic backgrounds. The researcher believes that the details do have an effect on how well participants perform in vocabulary workshop sessions, and the details will be helpful in understanding the gathered data from the participants.

Table 3. 2: Participant’s profile for the study

No	Name	Gender	Academic qualification	Name of Institution	Medium
1	Ankita	Female	Higher secondary level	Bikrampur Adarsha College	Bangla
2	Mahdi	Male	Higher secondary level	Mirpur cantonment public school and college	Bangla
3	Ishrak	Male	Higher secondary level	Mirpur cantonment public school and college	Bangla
4	Ahona	Female	Higher secondary level	Mirpur cantonment public school and college	Bangla
5	Prottoy	Male	Higher secondary level	Mirpur cantonment public school and college	Bangla
6	Hafsa	Female	Higher secondary level	Bikrampur Adarsha College	Bangla
7	Mariam	Female	Higher secondary level	Bikrampur Adarsha College	Bangla
8	Sanjida	Female	Higher secondary level	Bikrampur Adarsha College	Bangla

3.9 An Overview of the Data Collection Procedure

According to Gill et al. (2008), there are many ways to gather data for qualitative research, including investigation, analysis of written or visual materials for instance, books or recorded video, artifacts, and individual or small group interviews. Among them, the researcher decided to collect the data via observation, interview and artifacts as artifacts help the interviewer and interviewee to align with broad topics more closely (Wallwey & Kajfez, 2023). According to Galanis (2018), interviews are appropriate for research since participants can express their opinions to the interviewer. Moreover, the author believes that semi-structured interviews are more efficient which consist of key questions that assist the researchers in identifying and introducing the most crucial research domains.

Evidently, she (R) decided to choose observation, semi-structured interview for flexibility and artifacts (e.g. students' free hand writings, word meaning task). The sequence of data collection procedures is shown in the diagram below, and the subsequent sections will explain the data collection process:

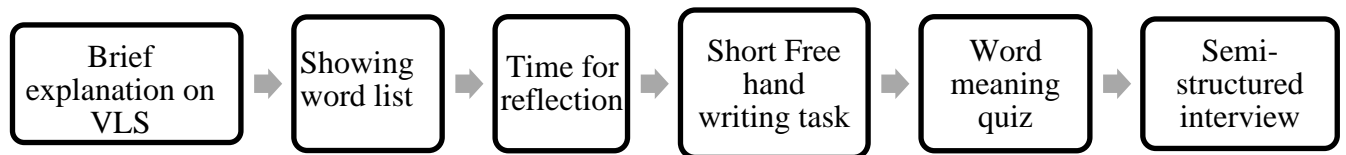


Figure 2: The Steps in the process of Data Collection

3.9.1 Brief Explanation On VLS

In order to ensure that participants fully understand their role in the study, the researcher explains the vocabulary learning strategies to them. This helps to obtain participants' consent (as outlined in section 3.7). Furthermore, ensuring that all participants receive the same information about vocabulary learning strategies reduces the risk of bias. Providing participants with a brief explanation also allows them to ask questions and seek clarification on any confusing strategy. Correspondingly, this stimulates friendly communication between participants and the researcher and simplifies the process of data collection. Therefore, the researcher decided to explain a few particular VLS to them, such as asking for an L1 translation (Fan, 2022; Nematollahi, Behjat, and Kargar, 2017; Svensson, 2017), guessing technique (Gounder, 2019), memorising, repetition, and recognition (Almansour, 2019), metacognitive strategies (Ghalebi, Sadighi, and Bagheri, 2020), online dictionary (Ambarwati and Mandasari, 2020), cognitive strategies (Bai, 2018), watching movies with subtitles (Ashcroft et al., 2018; Br Simamora et al., 2020; Teng, 2020; Fage, 2017).

3.9.2 Showing Word list

After a brief explanation on VLS, the research provided a word list to the participants considering the difficulty level of words and the relevance to academic and everyday contexts. According to Vongpumivitch et al. (2009), the words in Academic Word List (AWL) represent 8.5 to 10 percent of the running words in educational materials. Lessard-Clouston (2013) recommends using a course textbook that uses vocabulary from AWL because the researcher believes that word list may help her (R) to organize words based on the participants' existing knowledge on vocabulary and their difficulties. Subsequently, the researcher made a list of words (displayed in Appendix B) following AWL for the data collection. Following participants' responses to those words, the researcher organized an ungraded task where participants will write the L2 meaning of those words on their competency and mark unfamiliar word which will lead the researcher to make certain of each participants' vocabulary knowledge.

3.9.3 Time for Reflection

The researcher gave a few moments to the participants to think about the words on the list. In order to make class more enjoyable before starting the core activities, Solihat et al. (2020) suggest that ice-breaking activities can be used to reduce stress and student learning saturation for example, gossiping, guessing, showing short videos, etc. In light of this, Wenger (2006) claims that cooperative learning improve student engagement and recommends to engage in joint activities, participate in discussions, provide assistance and exchange knowledge. In this regard, the researcher made an effort to make the ice-breaking session for the participants and assured them that this is not a graded activity so students feel motivated while discovering the definitions and remembering those words. In the meantime, the participants must select a vocabulary acquisition strategy as they were already explained about VLS (described in 3.8.1).

3.9.4 Short Free Hand Writing

According to Schleppegrell and Go (2007), writing enables students to connect with the structure and meaning of their writing effectively. Additionally, by examining students' writing, the researcher assessed their proficiency in English and identified various vocabulary acquisition strategies that are reflected in the students' writing. Klimova (2012) suggests that creative writing can boost learners' self-confidence and self-esteem, leading to improvements in both personal development and language skills. For this reason, the researcher assigned the participants a short free handwriting task and she (R) prefers fun writing topics (Please see Appendix D) so students feel encouraged to participate in this task.

3.9.5 Word Meaning Quiz

The participants were given a list of words and definitions and asked to match them correctly based on what they remembered (displayed in Appendix C). The researcher then conducted a semi-structured interview to inquire about the participants' vocabulary learning methods for remembering the words. The aim was to assess the participants' vocabulary usage and learning strategies in academic (RQ2a) and real-life settings (RQ3) by comparing the transcribed data with their free hand writings (scribblings). Additionally, the researcher identified the overall strategies used by the participants (RQ1). This comparison process was part of the data triangulation method, which involves collecting data from different times, places, or people to answer research questions (Bhandari, 2022).

3.9.6 Semi-Structured Interview

According to Dörnyei (2007), interviewing is a natural and socially acceptable method of data collection because it can be applied in various contexts and cover a wide range of topics. Besides, Edwards and Holland (2013) categorise based on the formal interview, such as structured, semi-structured, and unstructured interviews. The researcher preferred the semi-structured interview since it allowed the interviewer and participants to interact naturally. The researcher had predetermined questions, but she (R) made sure not to impose her perspectives on the participants' answers. Adhabi and Anozie (2017) suggest that conducting an "in-depth interview" allows researchers to have deeper and more comprehensive insights. To achieve this, the researcher has used semi-structured interviews with individual participants which will enable them to express their thoughts freely. This approach enables the researcher to collect in-depth insights relevant to the study.

3.9.6.1 The process of developing Interview Protocol

For this study, the researcher used the Interview Protocol Refinement (IPR) structure proposed by Yeong et al. (2018) to construct and improve semi-structured interviews. The four steps of this IPR based semi-structured interview are the following:

Phase 1: Connecting the Research questions and interview questions

Phase 2: Establishing an Inquiry-Based Conversation

Phase 3: Obtaining feedback on interviewing procedures

Phase 4: Practical implementation of the interview protocol through piloting

In the first phase of the IPR framework, the researcher makes care to create interview questions based on the research questions. For each interview question, the researcher will receive some information regarding the research questions.

The following phase, the researcher created the research questions (RQs) and interview questions (IQs) differently. In order to establish inquiry-based conversation, the researcher adopts a semi-structured interview and arranges the pre-determined questions in such a way which will follow the normal pattern of social conversation and build rapport among participants to express their thoughts.

The third phase requires feedback from another expert, which will further enhance the reliability of the study. As a result, the researcher contacted the English teacher of the college to get their opinion on the interview questions. The teacher is well-known in the college for her engaging teaching style, which facilitates the researcher in collecting data as students feel more comfortable expressing themselves in front of the teacher.

In the final stage, the expert's advice is applied to the practical assessment by conducting the piloting. In addition, researchers can also use piloting to solve any potential practical problems (Van Teijlingen & Hundley, 2002). As a result, this stage highlights any potential errors or inconsistencies in the interview questions.

3.9.6.2 Piloting the Interview

The interview questions were piloted with one of her (R) participants after receiving feedback on the interview questions. The researcher decided to do piloting with her sister due to her availability. She willingly participated in the pilot interview session which gave opportunity to the researcher to modify her interview questions if necessary. Piloting assisted the researcher in determining the direction she may take in the study. Piloting can be time-consuming and frustrating, but according to Mason & Zuercher (1998), it is better to deal with them before investing an excessive amount of time, money, and effort in the complete study. Simkus (n.d.) agrees with the authors and suggests keeping questionnaires brief. This is because if they are too long, participants may lose interest which can lower the response rate.

3.9.7 “Exploring VLS Through Vocabulary Task” Workshop Series

According to Ahmed and Mohd Asraf (2018), workshops can be implemented as a qualitative method for collecting data by organising the activities and establishing an environment that encourages participants to work together and communicate freely. Taking into account the researcher arranged this Vocabulary workshop in two phases. The first phase consisted of the Vocabulary test workshops and the second phase was dedicated to conducting interviews with the participants. The interview process has already been discussed above in section. Therefore, section 3.9.7.1 will highlight the workshop sessions and materials which were used in this study.

3.9.7.1 Vocabulary workshop

To facilitate discussion, the researcher has categorized the Vocabulary Test Workshop Series into three phases: A) Introductory Workshop Sessions, B) Brainstorming Sessions, and C) Final Vocabulary Task Session. The Vocabulary test workshop series were allotted three hours where the final vocabulary task sessions were allotted two hours. The details of each workshop session are described below.

A) Introductory Workshop Sessions: The initial session of the vocabulary workshop was focused on providing students with an overview of basic vocabulary concepts, including an explanation of vocabulary strategies and their significance. The students were presented with a series of word lists during the session, which served to familiarise them with the core vocabulary task sessions. This introduction provided the participants with an overview of the material that they might have in the following vocabulary workshops.

B) Final Vocabulary Task Session: The final task session consists of two different tasks. The initial task involves evaluating the students' vocabulary knowledge. Besides the vocabulary meaning task, the participants were also given an opportunity to demonstrate their particular writing skills. Furthermore, the researcher essentially analyse how individuals utilise different vocabulary and enhance their sentence formation skills. Participants were asked to write their thoughts on paper using vocabulary from the given word list. This enabled the researcher to assess their writing proficiency and vocabulary competence.

The workshop process consists of the following stages where stages 1 and 2 comprise session A, while stages 3 and 4 include session B.

Stage 1: Introductory session: The researcher decided to begin a conversation in order to provide an overview of the study and introduce herself (referred to as "R"), which helped students to feel more comfortable in introducing themselves. In addition, the researcher highlighted a thought-provoking issue in the academic setting as the topic of the session.

Stage 2: Pre-task stage: In this stage, the researcher interpreted vocabulary and its importance, regarding the matter the researcher of the study aimed to have an insightful discussion about the research topic with the participants in order to know their opinions and interest. Therefore, based on the provided word list, students were encouraged to find out the L2 meaning of each word, and through clear instructions, students responded only to words they already knew. Students were then suggested to use their mobile phones or group discussions to find out unknown words and marked them which they did not understand. Thus, the researcher established the pre-task stage to assess their vocabulary proficiency.

Stage 3: Short Free handwriting session: Since the students were told that they were not going to be judged for their work, they were encouraged to write on a free handwriting topic using as many words as they knew, which allowed the researcher to learn more about the students' vocabulary knowledge. The researcher gave the students two common topics for this session and they could choose any one of them to complete the task. Additionally, the researcher encouraged students to use words from the provided list because she (R) wanted to know how well students could use new words in their sentences and whether there were any related writing issues.

Stage 4: Vocabulary Quiz: The last task was to evaluate whether students learn vocabulary through engaging lesson or not, for this they were asked to match the definition with correct words and the vocabulary quiz was made from the word list which also highlighted how many errors did they do and their proficiency on the learning.

3.10 Data Analysis Procedure

3.10.1 Data Analysis Framework

Hackett et al. (2018) state that a framework is an approach for analysing data for qualitative approach provides researchers a comprehensive framework for organising, evaluating, and discovering themes. According to Braun & Clarke (2006), there are two types of thematic analysis such as inductive, which is based on the data itself, and theoretical, which is driven by the research questions and the researcher's areas of interest. In this regard, the qualitative thematic analysis employed by the researcher was adapted from Braun and Clarke (2006) to analyse the interview data for the study. For any research project, Braun and Clarke (2006) describe five steps of qualitative analysis. The following figure no 2 illustrates the process followed by the researcher:

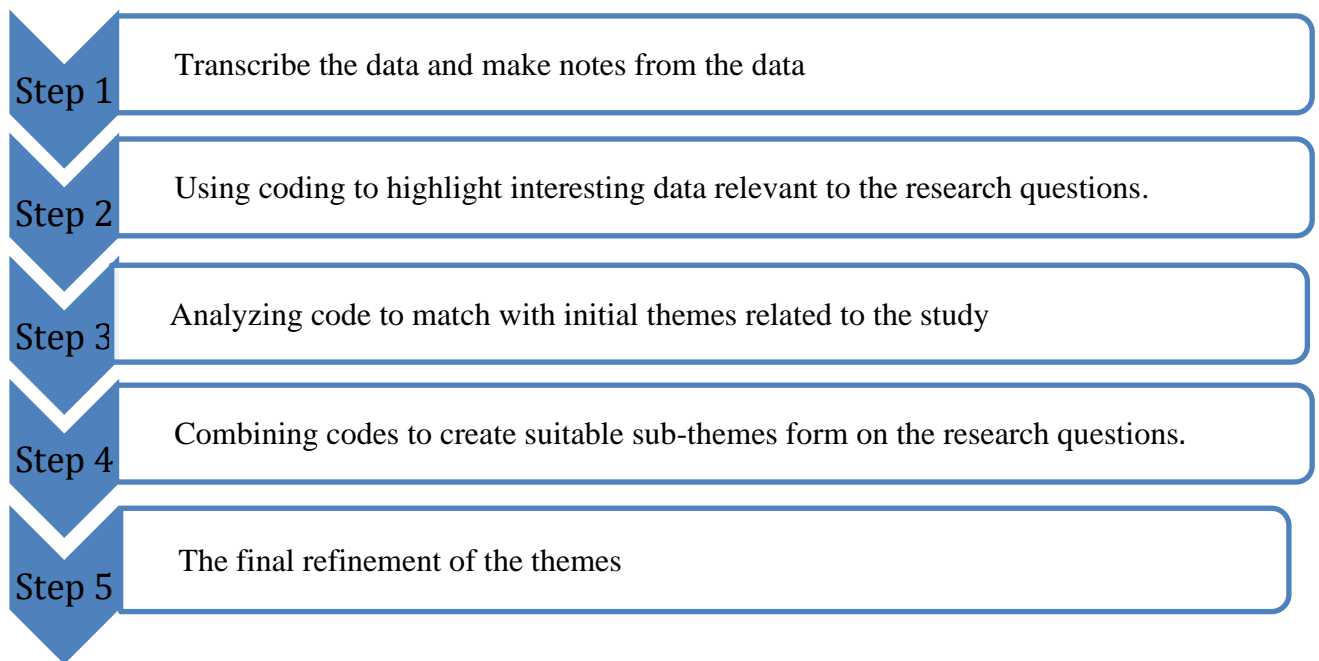


Figure 3: The Framework for Data Analysis Adopted from Braun and Clarke (2006)

Table 3.3: Procedure of thematic analysis adapted from Braun and Clarke (2006).

1. Transcribe the data and make notes from the data	Listening to the audio recordings and reading the transcription of all of the participants.
2. Using coding to highlight interesting data relevant to the research questions	Highlighting important details that highlight relevant data to support RQs
3. Analyzing code to match with initial themes related to the study	Developing the initial codes by giving each data set a descriptive code name
4. Combining codes to create suitable sub-themes based on the research questions.	Considering the RQs, Codes collected from the data must support combining into sub-themes and themes.
5. The final refinement of the themes	Reviewing earlier phases and making any necessary improvements to codes and subthemes.

3.10.2 Analysing writings

The researcher examines the writing of the students to determine which words they can remember and how they use the given words from the list. Besides evaluating the writing style, the researcher also investigates the strategy used to memorise the words. The participants completed their tasks using pen and paper. The writing (scribbling) proceeded for ten to fifteen minutes.

3.10.3 Analysing Interviews

Initially, the researcher used the "Transkriptor" transcriber tool to convert the audio recordings into text for analysing the interviews conducted with the participants (described in Appendix F). Following that, the transcription was designed using seven column of coding templates (Ahmed, 2017). From the transcripts, the researcher highlighted some important codes and categorise them (appendix H.3). Finally, the researcher aimed to create a thematic pattern to compare all the themes considering the research questions.

3.11 Ethical Consideration

Ethical consideration has significance in a qualitative study due to its in-depth nature (Arifin, 2018). Beforehand, the researcher sought permission from the respected authorities to ensure ethical approval. Before conducting the interviews, the researcher gained consent via mail from the participants (see Appendix M) to each participant that contains details about the research and informed them that the gathered information would only be used for the study, not to be used to identify them. To maintain confidentiality, the transcription of data was carried out in a private space while using earphones to avoid any risk of recordings being overheard by others.

3.12 Developing Trustworthiness and Credibility of the Study

According to Little and Green (2021), successful influence depends on the credibility of the source, and expertise and trustworthiness are two main and equally important concepts of that credibility. However, some scholars disagree with the generalisation, arguing that trustworthiness is a component of credibility (Fogg & Tseng, Citation 1999). Regarding this matter, Golafshani (2015) believes that credibility in quantitative research is achieved through discussing research validity and reliability, while credibility in qualitative research depends on the researcher's skill and effort. On the contrary, Stenbacka (2001) argues that using the concept of reliability in qualitative research is misleading, and evaluating a qualitative study based on it results in unsatisfactory outcomes. In order to be more precise, the term "reliability" is used in quantitative research, while "dependability" is used in qualitative research by Lincoln and Guba (1985, p. 300). Besides, Golafshani (2015) explains that triangulation is an approach that enhances the accuracy of any research or evaluation of findings. In addition, he claimed that while quantitative studies distinguish between reliability and validity, qualitative research replaces these concepts with credibility, transferability, and trustworthiness, while Sinkovics et al. (2008) suggest that by addressing difficulties like dependability, transferability, and confirmability, a qualitative researcher should prioritise establishing trustworthiness and credibility.

The researcher used member checking, triangulation, and providing an in-depth description of the study to develop the credibility of the results. Member checking gives the researcher a way to ensure that participant voices are accurately portrayed by allowing participants to either confirm or deny the authenticity of the data and the interpretations that enhance the credibility of the qualitative research (Habermehl, 1985, as cited in Creswell & Miller, 2000; Lincoln & Guba, 1986; Stake, 1995). Aligning with this, Yin (2014) describes member checking as examining the draft and asserts returning the draft to participants can help verifying the findings and evidence, and may discover new evidence which was not initially given during data collection. In order to ensure member checking, the researcher the researcher gained consent via mail from the participants (see Appendix M) invited a faculty member of the English Department from a private university to review the vocabulary list (Appendix B), interview questions (Appendix A), and short free-write topics (Appendix D) as well as review and comment on the generated themes from the coding (please see the Appendix I) and the result for the inter rater reliability table is 85.71% (please see the Appendix J).

In an attempt to better understand the behavior of participants, researchers utilise various methods to provide an in-depth explanation. One such approach is triangulation, which can enhance a study by presenting a diverse range of data to illustrate several aspects of a particular occurrence (Noble & Heale, 2019). According to Carter et al. (2014), the use of triangulation is a qualitative research technique to evaluate validity by aligning gathered data from many sources. Frey (2000, as cited in Carter et al., 2014) describes that an interview is one of the most effective methods for understanding people and exploring a subject deeply. For this particular study, the researcher conducted interviews and analysed students' written work (scribbling) as part of the process to ensure the reliability of their findings.

3. 13 Chapter Summary

In this chapter, the researcher has discussed the philosophical assumptions and interpretivism research paradigm followed by the justification for selecting a multiple case study research approach for this study. The researcher's role in the study was also explained. The chapter then continued reviewing the data collection process and explained the reasons for selecting participant observation, student interviews, and a vocabulary workshop as data sources. Finally, the concluding section of the chapter explains the data analysis framework used in the study and the measures taken to ensure the reliability and trustworthiness of the data.

Chapter 4

Results and Discussion

4.1 Introduction

The purpose of this research is to determine the preferred vocabulary learning strategies and obstacles faced by Bangladeshi higher secondary students. The findings are based on the research questions below:

RQ.1. Which strategies do higher secondary level EFL learners prefer for learning new vocabulary?

RQ.2. a) What strategies of vocabulary learning do they adopt in English classrooms?

b) What challenges do they face while applying those strategies?

RQ.3. Which strategy of vocabulary learning do they apply outside the classroom?

The chapter begins by discussing the most preferable vocabulary learning strategies of high secondary level students. There are two parts this section: the initial part covers vocabulary learning in a classroom setting, while the second part analyses the participants' responses regarding vocabulary learning strategies. Last section of the chapter investigates the challenges that students face during applying vocabulary learning strategies in the classroom.

4.2 Higher secondary level Students' Preferable Strategies for Learning New Vocabulary

Initially, the research analysed the vocabulary knowledge of the participants by providing a word list. Then, she examined the participants' writing through several processes. As part of the study, the researcher provided two creative writing topics and asked the participants to incorporate a few words from the word list into their writing. The participants were given a few moments to think before writing on short free-hand topic. During the workshop, students implemented a range of strategies to learn new words from the provided list. The subsequent section of the study will discuss the preferred strategies by the participants to memorise new words and their perceptions toward them.

4.2.1 Students' Preferable Strategies for Learning New Vocabulary in classroom setting

4.2.1.1 Memorising by understanding meaning

Students mostly prefer memorising as a learning strategy in all aspects and understanding the meaning can help them to apply those words on their relevant context. In this manner, students do not require any specific guidelines to recall new words. A participant in this study, Hafsa told that,

There are a few words, I come in contact with academic books regularly. As like, 'precise', 'traditionally', in this case I must need to take notes of their meaning and the words in my paper on repeat (DU HAF 25).

The study found that applying memory strategies without understanding have low frequency of use among participants while learning words through understanding the meaning is more frequent among the participants, this is because the researcher believe that understanding any term can help students to memorise effectively. These methods require complex mental processing, such as keyword techniques, word association, and imagery (Schmitt, 2000). Indeed, memory strategies require learners to connect the newly learned word with their pre-existing knowledge or understanding in their first language. Johnson and Gallahegar (2021) suggest that better understanding stimulate learners to remember new terms. When there is a large number of vocabulary to memorise, EFL students may resist using memory tools like repetition and taking notes, however comprehending word meaning can stimulate their memorising skill.

4.2.1.2 Translation from L1 to L2

Most people in Bangladesh have learned Bangla as either their mother tongue. People usually prefer any place, institution, or organization's name in Bangla that is easy for them to remember. Three participants from the vocabulary workshop wrote or thought about the text in their first language (L1), and then translated it to their second language (L2) for their assigned short free-hand write-up. Ankita regarding this,

I wrote on the human characteristics which I dislike the most, but at this situation I took time to think about how am I going to arrange my ideas, so I arranged my sentences in Bangla to connect with my real-life experience then I translated them in English (DU ANK 34).

Three of the participants first established their ideas in their first language and then translated them into a second language for writing progress. Students were given comparatively simple and relevant topics to write about, but in such situations sometimes students are unable to use them in real-life situations. Friedlander (1990, as cited in Jahangard and Holderread, 2017) believes that "L2 writers will plan for their writing more effectively, write better texts containing more information, and create more effective texts when they are able to plan in their comfort language related the topic area". Agreeing with this fact, the researcher thinks that learners will benefit from generating plans in their native language and using those plans to construct their English texts while writing any composition or paragraph in English.

4.2.1.3 Mnemonic Strategy

The importance of vocabulary in the English language cannot be underestimated. An instructor needs a variety of techniques to keep students engaged and lessen boredom. The mnemonic keyword approach is one method to improve knowledge of vocabulary. Susana (2017) defines mnemonic instruction as an educational learning method that can enhance memory. Three participants in this study employed a variety of mnemonic techniques, including breaking long words into syllables, visualisation with real-life context, and connotation skill. Hafsa used connotation skill as she said,

I took shortcuts to remember the words, like: passive-aggressive, I did a trick like I only remember pre instead of passive because I knew what is aggressive means. But Pre, made me think of P, which reminded me the word passive (DU HAF 25)

According to Wilson (2013), connotations can be comprehended based on context because connotations can signify a variety of things depending on the situation. In the study, Hafsa required to remember the word "passive" for the vocabulary workshop, so she chose the word "pre" because pre means before, and in the phrase "Passive Aggressive," the word passive

comes before aggressive. Hafsa therefore used "pre" as her mental language to remember the word "passive". Zheng (1998) explains this mental language term in a simplistic manner referring to Ockham's mental language that is divided into two terms, first one is categorematic terms, which prompt us to think of things in the real world, and syncategorematic terms, which do not signify any particular reality but modify the categorematic terms' significations. According to Carter (2014), these connotations indirectly provide learners with impressions of subjects or objects. Mahdi also adopted another interesting mnemonic strategy which is breaking long words into syllable also guessing their separate meaning because being EFL learners, students feel anxious come across to long words.

Firstly, I tried to guess the meaning of the word like, "patriarchy" was unfamiliar to me so at first I break them into three syllable like "pat", "ri", "archy" to remember also "Passive aggressive" I separated these two words and tried to guess their meaning (DU MAH 29).

Based on the study, the researcher concludes that mnemonic strategies can assist college students in learning and retaining complex words effectively. These strategies offer a creative and enjoyable process for students to remember long and complex words.

4.2.1.4 Group Discussion among peers

During the study, it was discovered that two students preferred a group discussion as a creative learning strategy. They used this strategy to learn new vocabulary from a given list that they found unfamiliar or complicated. The researchers also found that this learning strategy was beneficial for several reasons. For instance, it helped the students to support each other, respect each other's opinions, and share explanations regarding the words without fear of judgment. This is why Ishrak told that,

A few words were already known to me so I just tried to use them first, but there were a few unknown words as well so I ask my friend but he did not know the meaning, then we both asked other students and tried to guess the meaning after taking everyone's opinion we decided to write the meaning (DU ISH 33)

Hurst et al. (2013) say that students believe that interacting with others improves their learning by developing their capacity for critical thought and problem-solving as well as their understanding of any term. The finding relates to the author that small group discussion involves students in fresh and thought-provoking conversation that can bring solution effectively. Regarding this matter Prottoy said,

I took idea from my friends while writing the short free hand writing topic since I was confused about a few words and where to put in my sentences, so we listened each other's opinion (DU PRO 22)

Group discussions in the classroom can be beneficial since they can change learning activities in more ways than the teachers' typical instructions. Additionally, it helped students to show more respect for one another while having different points of view (Wu & Liu, 2019).

4.2.1.5 Multiple Exposure to Words using Synonyms and Antonyms

One of the best methods for learning new words is to remember their synonyms and antonyms, however, according to the study, this method was least used by participants. In-depth knowledge of synonyms and antonyms can assist learners in employing them effectively so that they can use them to expand their vocabulary in the language they are completing their lessons or in real life. Prottoy shared his experience saying,

For the second task, I knew a few synonyms and antonyms of certain words for example, I knew sufficiency is opposite of lack word, also I knew synonym of euphoria so this knowledge helped to match each word's definition (DU PRO 20).

According to Kuswatun (2017) using grammatical elements like synonyms or antonyms is one of the most crucial methods to improve the vocabulary knowledge. So, learners can define words in many contexts if they learn more. When a learner truly understands a word, she is aware of its antonyms and synonyms as well as its sound and spelling. According to Joel and Deffes (2004), understanding a word comprises understanding how it reads, how it is used as a part of speech, and its various meanings. The researcher believes that learners can remember the meaning of a difficult word by learning its antonyms and synonyms.

4.2.2 Students' Preferable Strategies for Learning New Vocabulary in real life setting

4.2.2.1 Online Games on learning English vocabulary

There are countless areas where learners can learn the English language and learning via technology specifically, online games is one of the effective strategies. The study has found that students enjoy learning vocabulary through online games, and in order to progress in these games, they need to learn new words. This can enhance their willingness to continue learning. According to Shariarpour and Kafi (2014), games are not just for fun, but also for education. Similarly, Yip and Kwan (2006) believe that online games increase students' interest, guarantee effective learning, and provide more motivation. Two participants from the study reported that they learn words via online gaming. Regarding this strategy, Prottoy said,

I play online game name “DOTA” and as this is a global game, I have to communicate with them on live, so I learn a lot of words while talking to them, like “ambush” “retreat”, “spectating” (DU PRO 30)

Another participant Ankita said that,

I play “Free Fire” game, and as this is a global game and have to play in team so we need to communicate with each other English (DU ANK 38)

After reviewing participants opinions, it can be concluded that online games aid in the retention of vocabulary in English classrooms. Learning and memorising new vocabulary is often a boring way to learn. Nowadays students spend a lot of time playing online games, so this can be used as a strategy to teach them new words. Online games also bring players from different countries who communicate in English, and this encourages EFL learners to increase their vocabulary knowledge. Significantly, the gamers become more engaged and interested and wish to progress in the game for which they attempt to learn more new words from academic or online sources. In this context, Ashraf et al. (2014) claim that players perform better the more and sooner they pick up new vocabulary. In order to bring vocabulary games to the classroom and make lessons more engaging, the researcher concludes that modern English teachers must learn about the internet and websites that offer word games.

4.2.2.2 Influence of Social-Media

Social media is a relatively new idea as a tool for acquiring English vocabulary since almost no one had heard of or used social media ten to fifteen years ago. However, the majority of Internet usage today is on websites like Facebook, Twitter, and LinkedIn. Similarly, the researcher discovered that most participants preferred social media as a method for vocabulary development. According to Warschaur (1995), using the Internet and e-mail for

language learning can increase students' opportunities for real-world conversation.

Participants of the study use social media for different reasons, such as

Whenever I have to post my pictures on social media, I often take caption ideas from google and from it I can learn meaning (DU ISH 41)

Ishrak often uses English caption in his picture while posting on Facebook or Instagram.

Moreover, he thinks that his English skill is very poor and particularly he often does mistake in spelling for which he needs to google the words to reconfirm its spelling and sentence structure. Social media consequentially motivates him to learn new words, spelling and unique phrases. Hafsa also feels that communication is necessary in order to improve vocabulary knowledge, she said that,

I have two foreign friends from Morocco, and I talk to them in English, while talking to them I learn many unknown words, also I am a member of English learning groups (DU HAF 32)

Communicate with foreign people is very effective and enjoyable for learners and they can memorise new words for a long period. Participant Hafsa has a few foreign friends and she often chat with them using English. According to Kaplan and Haenlein (2010), users could also share and send material in various forms, including images, text, audio, pictures, and videos, and send/receive instant messages. Another participants Mariam shared that,

I have joined a few English learning groups on Facebook, like the “10 minutes school page”, and “English bees” group. I follow the group and page activity and it is quite interesting (DU MAR 29)

After analysing the data, the researcher concluded that second language and vocabulary learning can occur through formal and informal use of social media. Some students have expressed that social media helps them improve their vocabulary by allowing them to interact with new people and gain new information. However, the majority of students agree that they

find social media more engaging than books when it comes to learning. Associated with this, Abbas and Hussain (2019) claim that students can download and replay video lectures through social networking sites and they can easily and quickly share their inquiries and opinions. Thus, social media sites are undoubtedly an effective platform for the learning and improvement of ESL learners' vocabulary. Furthermore, these platforms can be valuable tools for teachers when teaching vocabulary.

4.2.2.3 Watching Movies and series

English movie is a better learning platform since they can give them practical experience in learning the language. According to the researcher, movies and series are not only entertaining but also useful for teaching foreign languages. Ashcroft et al. (2018) claim that, incidental vocabulary learning is learning new words while doing something which can be made more accessible by watching movies. The authors also argue that movies provide an engaging experience that can stimulate learners' interests and help in vocabulary learning. Surprisingly, a significant number of participants preferred watching English movies as a vocabulary learning tool. Mahdi wondered and became confident after hearing the researcher when she(R) shared that students with poor language skill can also improve their skills by following effective ways to improve vocabulary knowledge, and he shared that he loved the idea of learning vocabulary through English movies. He said,

I often watch English movies and series on Netflix with subtitles and take notes of the new words in my short notepad and I always carry it in my bag (DU MAH 38)

Watching subtitled movies can enhance foreign language learning by improving reading, listening comprehension, motivation, and vocabulary acquisition. Subsequently, learners' vocabulary knowledge will also reflect in their academic performance as well. Faqe (2017) finds that the participants have a positive attitude towards the use of subtitled movies in the

acquisition and recognition of vocabulary. The participants' vocabulary knowledge increased significantly after watching the movie with subtitles as compared to viewing the film without subtitles. Based on the above explanations, Br Simamora et al. (2020) state that the more they watch English movies, the easier it is for them to learn English because when they watch a movie, they can learn the language not only by listening but also from the scene and expressions of the actors and actresses. One of the participants Ahona also added that movies and series improved her language skill besides her confidence and claimed that,

During my SSC break I used to watch movies and series quiet a lot. I used to have difficulties to catch the meaning of the words and the pronunciation but with the help of subtitles the frequent watching movies and series smoothen my English listening skill and I learned various new words (DU AHO 35)

The majority of participants watch movies to pass the time, but they also unconsciously learn English. According to Yasser and Parisa (2016), subtitles in any language are excellent tools that allow viewers to enjoy movies from different cultures and nations, but for language learners, subtitles may open new possibilities for language learning and comprehension. The key finding is that when the movie is shown with subtitles, the participants performed better.

4.2.2.4 Using Vocabulary learning Applications

The majority of the mobile application instructions are in English which enhances all four language skills. Since smartphones have a limited display and an app's material is divided into manageable sections that are suited for learning new words. Three of the participants found vocabulary learning app convenient. Ahona said,

Sometimes I use an app name “Duolingo” to test my speaking skill and writing and from that app I learn new words it suggests me in the reviews (DU AHO 39)

Cesarini (2021) asserts that the Duolingo application helps learners improve their vocabulary. The study discovered that a small number of participants occasionally use the Duolingo app to practice their language skills for a few minutes so that it increases their vocabulary knowledge and English proficiency. Vocabulary apps are simple to easy-to-use material that enhances engagement and motivation while Ajisoko (2020) adds that using a vocabulary app to learn English can eliminate boredom and inspire them to learn intensively. Meanwhile, Ishrak discussed the advantages he gets using “E2B” dictionary app that provides sentence examples. This gives him sentence structure ideas and proper context for the words. He said,

I have installed “E2B” dictionary and since it is offline so I can learn any unknown word meaning anytime anywhere. Also, this app has vocabulary quiz option which provide rewards by upgrading level of the users (DU ISH 43)

Vocabulary learning applications have become increasingly popular as it is free to download. Depending on the learner's particular goals, these apps can assist in improving their vocabulary knowledge, developing proper grammar, or even enhancing fluency (Gajić & Maenza, 2022). Each app has a unique focus, allowing learners to personalise their learning process based on their individual needs. Some learners may prefer visual aids, while others may prefer audio resources or interactive games and drills. The research confirms that students find vocabulary learning applications as innovative ways of learning foreign languages. This strategy allows learners to combine traditional and virtual learning providing enjoyable and entertaining lessons.

4.3 The Challenges of Vocabulary Learning Strategies Faced by Students at the Higher Secondary Level

During the research, the difficulties faced by higher secondary school students in acquiring new vocabulary were investigated. Researchers observed and selected eight students for the

study. The students were asked regarding their challenges they face when acquiring English vocabulary and the strategies they employ to overcome these challenges. Though they have two core courses in English but they do not have any writing or reading habits in real life except for academic purpose. Surprisingly, except Ankita and Ishrak, every study participant avoids reading habits in English. In the following sections, the researcher will discuss the difficulties in detail.

4.3.1 Difficulties in Spelling with Vocabulary

Many students face difficulties with spelling new vocabulary words. This is mainly due to the fact that some of them find it hard to memorize the new terms and may not have had enough practice. Some students also find the English alphabet complicated as it can be difficult to predict the sound that a particular letter would produce. Additionally, some letters have multiple sounds, which can further add to the confusion. One of the participants gave the example of the word "Tsunami," which sounds similar to "sunami," but due to a lack of practice, he frequently makes this error in his exams. Sanjida said,

I am very bad in spelling and less confident what else I write in my exam or chatting with my friends. I often needs to search the words on google but when I am in examination, I try to remember the spelling but I remain confused (DU SAN 45)

The other student Ishrak added saying,

I did a lot of mistakes in my short free hand writing because many words were new to me and also, I do mistake in participle, sometimes I do these mistakes, like, "choosed", I often do mistake writing past form of "see", "lay", etc. So, I think all these errors occur because I do not use them much (DU ISH 49)

During a vocabulary workshop, the researcher presented a word list to the participants and she did not pronounce any of the words. As a result, the participants pronounced the words in

various ways which occurred inconsistencies. Consequently, some students found it challenging to learn English spelling due to the differences between their current pronunciation and the spelling of words. For instance, the letter 'a' can make many different sounds, such as "cat," "lane," and "palm." It is essential to understand the combination of a letter or letter can represent more than one sound, as Rao (2018) explains, the English spelling system is complex, irregular and primarily historical.

4.3.2 Difficulties with Placing the Words in the Appropriate Context

Learning the synonyms and antonyms of a word can help students build their vocabulary. However, the meaning of a word can change depending on the context in which it's used. One of the challenges faced by students when learning new vocabulary is using the right words in the right context. According to Rao (2017), the connotation of a word is crucial in communication. It refers to the associations and implications that go beyond the literal meaning of a word, and understanding this is essential for effective communication. Likewise, Ankita shared her experience that even if she learns any words she remains confused on how to apply proper word for any context. She said,

I may learn new words and its meaning but I can not understand where can I put the words and I always remain on doubt. Like, I understood the meaning of teleport but I am struggling to make a sentence on it. Also "bark" word has different meaning like tree bark has no connection with sound, rather it means skin (DU ANK 41)

Although, the specific meaning of the words was not always clear to the participants because they require to understand the different meaning with different sentence as well. They argued that only the definition of each word is not enough, understanding a text required understanding every word in the context. Due to the issue, the students were unable to understand the word meanings in the context.

4.3.3 Difficulties with Memorising or Remembering Vocabulary

In order to enhance English vocabulary, students have to learn new words and memorise them. However, the participants struggled with the vocabulary task of remembering a huge amount of vocabulary for a long period of time. They usually forget words they had previously learned while trying to remember new ones. As Hafsa said,

Learning new words is interesting but the main trouble is I forget the words because I rarely repeat those words in my daily conversation or study (DU HAF 39)

The lack of repetition is the main cause as participants shared from their experience. The majority of participants had a tendency to assume that the words are already stored in their memory which result lack of practice. Consequently, they continued to struggle with recalling the words when they needed to use. According to Shanty Halim (2017), acquiring an adequate vocabulary is crucial for effective learning English. Students who struggle with vocabulary acquisition often find it difficult to express their ideas and emotions. Therefore, it is important for students to learn adequate vocabulary to become proficient in the English language.

4.3.4 The Lack of learning materials

Learning materials are important tool for learners particularly those who are weak in English. Most exercises in textbooks are typically limited and ordinary, which are designed for passing the HSC examination. Additionally, the majority exercises motivate students to study for exam preparation rather than for knowledge. According to Oxford and Crookall (1990), effective learning depends on the learners' interest and the implementation of personalized vocabulary acquisition strategies. Prottoy responded while the interviewer asked him to share his difficulties in vocabulary learning. He replied that,

Since many of us got poor marks almost in every subject in the mid-term exam, our college decided to take examination everyday. So, I have a pressure to do well in those examination,

in English first and second paper most of the time I just go through suggestions and solve the board questions. But if you ask me if I have learned any new vocabulary or use any of them in my real life, I would say I remember nothing (DU PRO 38)

Since, Prottoy mentioned a crucial factor that why Bangla medium students struggle with English language, the reason is suggestions and note books. These are the barriers of creative learning. Academic textbook is not enough for vocabulary learning, learning material in classroom can have a positive impact on learners. Therefore, creative vocabulary drills and adequate materials can make learners enthusiastic about learning vocabulary and can lessen their competitive mindset toward exams. There is a correlation between the failure in English language teaching learning and curriculum implementation since students and teachers in Bangladesh are more focused on quantity than quality. Ara (2009) claims teachers in Bangladesh context, rarely use fun exercises like songs, rhymes, and games. In reality, teachers are not even aware of the effectiveness of these strategies, whereas Seddigh et al. (2013) state that emotional involvement and playfulness appear as part of effective learning. Moreover, using devices to practice vocabulary improves their reading and writing abilities although technical issues can be a barrier for their learning. One of the participant Mariam said that,

Whenever I find any unknown word I always use online dictionary or search the meaning on google. But in classroom it is not possible to do so, also when there is no internet connection I just have to guess the meaning or wait until the internet connection get fixed (DU MAR 48)

Technical issues are unavoidable and relying just on online dictionaries or any other apps can not guide a learner adequately. On the contrary, students should watch English movies, news and read English newspaper on daily basis and it can be an effective practical tool for vocabulary learning. According to Ahmmed (2016), the newspaper can also be used as a

textbook because it provides the most recent information on national and international issues. Regarding this, Shen (2006) states that the newspaper is the biggest motive for young people since it is entertaining and insightful. Consequently, to enhance vocabulary materials besides interesting vocabulary exercises, EFL teachers can design their lessons around the most recent and current events to keep their students interested.

4.3.5 Proper Learning Environment for Vocabulary Acquisition

After the vocabulary workshop, the interviewer questioned about participants' initial experiences and whether they faced any difficulties while participating in the tasks. One of the participants Mahdi discovered his weakness and the value of learning new words. He claimed that,

It was a wonderful experience, usually we get bored in English class, but while doing this workshop I did not get distracted (DU MAH 51)

Another participant Hafsa said,

Wish we could have this type of fun activities in classroom. I actually enjoyed these tasks a lot because we had group work and show our creativity during the class tasks (DU HAF 44)

Students require an appealing learning environment in order to practice vocabulary. A learner can increase motivation and develop an interest in learning new words with the help of a supportive learning environment. But in most Asian countries, English is considered as a subject to be studied rather than as an actual language. Since there is a lack of English-speaking community around native learners and Robertson et al. (2008) add saying it is much more difficult for EFL teachers to provide students with opportunities for communication in real-world settings and situations. When Ishrak was asked if he practice English with anyone, he said that

I have elder sister who is also an English student. Sometimes she helps me in grammar and writing but it is rare that we practice speaking in English (DU ISH 40)

The environment does not directly affect language learning but behaviors and actions can influence learners' learning spirit. According to Hsieh (2002), improving the learning environment increases student motivation. In order to sum up, a smaller class with adequate students and basic English instruction can improve communication between the teacher and students.

Chapter 5

Conclusion

5.1 Introduction

In this study, the conclusion chapter is meant to provide a summary of the major findings and discuss their implications and recommendations for students. In this particular study, the aim was to explore the strategies followed by the L2 learners at the higher secondary level, and the challenges they face when implementing them. The study was designed to answer four research questions:

RQ.1. Which strategies do higher secondary level EFL learners prefer for learning new vocabulary?

RQ.2. a) What strategies of vocabulary learning do they adopt in English classrooms?

b) What challenges do they face while applying those strategies?

RQ.3. Which strategy of vocabulary learning do they apply outside the classroom?

5.2 Major Findings of the Study

The study identified two types of vocabulary acquisition, and each consists of a variety of vocabulary learning strategies. In the classroom setting, one of the most favored strategy by the participant is to memorise through understanding the meaning. After that, students would like to apply translation from L1 to L2 because they initially comprehend English word meaning and translate the text to a second language (L2) to improve the final text. Mnemonics is another strategy that participants frequently utilise because it enables students to use a variety of fundamental strategies, including connotation, relevant visual images, and breaking large words into syllables to prevent spelling errors. This approach encourages students to learn new words in an enjoyable manner, which inspires learners to seek further studies and creates a positive learning environment. When it comes to learning new vocabulary, participants in a recent study reported that using synonyms and antonyms, as well as reading habits, were the least frequent strategies. Only two participants preferred reading habits and most of them to study academic books in order to perform well on exams. In contrast, the most popular strategy for learning new vocabulary in real-life contexts was using social media platforms. Participants used these platforms for a variety of purposes, including watching English learning videos, joining English groups, or communicating with foreign friends in English also they discover new words while posting unique captions with pictures. Students also think watching English movies or series can serve as the alternative of social. Specifically, they prefer movies with subtitles because it improves vocabulary, listening, and speaking skills, as well as enhance correct pronunciation. Many students find repetition as an effective strategy since it can be stored in their minds for a long duration. Some of the participants from the study also benefit from using vocabulary learning apps, which provide an opportunity for self-learning. These apps are easy to understand and give all learners a fair chance to practice and improve their skills. Therefore, students' proficiency level, knowledge, pedagogy, and theories influence learning strategy implications.

5.2.1 Attitude and Tendency of Copying among Participants

In the academic field cheating is not an uncommon occurrence. Peer pressure, an intense curriculum, competition, or not having enough time to do the assignments are all contributing factors to this widespread issue. The researcher noticed that some of the participants had the tendency to copy other's papers during the vocabulary workshop. When the researcher began to analyse the data, she discovered that two students had written the same paragraph using the same words, and she had not discovered anything new in their work (please see appendix L). There is a significant difference between group discussion and copying. The researcher allowed the participants to discuss among themselves if they found any word uninteresting or challenging but they were supposed to use their own ideas in the free hand write-up. Unfortunately, two of the participants did not put any effort to complete the write up. In this regard, Sanjida said,

Since I had not done much creative writing before, I was feeling anxious and confused about what to write and the reason can be lack of vocabulary and poor writing skill (DU SAN 51)

Another participant Ishrak said,

Since we have a tendency to get a list of paragraph or composition suggestions, we do not read any new topic (DU ISH 38)

The researcher discovered that students often memorise material without completely understanding as a result, when they see a new topic, they frequently copy other people's ideas to meet expectations. Some participants feel that the suggestions limit their area of study and they are not provided proper guidance on how to increase vocabulary and writing ability. Thomas (2017) suggests that in the education field, it is important to encourage a development mindset, discussion-based active learning, and student motivation.

5.3 Theoretical Implication of the study

The study reveals unique vocabulary learning strategies outside of the classroom besides classroom context. The result of the study finds mnemonic strategy, using vocabulary learning app, effects of watching English movies. The researcher develops a contextual framework combining PAR framework (Richardson et al., 2012) with Schmitt (2007) taxonomy. The aim of the researcher is to assist EFL teachers of Bangladesh to design a feasible design for English teaching. The aim of the conceptual framework is to enhance traditional English teaching and learning processes. It achieves this by deepening word knowledge through associating new vocabulary with familiar concepts and promoting vocabulary acquisition through shared experiences, discussions, and negotiations of meaning. The framework also integrates vocabulary learning into real-life scenarios, enhancing practical application. Moreover, interactive apps, virtual environments, and multimedia resources enhance engagement, catering to diverse learning styles and fostering the learning autonomy of EFL learners.

5.4 Contribution of the Study

5.4.1 Implications

5.4.1.1 Theoretical Implications of the Study

For the study, the conceptual framework was integrated from two different theorists. The researcher combined Schmitt's (2007) taxonomy with the PAR framework (Richardson et al., 2012). The conceptual model can be used in vocabulary learning exercises or games to assess the behavior of participants and give teachers insight on the most efficient ways to teach vocabulary to EFL students. Additionally, this model excludes teachers' teaching strategies.

The conceptual framework will guide future researchers and they can adapt and enhance the model by adding writing sessions or teachers' strategies to meet their specific needs.

5.4.1.2 Pedagogical Implications of the Study

Improving vocabulary knowledge has become a significant need for learners in Bangladesh who are learning English language in classrooms. In academic writing classes, students often struggle to generate new ideas and apply learned vocabularies appropriately in sentences. Although they may have ideas but are unable to express them due to insufficient vocabulary knowledge and practice. Therefore, it is essential to provide students with proper lessons and different curricula to enhance their vocabulary skills. This is why the study proposes to add vocabulary as a separate lesson through readings or quizzes. Teachers will be able to instruct students in a variety of vocabulary acquisition strategies. Therefore, the teacher will also be aware of which strategies do learners prefer the most and will instruct them using methods so that the students can receive appropriate feedback and improve the relationship between the teacher and the students.

5.4.1.3 Implications for Knowledge

Various vocabulary learning strategies are being studied in the current research. These studies encompass a wide range of strategies such as using dictionaries, infer the meaning of the word from the context, and asking for L1 translation (Fan, 2022; Nematollahi, Behjat, and Kargar, 2017; Svensson ,2017), guessing technique (Gounder, 2019), memorising, repetition, and recognition(Almansour, 2019), metacognitive strategies (Ghalebi, Sadighi, and Bagheri, 2020), online Cambridge dictionary (Ambarwati and Mandasari, 2020), visualization analytic method (Hsiao et al., 2017), cognitive strategies (Bai, 2018), decontextual vocabulary teaching strategies (Asyiah, 2017), rehearsal strategy (Rawian, Yahaya, Abdullah, and Mohamed, 2017), watching movies with subtitles (Ashcroft et al., 2018; Br Simamora et al., 2020; Teng,

2020; Faqe, 2017). Some researchers highlighted technological strategies such as Memrise app (Almansour, 2019), WhatsApp (Bensalem, 2018), Mobile Game-Based Learning (Alhebshi & Gamlo, 2022), and other strategies based on mobile applications (Kassim & Said, 2022; Klimova, & Polakova, 2020). However, very few studies have explored on on the vocabulary learning strategies employed by Bangladeshi higher secondary level. In addition, the majority of previous research focused on tertiary level students in a language classroom. Furthermore, the researcher investigated the challenges confronted by the students. Thus, this study fills the gap of knowledge gap in the area of vocabulary learning strategies.

5.5 Recommendations

According to the research's findings and analysis, the researcher would like to propose the following suggestions:

- Vocabulary should be part of English assessment. EFL teachers should provide exercises to encourage students to practice pronunciation and vocabulary games that help improve vocabulary knowledge.
- Reading is one of the most effective ways to expand vocabulary. EFL learners should be encouraged to read a variety of materials, such as books, newspapers, magazines, etc.
- Teachers should provide constructive feedback and correction when students use vocabulary incorrectly, as this helps them learn from their mistakes.
- Traditional classroom lessons are designed for the HSC curriculum but the EFL teachers are advised to not only teach academic books but to also expose students to a variety of easy vocabulary tasks to help them practice learned words.
- The Ministry of Education should take necessary steps to encourage higher secondary level students to use new vocabulary in conversations and presentations by changing

the curriculum. Additionally, in each college classroom, there should be enough resources for exercises, quizzes, and interactive lessons.

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Appendix A

Post Task Interview

Interview questions (IQs)	Background info	RQ1 Strategy they prefer for new vocabulary	RQ2 a Their adopted VLSs in classroom	RQ2 b Challenges while applying those strategies	RQ3 Their attitudes towards VLS outside of the classroom
1. Please describe your academic background. Where did you finish your education (school), and what was the media, Bangla or English	X				
2. Since when do you feel that learning new vocabulary is important?	X				
3. Do you think learning English words are interesting?	X				
4.. If the answer is No, then why?	X				
5. If yes, how do you learn English? (E.g.: watching movies, listening to English songs, or reading English books)	X	X			

6. Did you feel any difficulties while learning English through reading, listening or any watching habits?				X	
7. Did you use any tricks to learn those words? (E.g.: Word note books, memorising)		X	X		
8. When you see new words in classroom or examinations, what do you do then?		X	X		
Overviewing the results of each student's short free-write up and matching-words test while conducting further interviews		X	X		X
9. what reason can be behinds your difficulties while doing these tasks?				X	
10. Do you believe that knowing strategies before learning something helps students?		X	X		X
11. Can you tell me which strategies you think you used from the English words learning strategy chart for the tasks?		X	X		

Showing a chart of vocabulary learning strategies		X	X		X
11. Please select your preferred strategies from the chart		X	X		X
12. Do you prefer these processes the most?		X	X		X
13. Apart from the academic life, do you come across with new English words or use English in any of daily life activities? (E.g.: Chatting with friends, reading blogs)					X
14. If yes, how do you remember them?					X
15. Do you think Learning new vocabulary in everyday life and classroom are different? Are the processes same?			X		X
16. Is there any obstacle to using this process?				X	

17. Do you want to use these steps in future?		X			
18. Do you believe that it will help you to improve your language learning skills?				X	

Appendix B

Word list for Class Task

Write meaning of these words and mark unfamiliar words

Delighted	Passive aggressive	Magical	Patriarchy
Ample	Fear	Teleport	Bankrupt
Barrel	Invisible	Upset	Hypothesis
Tangled	Grief	Lethargic	Interrupt
Haste	Hoax	Endeavor	Euphoria
Eternity	Hilarious	Over	Manipulation

Appendix C

Match the words with the definition

Passive Aggressive	Stop the continuous process
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Interrupt	Duration without beginning or end
Lethargic	A system in society where men hold the power
Euphoria	Enough or more than enough
Ample	Indirectly expressing negative feelings
Eternity	Lack of Energy
Patriarchy	A feeling or state of intense excitement

Appendix D

Short free hand write-up topics

1. If you have your own superpower, what would it be and why?
2. Write about any human characteristic you do not like and why it annoys you?

Appendix E

Chart of Vocabulary learning strategies. (Please select your preferred strategies to learn vocabulary)

Name of the students	I guess word meaning	I memorise the words and its meaning	I ask my classmate	I use online dictionary	I learn them from watching movies or reading books	I learn them from my academic books	I learn them from social media	I learn by translating the words

Appendix F

Interview Transcription of Ankita

Respondent Name: Ankita

Date: 12-08-2023

Time: 11 -11:30 am.

Interviewer: The researcher

Place: Bikrampur Adarsha Degree College

DU	Participants	Questions and Answers
1	I	Hello Ankita, how are you?
2	ANKITA	Alhamdulillah, I am fine. How are you?
3	I	I am fine too. I want to do interview with you about vocabulary learning strategies, if I want to ask you few questions are you comfortable with that?
4	ANKITA	Yes, you can [Laughs]
5	I	Thank you Ankita, so share what was your school? And what was the medium, was it Bangla or English?
6	ANKITA	I completed my SSC from Soiyedpur Union High School and I am from Bangla medium.
7	I	Okay, Ankita Thank you. Now tell me do you feel vocabulary learning is important?
8	ANKITA	Umm...I think Vocabulary is important because it enriches my speaking skill, then I can talk to anyone confidently. I think knowing tons of vocabulary is interesting and it is my dream to speak English fluently.

9	I	So, is there anyone who inspires you to learn vocabulary?
10	ANKITA	My didi (Sister) inspires me sometimes.
11	I	My next question is how did you learn new words in your school?
12	ANKITA	Usually, I learn from my academic books, and Some of the time I memorise the words but I fail to use them in any sentence. So I just memorise them to pass my examination. words, and writing the words in exam scripts. For me, I was not interesting so much.
13	I	So, you feel knowing various vocabulary enhances your confidence but the learning phase is difficult for you right?
14	ANKITA	Yes. I just learn them for academic purpose.
15	I	Thank you for your answer. My next question, do you learn English from any other activity?
16	ANKITA	Umm... to be honest I do not watch English movies much because I fail to catch their pronunciation but I have reading habits, like “The fault in our stars” and sometimes I learn from a few reels, English lesson videos.
17	I	If you come across a new word, do you use any tricks to learn it?
18	ANKITA	Uh... uh...um... yes actually. I find their meanings from online dictionary.
19	I	So Ankita as you have reading habits and also try to learn words by watching English videos. When you learn the new word in which section do you struggle the most? Is it writing/speaking/listening/ reading.
20	ANKITA	Actually I struggle to express those words especially in writing. I become clueless how to contextualise them and also I repeat words while speaking and writing due to running out of my vocabulary knowledge.
21	I	Uh... I faced these problems too. When you see new words in classroom or examinations, what do you do then?
22	ANKITA	I ask my friends, or try to guess them.
23	I	Hmm... so Ankita, I saw your paper and the word matching task. You did great. But my question is throughout the task which difficulties did you face?
24	ANKITA	I failed to use new learned words in my free hand writing task and I used only one word from the word list which is “Invisible”.

25	I	Did you have confidence enough that your sentence making was correct?
26	ANKITA	No, actually... I was suspecting that I might have messed in my free hand writing task because there is lack of confidence and I became nervous seeing a few unfamiliar words [Laughs]
27	I	Okay, my next question is when I showed you the word list, what was your initial thought? which words were already known to you?
28	ANKITA	Honestly, there were several words like "Hoax" and "euphoria" that I had never heard before. Some of the words sounded familiar to me but I had no idea what they mean. I recognised 3 to 4 words on the list like fear, invisible.
29	I	I saw your write up and you made some mistakes, as you said that you could not use much words from the given list besides you had some spelling mistakes, what can be the reason?
30	ANKITA	Sorry. I did not understand.
31	I	I mean what reason can be behind your difficulties while doing these tasks?
32	ANKITA	I think I forget words right after learning and lack of practice.
33	I	As we all learn vocabularies, there are a few tricks or strategies to learn them. Let me know which tricks did you apply for completing these two tasks?
34	ANKITA	Actually, I tried to memorise them and find their meaning from google translator.
35	I	Very well. Now here I am showing you a chart for vocabulary learning strategies or you can say these are some tricks to learn vocabulary. Just select your preference from this chart.
36	ANKITA	Okay...
37	I	Thank you. Besides academic life, do you come across with new English words or use English in any of daily life activities?
38	ANKITA	Uh...umm... I am not that much movie lover but yes I read English books, then read posts from Facebook. Chat with friends. I play "Free Fire" game, and as this is a global game and have to play in team so we need to communicate with each other English.
39	I	Sounds interesting. How do you remember English words and learn unknown words?
40	ANKITA	The words I use by my own, I remembered them because I use them in a regular basis. Maybe not in the classroom or examination but I mostly use them while using social media and communicating in game. This helped me

		to remember these words. And if I face any unknown words I ask my friend to translate it for me or I just google their meaning.
41	I	Great... Ankita do you think learning new vocabulary in classroom and everyday life are different?
42	ANKITA	Yes yes...I think we learn words for academic purpose just to get good marks. But when I use new words in my daily life, I can actually tell when they are suitable to apply and I can remember them frequently.
43	I	See here you actually could match the new words with its' definitions. What can be reason do you think?
44	ANKITA	I found the learning process interesting like I never encountered such vocabulary task. Throughout my academic life, I learn tough or unknown vocabulary just for writing paragraphs or compositions. I learn them without understanding. But in this task, I was understanding each meaning and practical example for each vocabulary helped me to learn these vocabulary and this helped to complete this task perfectly.
45	I	Do you want to use these processes in the future? For like, if you need to talk to any foreigners or go for higher study, you will face many difficult words. So, do you want to use the same strategy in the future?
46	ANKITA	Umm... I think this learning process is suitable for academic purposes but if I need to practice in my real life more, like practicing new words, using them in everyday conversation.
47	I	What can be the obstacles while using these processes?
48	ANKITA	I am weak in catching British and American accents for which I might struggle to learn new words by listening also lack of practice in practical life can be another obstacle.
49	I	So Ankita... Do you think this learning tricks can improve your language learning skills?
50	ANKITA	Yes, yes, I believe it will improve my vocabulary skill. To improve my language skill I need to learn vocabulary first, so I think interesting Vocabulary task, and practicing in real life can engage us a lot.
51	I	Okay Ankita, here is the ending of your interview. Thank you so much for participating.
52	ANKITA	You are Welcome.

APPENDIX G

Sample Free-hand Write up of Participants

Sample of essays written by Ankita no. 1

Name: Ankita
Date: 11-8-2023

① If I had superpower I would be invisible. I would disappear and see everyone but no one could see me. I used to go where ever I wanted. there would be no one tense to stop me. I would try to help kind and poor people by stealing some "black money" from dishonest rich people and give it to the poor.

Interesting + tense issue + could not use much new learnt vocab.

Appendix H.1

Sample Of Inter-Coding Template by Another Coder Ankita's Interview

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
As we all learn vocabulary, there are a few tricks or strategies to learn them. Let me know which tricks did you apply for completing these two tasks?	*Memorise *Google	*Memorising meaning *Translating main ideas into English *Googled unknown meaning	“I tried to memorise their L2 meaning and when I started to write free hand writing, I arrange my sentences in Bangla then translated them” “There were few words from the list I didn't know meaning and I was allowed to use my phone so I searched their meaning”	*memorising the L1 meaning * Translating main ideas from Bangla to English *Finding complex word meaning from google	1 1 1	DU ANK 34

Besides academic life, do you come across with new English words or use English in any of daily life activities?	*English Books *Chat *Game	*English books, posts on facebook enhance vocabulary *Chatting with friends makes a scope for practicing *Gaming helps to engage in practicing vocabulary	"I read English books, then read posts from Facebook. Chat with friends. I play "Free Fire" game, and as this is a global game and have to play in team so we need to communicate with each other English."	*Reading habits *Learning from real life situation in online multiplayer games	1 1	DU ANK 38
How do you remember English words and learn unknown words?	* Regular practice	*Using on regular basis	"I use them in a regular basis. Less in the classroom or examination but I mostly use them while using social media and communicating in game"	*Regular practice through Communication	1	DU ANK 40
Did you have confidence enough that your sentence making was correct?	*Suspicious *Lack of confidence *Nervous	*Sentence pattern seems incorrect which made suspicious *Lack of confidence in writing	"I was suspecting that I might have messed because there is lack of confidence and I became nervous seeing a few unfamiliar words"	*Unknown words make nervous *Nervousness affect writing	1 1	DU ANK 26

		*Nervous for having less confidence and seeing unfamiliar words				
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Appendix H.2

Sample of Coding template by the researcher (Coding Mahdi's interview)

R.Q.1. Which strategies do higher secondary level EFL learners prefer for learning new vocabulary?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
As we all learn vocabulary, there are a few tricks or strategies to learn them. Let me know which tricks	*Guess *Breaking long words	*Breaking long words to guess meaning	"Firstly, I tried to guess the meaning of the word like, "Passive aggressive" was unfamiliar to me	*Divide words into syllable to remember	1	DU MAH 21

did you apply for completing these two tasks?			so at first I break them into two words and then I tried to find separate meaning of them”			
Besides academic life, how do learn new English words or use English in any of daily life activities?	*Social media *Web series *Lyrics of English songs	* Using the different words in real-life. *Watching web series on Netflix *Communication with foreign friends *words from lyrics	“Usually I am very active on social media and watch web series on Netflix” “I have a few friends who live in abroad so I have to communicate with them in English, we often share our playlist, and I have a tendency to know the lyrics of any interesting song, so I learn new words from it”	*Communication on social media with foreign people *English web series * Discovering new words from lyrics	1 1 1	DU MAH 43

Sample of Coding template by the researcher (Coding Ishrak’s interview)

R.Q.1. Which strategies do higher secondary level EFL learners prefer for learning new vocabulary?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
As we all learn vocabulary, there are a few tricks or strategies to learn them. Let me know which tricks did you apply for completing these two tasks?	*Initial knowledge *Asking meaning *Memorising	*Using Initial Vocabulary knowledge *Taking help from friends by asking unknown words’ meaning *Memorising without understanding	“A few words were already known to me so I just tried to use them first, but there were a few unknown words as well so I asked one of my friend its meaning then I applied it” “umm... I memorise some of them though I did not understand some	*Using Initial knowledge due to Frequent usage *Taking help from peers *Memorising without understanding	1 1 1	DU ISH 24

			of their meaning but I tried to use them in my writing”			
Besides academic life, how do learn new English words or use English in any of daily life activities?	*Social media * English caption *Books*Dictionary *Notebook	*Using English captions *Learning words from books, online dictionary app. *Keeping short notebook	“Whenever I have to post my pictures on social media, I often take caption ideas from google and from it I can learn meaning” “I love reading books and when I see unknown words I learn their meaning from “English Bangla dictionary” app and write them in my short notebook”	*Learning through English captions *Reading Books *Using an online dictionary app *Using notebook	1 1 1 1	DU ISH 41

Sample of Coding template by the researcher (Coding Ahona's interview)

R.Q.1. Which strategies do higher secondary level EFL learners prefer for learning new vocabulary?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
As we all learn vocabulary, there are a few tricks or strategies to learn them. Let me know which tricks did you apply for completing these two tasks?	*Memorise *Repetition *Academic	*Repetition helped to memorise *common Academic words	“I memorise some of few words from the word list and I wrote them repeatedly to remember them” “Then delighted, teleport, interrupt these words are related to academic. I came into with these words regularly which is why it was easy for me to remember them.	*Practicing new words repeatedly *Remembering Common words learnt from Academic books	1 1	DU AHO 26

Besides academic life, how do learn new English words or use English in any of daily life activities?	*Pracitce *Website *Omege *Chat	*Chatting with foreign people on Omege website	“Actually, I practice my English skill on a website name “Omege” where I can find tons of foreign people and I can chat with them”	*Practicing on Omege website	1	DU AHO 35
	*Watching *English movies or series.	*Learning through watching English movies or series	“I prefer watching English series and movies”	*Watching English movies/ series	1	
	*Self evaluation *Duolingo	*Learning vocabulary by testing oneself and interesting activities through vocabulary app	“Sometimes I use an app name “Duolingo” to test my speaking skill and writing and from that app I learn new words it suggest me in the reviews	*Learning through “Duolingo” app	1	

Sample of Coding template by the researcher (Coding Prottoy's interview)

R.Q.1. Which strategies do higher secondary level EFL learners prefer for learning new vocabulary?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
As we all learn vocabularies, there are a few tricks or strategies to learn them. Let me know which tricks did you apply for completing these two tasks?	*helps *friends *synonym *antonyms *Dictionary	*Asking help from friends *Synonym antonym help to complete the task properly *Using Dictionary app	“I took idea from my friends while writing” “For the second task, I knew a few synonyms and antonyms of certain words and it helped to match each word's definition” “In exam hall the time duration is too less to think, so... I do not write	*Help from peers *Synonym-antonym knowledge *Using dictionary app for unknown word meaning	1 1 1	DU PRO 21

			<p>my paragraph directly in English, I often make mistake in making sentences so... I tried to think in Bangla deep down then I translated my words"</p> <p>"I used "E2B Dictionary app to know unknown words meaning"</p>	Translating ideas from Bangla to English		
Besides academic life, how do learn new English words or use English in any of daily life activities?	<p>*Subtitles</p> <p>*Real life situation</p> <p>*Dota</p>	<p>*Subtitles help to learn how to pronounce and help to remember words</p> <p>*Matching with real life situation make the word meaning easier</p> <p>*Dota Game related words and regular communication with game partners</p>	<p>"As a slow listener movie's subtitles help me to understand pronunciation and meaning"</p> <p>"Subtitles help to understand the situation and the relation with words"</p> <p>"I play online game name "DOTA" and as this is a global game, I have to communicate with</p>	<p>*Subtitles improve memory and understanding real life context</p> <p>Learning new words from Online</p>	1	DU PRO 30

		help to learn new words	them on live, so I learn a lot of words while talking to them , like "ambush", "retreat", "spectating"	video game like "Dota"	1	
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			“Actually...I noted down to remember every word which meaning was clear to me”	*Memorising words by taking notes		
Besides academic life, how do learn new English words or use English in any of daily life activities?	*Facebook *English group *Chatting *Morocco friends	* English learning group activity on facebook *Practice and learning with Morocco friends	“I have joined a few English learning groups on facebook, I follow the group activity and it is quite interesting” “I don’t get enough time to watch or read English movies/books but I am more active on social media, I have two foreign friends from Morocco, and I talk to them in English, while talking to them I learn many unknown words”	*English group on social media *Communication with foreign friends	1 1	DU HAF 32

Sample of Coding template by the researcher (Coding Mariam’s interview)

R.Q.1. Which strategies do higher secondary level EFL learners prefer for learning new vocabulary?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
As we all learn vocabularies, there are a few tricks or strategies to learn them. Let me know which tricks did you apply for completing these two tasks?	*Repeated *Help *Bangla meaning	*Repetition of many complex words *Discussion with friends *Bangla meaning help to understand the context	“I repeatedly write complex words then completed the free hand writing task, but I took help from my friends” “Bangla meaning of each word helped me to complete the task”	*Repetition to learn vocabulary quickly *Discussion with peers *Understanding context based on L1 meaning	1 1 1	DU MAR 19
Besides academic life, how do you learn new English words or use English in any of	*English tutor	*Practicing by real life conversation with the English tutor	“I have an English tutor who helps me to improve my English writing, speaking, also he	*Learning from private teacher	1	DU MAR 23

<p>daily life activities?</p>	<p>*Dictionary app</p> <p>*Group</p> <p>*English learning</p> <p>*Social media</p>	<p>*Learning flexibility using Dictionary app</p> <p>*Interactive learning from social media</p>	<p>teaches me 5-10 vocabulary daily”</p> <p>“I use dictionary app to understand meaning instantly”</p> <p>“I have joined a few English learning groups on Facebook, like the “10 minutes school page”, and “English bees” group. I follow the group and page activity and it is quite interesting”</p>	<p>*Dictionary app</p> <p>Social media activity</p>	<p>1</p> <p>1</p>	
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Sample of Coding template by the researcher (Coding Sanjida’s interview)

R.Q.1. Which strategies do higher secondary level EFL learners prefer for learning new vocabulary?

Interview question (1)	Subordinate keywords (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keywords (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
As we all learn vocabularies, there are a few tricks or strategies to learn them. Let me know which tricks did you apply for completing these two tasks?	*Translate *Memorise	*Translating from Bangla to English to write * Memorising to answer	“Umm... at first I took time to think about what should I read, then I translated my thoughts in English and write it accordingly” “I tried to memorise some words but could not apply all of them” “I visualise the words first, how the word can fit in my topic”	* Translating the words from native to English language *Memorising *Visualisation with the real-life situation	1 1 1	DU SAN 18

<p>Besides academic life, how do learn new English words or use English in any of daily life activities?</p>	<p>*Google *Sentence example</p> <p>*Facebook *Youtube *Video</p>	<p>* sentence examples helped to generate new sentences with the words</p> <p>*Learning from facebook and youtube</p>	<p>“I face problem while applying new new words in the sentence or while speaking, so I google those word meaning and look at those sentence examples, usually those examples helped me to use this words in my writing or speaking”</p> <p>“I watch English learning videos on facebook and youtube”</p>	<p>*Understanding words with sentence examples</p> <p>*English lesson contents on facebook and youtube</p>	<p>1</p> <p>1</p>	<p>DU SAN 26</p>
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APPENDIX H.3

Sample Theme Generation Template

Research Question 1:		Which strategies do higher secondary level EFL learners prefer for learning new vocabulary?							
Interview Question:		As we all learn vocabularies, there are a few tricks or strategies to learn them. Let me know which tricks did you apply for completing these two tasks?							
Ankita (C1)	Mahdi (C2)	Ishrak (C3)	Ahona (C4)	Prottoy (C5)	Hafsa (C6)	Mariam (C7)	Sanjida(C8)	Subthemes	Themes
Translating main ideas from Bangla to English	Breaking long words into syllable to remember	Using initial knowledge due to frequent usage	Practicing new words repeatedly	Using dictionary app for unknown word meaning	Memorising Words by writing on notes	Discussion with peers	Translating the words from native English language	Memorising without understanding	Memorising by understanding the meaning
Finding complex word meaning from google	(DU MAH 21)	Taking help from peers	Remembering common words learnt from Academic books	Help from peers	Understanding context based on L1 meaning	Visualisation with the real-life situation	Group discussion among peers	Translation from L1 to L2	Mnemonic strategy
Memorising the meaning	(DU ANK 34)	Memorising without understanding	(DU AHO 26)	Synonym-antonym knowledge to complete the task	Memory trick to remember words quickly	Repetition to learn vocabulary quickly	Help from app	Synonym and antonym help to enrich vocabulary	
		(DU ISH 24)		Translating ideas from Bangla to English (DU PRO 21)	(DU HAF 25)	(DU MAR 19)	(DU SAN 18)		

Interview Question: Besides academic life, how do learn new English words or use English in any of daily life activities?

<p>Learning from real life situation in online multiplayer games</p>	<p>Communication on social media with foreign people</p>	<p>Learning through English captions</p>	<p>Practicing on Omegle website</p>	<p>Subtitles improve memory and understanding real life context</p>	<p>Communication with friends (DU HAF 32)</p>	<p>Learning from private teacher</p>	<p>Understanding words with sentence examples</p>	<p>Using Vocabulary learning app</p>	<p>Online games as an effective vocabulary learning tool</p>
<p>Reading habits</p>	<p>English web series</p>	<p>Reading Books</p>	<p>Watching English movies/series</p>	<p>Dota Game related words and regular communication with game partners help to learn new words</p>	<p>(DU PRO 30)</p>	<p>Dictionary app</p>	<p>English lesson contents on facebook and youtube</p>	<p>Learning through assistance</p>	<p>Social media's influence on vocabulary learning</p>
<p>(DU ANK 38)</p>	<p>Discovering new words from lyrics</p>	<p>Using an online dictionary app</p>	<p>Learning and self testing</p>	<p>English skill from duolingo app</p>	<p>(DU AHO 35)</p>	<p>Connection with English learning group on social media (DU MAR 23)</p>	<p>(DU SAN 26)</p>	<p>Watching English learning contents</p>	<p>Watching Movies or series</p>
	<p>(DU MAH 43)</p>	<p>Using notebook</p>	<p>(DU AHO 35)</p>					<p>Free online chat website</p>	
		<p>Taking ideas from google for captions to post on social media and learning through it</p>						<p>Learning from music lyrics</p>	
		<p>(DU ISH 41)</p>						<p>Reading habits</p>	

Appendix I

Rating for student's interview by Rater 1

Please response to the following themes by choosing 'Agree' or 'Disagree'. You can also suggest new themes on the comment's column.

RQ. 1. Which strategies do higher secondary level EFL learners prefer for learning new vocabulary?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-Rater		Comments/Suggestions
				Agree	Disagree	
Memorising by understanding the meaning	To understand meaning of new words	DU AHO 25	"Yes...Um...I learn a lot of words from academic books because we have to read many passages in model test paper and to answer broad questions and mcq we have to understand meaning of those words and memorise them"	/		
	To understand meaning of new words and apply	DU ANK 21	"Actually...If I can not understand any term I simply forget them, my memorise skill in general is very weak so I have to	/		

	Noting down to remember	DU HAF 25	understand the meaning first. then I can apply those words” “Actually...I noted down to remember every word which meaning was clear to me”	/		
	Taking help from Google to understand words	DU SAN 26	“I face problem while applying new new words in the sentence or while speaking, so I google those word meaning and look at those sentence examples, usually those examples helped me to use this words in my writing or speaking”	/		

<p>Translation from L1 to L2</p>	<p>Translating from their first language (L1) to their second language (L2)</p> <p>Translate ideas from Bangla to English</p>	<p>DU ANK 21</p> <p>DU PRO 28</p> <p>DU SAN 18</p>	<p>“So, I follow a trick, that is, that is gathering ideas in Bangla then translating the idea into English”</p> <p>“In exam hall the time duration is too less to think, so... I do not write my paragraph directly in English, I often make mistake in making sentences so... I try to think in Bangla deep down then I translate my words”</p> <p>“Umm... at first I took time to think about what should I read, then I translated my thoughts in English and write it accordingly”</p>	<p>/</p> <p>/</p> <p>/</p>		
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Mnemonic strategy	Breaking long words into syllable	DU MAH 21	“Firstly, I tried to guess the meaning of the word like, “Passive aggressive” was unfamiliar to me so at first I break them into two words and then I tried to find separate meaning of them”	/		
	Visualising the context of the word	DU SAN 18	“I visualise the words first, how the word can fit in my topic which helps me to remembers with imagination”	/		
	Memory trick to remember quickly	DU HAF 27	“I took shortcuts to remember the words, like: passive-aggressive, I did a trick like I only	/		Not clear to me

			remember pre instead of passive because I knew what is aggressive means. But Pre, made me think of P, which reminded me the word passive”			
Synonym and antonym help to enrich vocabulary	Similar or opposite meanings enabling to express more.	DU PRO 24	“For the second task, I knew a few synonyms and antonyms of certain words and it helped to match each word’s definition”	/		

	Posting captions using new English words	DU ISH 41	<p>I follow the group and page activity and it is quite interesting”</p> <p>“Whenever I have to post my pictures on social media, I often take caption ideas from google and from it I can learn meaning”</p>		/	
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Name of the Rater: Dr. Sabreena Ahmed

Date: 28 August 2023

Appendix J

Inter-Rater Reliability Calculation for Students' Interview

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-rater 1:	$(12/14) \times 100$ $= 85.71\%$

Appendix K

Nashin Tabassum
 Aug August, 2023, Institution : @Pilarampuri Adarsha College
 @ M.C.P.S.C
 Chart of Vocabulary learning strategies. (Please select your preferred strategies to the tasks)

Name of the students	I guess word meaning	I memorise the words and its meaning	I ask my classmate	I use online dictionary	I learn them from watching movies or reading books	I learn them from my academic books	I learn them from social media	I learn by translating the words
Ankita	✓	✓	✓	✓	✓	✓	✓	✓
Hansa	✓	✓	✗	✓	movies only	✗	✗	✓
Martina	✗	✓	✓	✓	movies only	✗	✓	✓
Arjuna	✗	✓	✗	✓	Movies	✗	✓	✓
Pratoy	✓	✓	✓	✓	Movies & Series	✓	✓	✓
Mahdi	✗	✓	✗	✓	Movies Music lyrics	✓	✓	✗
Enoor	✗	✓	✗	✓	✓	✓	✓	✗
Ahona	✓	✓	✗	✓	Movies	✗	✓	✓

Scanned with CamScanner

Appendix L

Name: Ankita
Date: 10-8-2023

① If I had superpower I would be invisible. I would disappear and see everyone but no one could see me. I used to go where ever I wanted. ~~there~~ would be no one ~~tense~~ to stop me. I would try to help kind and poor people by ~~stealing~~ some "black money" from dishonest rich people and give it to the poor.

Interesting + tense issue + could not use much new learnt vocab.

Name: Morrium Date: 10-08-23

2. I have a school friend who's character I do not like. At first she shows off. I think that, she always think that she is very demandable. She flippancy with me and other girls so much and some-times disturb us. She is more talkative. She is very annoying.

poor write up + tried to use new vocab

Appendix M

Email from participant

Search in mail

Transcript Confirmation for my research External → Inbox x

NOSHIN TABASSUM noshin.tabassum@g.bracu.ac.bd
to ankitaghosh443@gmail.com

3:08 PM (5 hours ago)

Hi Ankita,
I am Noshin, how are you?
I am already thankful for your response to my research. As we had an interview last week, I have transcribed the interview. Please have a look at the attachment below, if you have any questions or concerns regarding it please let me know.

Thank you
Noshin Tabassum

One attachment • Scanned by Gmail

Ankita' interview ...

Ankita Ghosh
to noshin.tabassum@g.bracu.ac.bd

8:42 PM (0 minutes ago)

I am fine, thank you. I reviewed the file and did not find any issues. Thank you for this mail.

Thank you so much for your feedback. Thank you for your response. Thank you so much.