

Use of Vocabulary Learning Strategies and Common Difficulties in Vocabulary Learning:

Responses of Bengali Medium Secondary Level EFL learners

Farah Deeba

ID no- 14103001

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Department of English and Humanities



Brac University, Dhaka, Bangladesh

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Declaration

I certify that this paper is a presentation of my original work to the best of my knowledge. Wherever contributions of others are involved, every effort is made to indicate this clearly with due reference to the literature, and acknowledgement of collaborative research and discussions. I, hereby, declare that I have not submitted this material, either in a whole or part, previously or concurrently in this or any other institution.

Farah Deeba

ID no- 14103001

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Abstract

The study is conducted on 82 secondary EFL learners from three reputed Bengali medium schools at Dhaka City. The study attempts to investigate that what strategies the learners use most frequently as well as to what extent. Moreover, the study tries to find out the difficulties the learners face while learning new words. A questionnaire consists of 40 items has been made based on the vocabulary learning strategies, techniques, factors affecting vocabulary acquisition framework proposed by Schmitt (1997), Gu and Johnson (1996), Oxford and Crookall (1990) and Hedge (2000). Open-ended questions are designed to elicit information about vocabulary learning difficulties from the learners. The findings have revealed that the learners practice vocabulary-learning strategies while learning new words in a satisfactory level and determination strategies have been found to be used by most of the learners. In addition to that, the study has found some obstacles they face in learning new words. In this regard, the researcher has recommended some suggestions to overcome the barriers in her paper.

Key words: VLS (Vocabulary-learning strategies), EFL (English for Foreign Language), Depth of processing framework, L2 words, target language

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USE OF VOCABULARY LEARNING STRATEGIES AND COMMON DIFFICULTIES IN

VOCABULARY LEARNING:

RESPONSES OF BENGALI MEDIUM SECONDARY LEVEL EFL LEARNERS

Chapter 1. Introduction:

"The word vocabulary long connoted word lists, and vocabulary learning strategies have been tantamount to techniques that help commit these lists to memory"

- (Gu and Johnson, 1996, p.644)

English vocabulary acquisition has become one of the central issues in recent applied linguistics literature. EFL learners need to know a sufficient number of L2 vocabulary items to master a language. Krashen (1989) postulated some significant reasons for learning vocabulary items, he said, "First, a large vocabulary is, of course, essential for mastery of a language. Second, language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem" (p.440). In Bangladeshi traditional classrooms, English vocabulary learning is mostly dependent on teachers, which, in most cases, is limited to textbooks and classroom instructions/activities. However, along with the help of the teachers, a learner can practice self-regulated learning to acquire vocabulary items. Another noticeable fact is, Bengali medium students often encounter significant amount of difficulties while learning L2 vocabulary items, which might disrupt their second language acquisition. Moreover, the problems might demotivate them to learn English words as well. One of the reasons might be to fail in figuring out what are the difficulties that frequently appear in their process of learning. Implementing different vocabulary learning strategies and discovering one's own weaknesses might make vocabulary learning fruitful and easy.

Therefore, finding out the dilemma among the Bengali medium EFL learners about learning English vocabulary as well as tracing out whether the learners use any vocabulary learning strategies, and if so how frequently do they follow those strategies are the focus of the study.

1.1 Central Research Questions:

The study attempts to answer the following questions:

- a) To what extent do the secondary level EFL learners of Bengali medium schools follow the vocabulary-learning strategies?*
- d) Which type of vocabulary learning strategies do the learners use most frequently?*
- c) What are the most common difficulties in learning English vocabulary according to the learners?*

Chapter 2. Literature Review

Both English vocabulary acquisition and vocabulary learning difficulties have become a paramount concern for many Bengali medium EFL learners. Keep these facts in mind; researchers have proposed different vocabulary-learning strategies for the learners, which, incorporate with other necessary information will be discussed in the following section.

2.1 What does it mean to know a word?

Knowing a word means more than knowing just the meaning. It involves pronunciation, parts of speech, collocation, synonyms, antonyms and other various aspects of vocabulary items. According to Nation (2001), knowing a word means to know the form, meaning and use of a word (p.23). However, Richard's (1976) well-known framework on *knowing a word* has invoked many researchers to further work on this aspect. He formed 7 dimensions of knowing a word:

- Knowing a word means to know the level of possibility of recognizing that word in a book or verbal communication.
- It involves the limitations imposed on the use of the word according to variations of function and situation.
- Knowing a word means knowing the syntactic behavior associated with the word.
- Knowing a word means knowing many of the different meanings associated with a word.
- Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
- Knowing a word involves knowledge of the network of associations between that word and other words in the language.
- Knowing a word means knowing the semantic value of a word. (p.83).

2.2. Significance of English vocabulary in Second Language Acquisition (SLA):

Vocabulary plays an important role in both the *receptive* and *productive* skills that help learners communicate effectively (Nyikos and Fan, 2007, p. 251). Almost every teacher, researcher, material designer and student admits the fact that for being proficient in a language, vocabulary is considered to be instrumental. (Schmitt, 2008, p. 329). Therefore, Nation (2001) mentioned that the learners always emphasize these three aspects to set a long-term goal for vocabulary acquisition: how many vocabulary items have to be learned; how many words an English native speaker knows, the total number of words a language has and finally how many words required for using that language. (p. 6). In addition, most of the EFL learners think that it is one of the important elements for second language acquisition. (Coady and Huckin, 1997, p.234). Therefore, Amirian and Hashmatifar (2013) stated that vocabulary is the "building block" to learn a language. (as cited in Ge, 2015, p. 254). However, learning vocabulary is not only involved in acquiring a language, a good command over vocabulary also helps develop a learner's listening, reading, writing and speaking skills (nation, 2001).

Studies conducted among many native speakers show that a large number of vocabulary needs to be acquired in order to ameliorate second language acquisition. (p.9). Moreover, it is argued that for successful second language use, knowing a sufficient number of vocabulary items are needed otherwise we will not be able to know the proper use of structures and functions that learners might need to understand a discourse. (Rivers, 1983, Nunan, 1991). Thus, there is no doubt that strong vocabulary knowledge improves learners' second language acquisition. Besides, it is so important in a language that a single mistake in the use of word can become more threatening than grammatical inaccuracies (Hedge, 2000, p. 111).

2.3 Common difficulties in learning English vocabulary:

A sufficient number of words help people communicate effectively. Without a vast knowledge of vocabulary items, it is often difficult to understand one's utterance. However, learners often face difficulties in learning new words. Most of the cases, they fail either to comprehend the meaning of a word or to pronounce it properly. Moreover, sometimes they become confused which words they should use in which sentence, which words are important to learn, which words they need to remember and so on. Though learners are required to acquire the other important aspects of a word e.g. its parts of speech, synonyms, antonyms, word structure, collocation, they often struggle to read them. Laufer (1989) has mentioned the types of difficulties that the learners usually face; word pronounce, length, parts of speech, specificity, idiomaticity, multiplicity of meaning and others, different coding of L1, interaction with already known words etc (p10).

Similarly, Thornbury (2006:27) and Gower, Philips and Walter (1995:143) have shed light on nine different factors that make vocabulary learning difficult:

- Pronunciation: The harder is to pronounce a word, the difficult it is for a learner to acquire that word.
- Spelling: learners often face difficulty in learning words when the spellings are complex and hard to recognize.
- Length and complexity: long and big words make the acquisition difficult for the learners. Learners often forget those words, thus they often skip them.
- Grammar: words are always related to grammar and learners often fail to recognize the grammar of a word.

- Meaning: when the words have multiple meanings, learners find it laborious to read them.
- Range, connotation, and idiomaticity: words that have a broad range of synonyms, antonyms are always difficult to perceive. Moreover, phrasal words, connotation, and idiomatic words are always at the top of the list of difficulty
- Similarity with L1: Some L1 words are similar to L2 words, which make the learners confused between two languages.(e.g. lanthan>lantern)
- Similarity with the L2 words that have already learned: In English language, many words resemble to each other that causes misleading for the learners.
- Appropriate use: Learners often face difficulties in using a word appropriately. They become confused which word should use where (for example, confusion might arise between the formal and informal words of English, words which are academic and which are not).

2.4 Efficacy of using vocabulary-learning strategies:

One of the significant benefits of using vocabulary-learning strategies is it helps increase learners' attention and focus on learning new words. Moreover, it promotes students engagement in learning and make their learning easy. Nation & Newton (1997) stated that, vocabulary acquisition process could be done considering several factors, from explicit and implicit techniques to motivation and learning strategies. (as cited in ÇELİK & TOPTAŞ, 2010, p.62). Therefore, Abraham & Vann (1987) and Hortwitz (1987) asserted that the learners frequently use different types of vocabulary learning strategies, which are based on their own belief or idea about vocabulary learning and other existing social or cognitive factors. (as cited in Gu and

Johnson, 1996, p. 647). Researchers have proposed a great deal of vocabulary learning strategies such as, memory strategies, cognitive strategies, metacognitive strategies, determination strategies, consolidation strategies and so on (see in Schmitt, 1997; Gu and Johnson, 1996, Ahmed 1989). Some of them are beneficial for long- retention, some of them are effective to acquire vocabulary items faster and some of them might help to promote self-regulated learning. It is not necessary that all the strategies proposed by the researchers will be equally beneficial to all the learners, however, regular use of different types of strategies develop a positive approach to vocabulary acquisition that may significantly induce the outcomes of second language learning. (Sanaoui, 1995).

Researchers like Oxford (1990), Ranalli(2003), and Ahmed (2017) have suggested the effectiveness of using vocabulary learning strategies that are described below:

2.4.1 Long-term retention:

One of the common misinterpretations among learners is to fail in knowing that learning is an active process. (Knight and Knight, 1948, p. 179). Considering this issue, it is further stated that most of the students waste their time in reading a text thoroughly and taking notes without recalling their past knowledge of learning. (p.180). Therefore, vocabulary-learning strategies become a new source of practicing vocabulary by repeating the words that have already been learned. Schmitt (2000) illustrated that, through repeating, if maintained regularly, it is possible to learn many words at a time for long-term retention (as cited in Nyiko and Fan, 2007, p. 60).

2.4.2 Promoting learners' autonomy:

Strategies are beneficial for the learners to investigate their own weaknesses and strengths and direct them the right path to increasing their self-learning habit. Autonomous learners are responsible for their own learning and they voluntarily interact with teachers and classmates (Haddad, 2016, p. 791). Tuan (2011) finds it important since independent learners know which methods and techniques will help them develop their autonomous learning and so he thinks it is their responsibility to decide which strategy to choose. (p.1690).

2.4.3 Enhancing language proficiency:

In order to enhance language proficiency, one must learn sufficient numbers of vocabulary items as well as a systematic and substantial way to comprehend new words. Diligent and active learners always try to find out new ways of learning to enhance their proficiency in English. EFL learners, who have less proficiency in vocabulary, struggle with understanding text than those who are good in English. As a result, these learners soon face learning disabilities for their weak performances in academic tasks. Therefore, if a learner wants to become proficient in a foreign language, they need to learn vocabulary items methodically following certain learning strategies.

2.4.4 Increasing vocabulary size:

One of the most significant benefits of following vocabulary-learning strategies is, it increase the size of vocabulary items. Moreover, vocabulary learning strategies help learners gather ideas about new words, understand them, know the appropriate pronunciation, their use and nature of the vocabulary items (Pennell, 2001, p.2).

2.4.5 Enhancing writing skills:

According to Ahmed (2017), following different vocabulary-learning strategies help the learners accelerate their writing skills. He said, "In order for learners to produce good writing texts they have to possess huge word power" (p. 42). Therefore he further mentioned that a regular use of different vocabulary learning strategies e.g. using different words in writing, using a thesaurus, learn the roots of the words, practicing them produce a good piece of academic writing. (Ahmed, 2017, p. 42-43).

2.5. Strategies for vocabulary acquisition:

The term vocabulary learning strategies refer to "any set of techniques or learning behaviors, which language learners use to understand the meaning of a new word, to restore the knowledge of newly-learned words, and to expand one's knowledge of vocabulary" (Intaraprasert 2004:53, as cited in Rahimy and Shams, 2012, p.141).

Many researchers have given importance on vocabulary learning strategies while classifying language-learning strategies (Schmitt, 1997, p. 2). Rubin (1975) considers the strategies of language learning as "the techniques or devices which learners may use to acquire knowledge," (p.43) and thus she introduces some strategies, particularly language learners' strategies. Researchers like Ahmed (1989), Gu and Johnson (1996) and Schmitt (1997) have found several different vocabulary learning strategies while doing their studies on EFL learners from the diverse regional background. However, Gu (1996) and Schmitt (1997) have shared their extraordinary views on vocabulary learning strategies and each of the strategies have again some sub strategies. Therefore, this study is focused the strategies introduced by Gu and Johnson (1996) and Schmitt (1997) in the next following sections.

2.6 Classification and taxonomies of vocabulary-learning strategies by Gu and Johnson (1996) and Schmitt (1997):

Gu and Johnson (1996) have portrayed several VLS strategies based on their vocabulary learning questionnaire items and separated them into two distinct parts: cognitive and metacognitive strategies. (Table 2.3.1)

Table 2.6.1: Strategies listed by Gu and Johnson (1996)

Cognitive Strategies	1. Guessing words 2. Using dictionaries 3. Taking notes 4. Memory strategies a. Rehearsal strategies b. Encoding strategies 5. Activation strategies
Metacognitive Strategies	1. Selective Strategies 2. Self-initiation Strategies

On the other hand, Schmitt (1997) has divided the strategies into discovery strategies and consolidation strategies. He has also provided the sub-strategies of these two strategies. (Table 2.3.1). Like Gu & Johnson (1996), Schmitt (1997) has also talked about the metacognitive and cognitive strategies. Therefore, instead of repeating the same strategies twice, the researcher has mentioned the other strategies proposed by Schmitt (1997) in the section.

Table 2.6.2 Strategies listed by Schmitt (1997):

Discovery strategies	1. Determination Strategies 2. Social Strategies
Consolidation strategies	1. Memory strategies 2. Cognitive strategies (overlapped with Gu & Johnson 1997) 3. Metacognitive strategies (overlapped with Gu & Johnson 1997)

2.6.1 Cognitive Strategies:

Researchers Gu and Johnson (1996) and Schmitt (1997) have mentioned the cognitive strategies in their classification and taxonomies of vocabulary learning strategies. Cognitive strategies are the types of vocabulary learning strategies, which are considered as a *mechanical process* rather than *mental process* (Schmitt, 1997). The direct psychological process helps the learners know the meaning of a word, understand it, and preserve them in their mental lexicon (Hedge, 2000, p. 117). Moreover, It displays the "manipulation or transformation of the target language by the learners" (Oxford, 1990, p.43). Cognitive strategies are important for the learners since it involves them in practicing vocabulary items and thus helps *internalization* of vocabulary items (Letchumanan et al., 2017, p.175). It teaches the learners learn new words by taking notes, underlining new words, making lists, repeating the new words etc.

However, Gu and Johnson (1996) have highlighted five sub-strategies related to cognitive strategies that are described below:

Using Dictionaries

The strategy of using dictionaries has come into recognition as an essential tool for learning vocabulary both inside and outside the classroom and is considered as an effective learning strategy (Hedge, 2000, p. 130). Ellis (1995) has highlighted the use of dictionaries as 'cognitive sophistication' (p.11).

Some learners prefer dictionaries to find out different synonyms of a word while paraphrasing or writing composition and thus it helps intense learning. Therefore, several studies show that using dictionary promotes comprehensive learning as well as improve lexical

knowledge (Prichard, 2008, p.217). In fact, trying to find out the meaning of new words can help learners understand and develop the size of vocabulary (p.219).

Though Oxford and Crookall (1990) while studying the techniques of vocabulary acquisition talked about the manifestation of this strategy in L2 learners' learning process, the two researchers, as well as Hague (1987) and Swaffer (1987), posed an argument that frequent use of a dictionary can harm a learner's comprehension skill. In fact, Oxford and Crookall (1990) suggested that using monolingual dictionaries rather than bilingual dictionaries help students boost their learning. They further commented that monolingual dictionaries provide broad explanations about syntax, pronunciation and usage restrictions that are easy to comprehend for both the beginner and intermediate level learners (p.13).

Taking notes

Taking notes is a widely practiced vocabulary-learning strategy among students and therefore most of the time it is seen that students write a list of words as a note and revise them (Rushidi & Vela, 2016, p. 208). Among so many other vocabulary-learning strategies, note taking is the most beneficial and effective means of reviewing and organizing vocabulary items (Walters & Bozkurts, 2009, 404). Divesta and Gray (1972) mentioned that it includes both encoding and external storage. (as cited in Liu et al.,2017). The encoding process activates through taking notes and the external storage activates when a learner review the notes of vocabulary.

Guessing words

It is another useful strategy for vocabulary acquisition as suggested by Gu and Johnson (1996). Where dictionary use helps promote intentional learning, comprehending a word from a text facilitates incidental learning (learning which is not planned) (Zhang, 2011, p. 9). Gu and Johnson (1996) divided guessing strategies into two distinct categories: guessing through background knowledge and guessing through linguistics clues. (p.9) In this regard, Entesari and Zohrabi (2016) stated that both background knowledge and linguistic clues are useful devices to guess unknown words in contexts (p.45).

Memory Strategies

Memory strategies are used to make an association with the learners' previous vocabulary knowledge and memorization of a word is the key concept of this strategy. It is considered as *mnemonics* that involve the learners relate their present knowledge to their background knowledge through building imageries or other learning components e.g. semantic mapping (Schmitt, 2000, p.135).

In accordance with Gu and Johnson's (1996) idea, Schmitt (1997) have also shared the same view regarding the strategies. However, Gu & Johnson (1996) mentioned two different sub-categories of memory strategies: rehearsal and encoding categories. Since the word rehearsal means to practice something constantly, repeating words and creating word lists incorporate the rehearsal category. The strategy helps the learners develop their communication skills as they repeat the L2 words frequently (Haddad, 2016, p. 786). According to Nation (2001), repetition is important for vocabulary acquisition to remember a word's meaning as well as their functional use since reading only for once is not enough to retain memory (p. 56). On the other hand,

encoding strategies help the learners associate a new word with a known word by visualizing them, creating a mental image and analyzing the word structure.

Activation strategies

Activation strategies are other most precious strategies as it helps a learner connect to their prior knowledge as well as pre-existing strategies to activate their learning (Zhang, 2011, p.12).

2.6.2 Metacognitive strategies:

Metacognitive strategies are the conscious way of learning that help learners monitor themselves, make decisions and evaluate their knowledge about words (Schmitt, 1997; ÇELİK TOPTAŞ, 2010). Schmitt (1997) and Gu and Johnson (1996) have the similar beliefs about the strategies. In their work, they found that learners engage often themselves in metacognitive strategies either consciously or sub-consciously.

Where cognitive strategies depend on the mechanical aspects, e.g. note taking, repetition, guessing and so on, metacognitive strategies depend on self-evaluation (Zohrabi, 2016, p.44). Learners often try to evaluate their knowledge of vocabulary by watching movies, reading a newspaper and participating in word tests (to test how many words they actually know. Through the metacognitive strategies, learners can assess themselves as well as analyze which method is best for them to learn vocabularies (Letchumanan et al., 2017, p.176). Moreover, the strategies help the EFL learners from diverse background to realize which words are more important to learn as well as remember and which are not. (p.45). Students can apply these strategies not only to learn vocabularies but also to develop their comprehensive learning.

The strategy is again classified into two categories: self-initiation and selective attention.

Self-initiation

It emphasizes on autonomous learning or self-directed learning. Through this strategy, a learner becomes acquainted with learning strategies, experiments them, analyze and compare them. Therefore, Macaro (2001) asserted, "One thing seems to be increasingly clear and that is that, across learning contexts, those learners who are pro-active in their pursuit of language learning appear to learn best" (p.261).

Selective attention

Selective attention means learners' attention to target words. It can be done through highlighting or underline words to make reading more comprehensible (Oxford and Crookall, 1990).

2.6.3 Discovery strategies:

Schmitt (1997) proposed the discovery strategies, which help the learners to get familiar with a new word. It is classified into two sub-strategies: determination strategies and Social Strategies.

Determination strategies

The strategies help the learners determine the meaning of a word by using a thesaurus, bi-lingual or monolingual dictionaries, analyzing the parts of speech, guessing the meaning of an unfamiliar word from the text (Kafipour and Naveh, 2011, p. 630). Schmitt (2000) mentioned

that, determination strategy is a self-learning process that teaches students how to learn without others assistance (as cited in Kafipour and Naveh, 2011, p. 630).

Social strategies

Social strategies are used to learn the definitions of L2 words with the help of teachers, classmates and native speakers (p. 630). Interaction plays as the major role in this strategy since it helps the learners to communicate with each other as well as learn from each other.

2.6.4 Consolidation Strategies:

Consolidation strategies involve in recalling the words that have already pursued (Kök & Canbay, 2011, p.891). Schmitt (1997) classified this strategy into three different categories: Memory strategies, Cognitive strategies and Metacognitive strategies. These three strategies have already been mentioned in 2.3.3 and 2.3.4 as Schmitt (1997) and Gu & Johnson (1996) have almost the same ideologies on these strategies.

2.7 Techniques for vocabulary acquisition:

The aforementioned strategies found by Schmitt (1997) and Gu & Johnson (1996) are based on the studies of EFL learners' L2 vocabulary learning strategies. However, Oxford and Crookall (1990) have found some techniques for vocabulary acquisition.

Oxford and Crookell (1990) have classified the techniques into four different parts, decontextualizing techniques, semi-contextualizing techniques, fully contextualizing techniques and adaptable techniques. Therefore, before going to the techniques directly, there will be some brief illustrations of each of the classifications below:

2.7.1 Decontextualizing techniques:

Sometimes learners learn isolated vocabulary items that are not within a context and this list of vocabularies are called decontextualized vocabulary items. It helps learners know a wide range of vocabulary that are necessary to increase their bank of vocabulary knowledge. Decontextualized vocabulary suggests the vocabulary items, which are out of any context or discourse. However, to learn these decontextualized vocabulary items effectively, Oxford and Crookall (1990) coined some sub-techniques, which is called decontextualized techniques. According to them, decontextualized techniques are the techniques that help learners acquire the vocabularies, which are isolated from any communicative context but are the valuable part of a language (p.9).

The techniques proposed by Oxford and Crookell are mentioned below:

Word lists

Word lists are most common and widely practiced techniques among both teachers and learners to learn vocabulary. Even, in Bengali medium schools, most of the course books provide some lists of vocabulary that are required to learn. Most of the cases, the vocabulary items are not directly related to any context and so rote learning is the best way to acquire the list of words. (p. 10). Oxford and Crookell (1990) termed this kind of vocabulary list as '*unpaired items*', which means the words are learned in isolation without any direct help from the context. However, some researchers have found the technique less effective. For instance, the Piribabadi and Rahmany (2012) argued that the practice of learning vocabularies through word lists needs to be revised. (p. 1101). It is often noticed that students who learn vocabulary without context cannot remember for a long time. Oxford and Crookall (1990) found that students who learn

vocabulary items following the word list techniques often forget the words even though they memorize and seat for the vocabulary test later in classes (p.11).

Flashcards

It is the second most common technique of vocabulary acquisition and it is considered as an effective learning tool. According to Schmitt & Schmitt (1995), using flashcard as a vocabulary-learning tool is more helpful among the other decontextualized techniques (e.g. dictionary use and word list).

Ashcroft and Imrie (2014) have provided five positive and effective factors of using flashcards:

- Using flashcard promotes learners autonomy
- It helps the learners increase metacognitive learning
- It is moveable and can be used and learned in spare times
- Helps to create 'any logical grouping of target words' (as cited in Ashcroft and Imrie, 2014, p. 640)
- It motivates the learners learn vocabulary items (p. 640)

Flashcards are very well known technique among learners (Oxford, 1990, p.12) and it helps reduce monotony in learning.

2.7.2 Semi-contextualizing techniques

Semi-contextualizing techniques "allow some degree of context but fall short of full contextuality" (Oxford and Crookall), and it abandons real life communication (p.10).

Here are some semi-contextualizing techniques listed below:

Word Grouping

It allows creating a short word list from a long list of words by categorizing them based on the same nature and characteristics (Oxford and Crookall, 1990, p. 14). It is possible to group words of same types, for example, all the nouns together or all the adjectives together. Word grouping makes learning easier by '*reducing the number of discreet element*' (p.14). Unlike the decontextualizing technique of learning list of words, word grouping is systematic and organized.

A new online game called 'Fight List' has recently been added to Google app store by Alexis, co-founder of two4tea studio (Two4Tea, 2018) that asks the players to make a list of words under the same category. For example, types of clothing, types of horror movies, types of dessert etc. This game can be beneficial to the EFL learners since it ignites stimulation as well as improves recognition.

Making association

Word association technique triggers a learner's past knowledge. Through using the technique, a learner links a word from his/her previous learning. For instance, a learner can connect *bread* with *butter* using semantic, auditory or visual associations (Oxford and Crookall, 1990, p. 16). Another example is, if a learner first encounters the word *sunglass*, s/he may associate it with *sun* or *heat*. The technique activates a learner's pre-existing *schemata* and makes a word more comprehensible (p.16). Therefore, Hopkins and Bean (1999) consider the technique quite effective to make '*personal association with unfamiliar words*' (p.275). The strategy can also be used for *self-testing* (Oxford and Crookall, 1990) to find out which words have already acquired and which are needed to be acquired.

Visual/Mental Imagery

Using visual imagery is an interesting technique that prompts learners' vocabulary learning. Learners, especially the visual learners find this technique very effective to learn new words. Visual images are used to make an association with a story, topic or statement presented in a textbook. Visual imagery can be presented in pictograms, graphics, and pictures and so on. Oxford and Crookall (1990) have asserted that "pictorial-verbal combination involves many parts of the brain, thus providing greater cognitive power" (p.17). Visual Learners often collect pictures with the help of the internet according to a list of words and join them together to remember the words. Sometimes matching words with pictures makes the learning process interesting.

Auditory imagery

Auditory images are less popular among students than visual images, however, are very beneficial for vocabulary acquisition. The technique deals with hearing sounds, thus "makes verbal learning more efficient by associating new sounds with existing, sound-related schemata" (Oxford and Crookall, 1990, 18). Auditory imagery can be presented with sound clips, music that learners associate with new vocabulary items.

Keyword

Keyword allows the learners use both visual and auditory modes to learn a new L2 word. Learners acquire new words through keyword technique in two steps:

- Firstly, they associate the L2 word that corresponds to their L1. (aural mode)

- Secondly, they draw a mental image of that word and try to associate with an already learned word. (visual mode) (Oxford and Crookall, 1990).

Physical response

Kinesthetic learners find physical response technique quite interesting to learn vocabulary. Learners can learn through this technique with the help of the teachers as well as their peers. It allows the learners to move their body parts and organs to learn the vocabulary items. For example, a learner asks her pair to *turn on the fire, put a teakettle on the stove, **pour** some water, add a tea bag, add other necessary **ingredients** etc.* Here, a learner may not know the meaning of the words '*pour*' and '*ingredients*', through the technique the words become easier for the learner to remember. Oxford and Crookall (1990) also mention that, the beginners best learn with this technique, on the other note, secondary level learners get little benefit from this technique.

Physical sensation

Sensation helps to perceive the feeling of an object when it comes into a contact with the body. Similarly, the technique develops a sensation for a word, for example, a learner encounters some words like - swindler, miscreant, fraud, and deceiver and is having a negative feeling. However, words like - honest, ingenuous, trustworthy change a learners mental state (since the words are positive than the former ones). Through this technique, Learners make a list of negative and positive expressions or words to learn vocabulary. Moreover, the technique helps the learners learn the adjective words in an easier way (p. 20) e.g. tremendous, enormous, vitreous etc.

Semantic mapping

A very crucial technique for the learners that their L2 vocabulary learning effective. Oxford and Crookall (1990) consider the technique as a very *sophisticated* one, since it combines three semi-contextualizing techniques: word grouping, word association and visual imagery. (p.20). Using this technique, learners draw diagrams, especially web diagrams to connect the words with meanings. In the web diagram, the key word is written in the center and other subsidiary words are written around the key word. For example, a learner writes *pollution* in the center, and then finds out all the different types of pollution and writes around the key word to build up the network. The technique helps the learners show the connection between words and their meanings. It again fills up the gap of a learner's information about vocabulary through letting them know what they know and what they need to know.

2.7.3 Fully contextualizing techniques:

Secondary level learners find fully contextualizing techniques effective than the beginner level learners. It is because the secondary level learners have a larger vocabulary size than the beginner level learners. Moreover, they have a general idea about how to find out the meaning of a word from the context or contextual clues. Decontextualizing techniques help the learners know about the meaning and form of a word as well as the connection between the form and the meaning. However, contextualizing techniques help the learners understand the context as well as produce L2 words. Fully contextualizing techniques are based on practicing through reading, writing, listening and speaking.

Here are some fully contextualizing techniques listed below:

Reading practice

Building a habit of reading is very necessary to learn vocabulary. It helps the learners comprehend the meaning of a text. Almost all the reading passages have some unfamiliar words and phrases, which a learner needs in order to understand the message that the text delivers. Activities i.e. odd man out, multiple choices from reading passages are helpful to find out the meaning of the unfamiliar words. The practice of reading is built up through the reading materials i.e. storybooks, comics, journals, newspapers, and magazines. Krashen (1982) suggests that reading practice significantly increases vocabulary knowledge. Moreover, many experts also emphasize on reading texts to know the word meanings as well as for a long-term retention.

Listening practice

Along with reading words from the context, a learner needs to know how a particular word sounds. Listening practice helps a learner know the pronunciation, accent of different words. Moreover, listening practice helps a learner understand any discourse. Listening to teachers' lecture in English carefully and attentively also develop vocabulary knowledge of the students. Many learners find listening materials such as- audio stories/books, speech, music promising than the other sources of learning vocabulary. However, Oxford and Crookall (1990) criticize that, though, listening practice is an effective means of learning receptive vocabulary, the practice alone cannot help the learners in producing productive vocabulary.

Speaking practice

Where listening and reading practice help the learners acquire receptive vocabulary, speaking practice helps the learners acquire productive vocabulary. Communicating with peers in

L2, using various L2 words, interacting in groups in L2 remarkably increase the vocabulary size of a learner.

Writing practice

Writing practice also falls under the productive skill and is highly effective for productive learning. Writing stories, essays, blogs are the techniques that involve the learners in vocabulary acquisition more successfully. Some learners try to explore different L2 words in their creative writings to make them sophisticated and standard. It also helps the learner know whether they are using the words properly in their writings or not. Sometimes learners take help from their teachers or friends to rectify their mistakes, which, again helps increase awareness of their learning.

2.7.4 Adaptable techniques

Adaptable techniques are highly important for the learners to raise their consciousness about learning. Oxford and Crookall (1990) have mentioned one adaptable technique, which is illustrated below:

Structure reviewing

It is one of the crucial techniques for vocabulary acquisition as well as for reviewing the already learned words. Moreover, the technique is also used to analyze the other techniques mentioned above to check if the techniques are facilitating their learning or not. When a learner learns a new word, s/he takes some time before practicing the word again e.g. 15 minutes or an hour (p.24). Then, in this short/long duration, s/he tries to investigate that whether she is able to

recall the word or not and until the word is *overlearned* (Oxford and Crookall, 1990) s/he continues practicing.

2.8 Factors Affecting vocabulary acquisition:

Along with the strategies, it is necessary for the learners to know the factors that influence vocabulary acquisition. It helps them increase their vocabulary learning awareness as well as enhance lexical competence.

Vocabulary acquisition is influenced by several factors. Therefore, Hedge (2000) has introduced various factors of vocabulary acquisition that are listed below:

Frequency of words

Practicing the most common words that the learners are likely to see and listen repeatedly, develops long-term retention. Moreover, learning a word repeatedly increases the possibilities to hold the learners' attention to read vocabulary items as well as the probabilities to develop their knowledge of meaning, spelling, pronunciation, syntax and morphology (GODEV, 2009, p.52). English texts contain a different kind of words and phrases and many of them are repeatedly used. Therefore, learners need to understand these high-frequency words to understand the gist of the text. Moreover, understanding these words help them figuring out other words from the context. Many learners make a word-frequency list and practice on their own to make learning easier.

Pronunciation

Pronunciation is a crucial factor that affects L2 vocabulary acquisition. Learners often ignore the importance of practicing pronunciation while acquiring vocabulary. They emphasize on pronunciation until the primary school since they are guided and monitored by the teachers and tutors. However, soon when they take charge of their own learning, especially in their secondary level, they disregard its significance. Pronunciation is of the most crucial component of learning vocabulary to understand any aural and oral communication. Many a time, it is seen that learners fail to understand their teachers' lecture in L2 or any English documentary, audio songs, news etc by the English native speakers. Moreover, not being able to recognize a word may lead to mispronunciation.

Lockhart and Craiks' (1972) depth of processing framework

The framework suggests that learning can be more retained and effective if the processing of information is deeper. However, when understanding or analyzing a word is shallow, learners are more likely to forget the word. Learners often read a word and for deep analysis, s/he puts the word into another sentence to see how that particular word works in that sentence. It also helps the learners bring deeper memory trace as well as foster a durable learning. Therefore, Borer (2003) stated, "deep processing refers to any elaborative semantic and syntactic focus deployed to assist learners in understanding, Recalling, and reconceptualizing words for use in new contexts" (p.276).

Sentence formation with different words belongs to the deep processing of learning as well since it involves a learner test how both word and context work together. Watkins (1983) has talked about both *depth of processing* and *surface- level processing* during his research. He

argued that when the learners use depth of processing, they focus on the *underlying meaning* of a text whereas, learners who use *surface level processing*, emphasize on the specific items only, which are usually learned in isolation (p.49). However, Loucky (2006) extended the framework to the *depth of lexical processing* to illustrate how vocabulary can be learned with great efficiency. His idea of the depth of lexical processing also helps the learners develop their vocabulary with the help of vocabulary learning strategies.

Building word networks

It is yet ambiguous that how learners arrange and keep vocabulary largely in their mental dictionary (Hedge, 2000, p. 122) and retrieve according to their need. Many researchers are looking over the issue for years after years to know the process of learning vocabulary. Among so many explanations and experiments, building word networks is one of the most relevant factors that facilitate vocabulary acquisition. Moreover, it affects acquisition through making an association between words and their meanings and then expands the word networks in the mental lexicon.

Prototypes

Hedge (2000) has mentioned a cultural factor that affects vocabulary acquisition. It suggests that sometimes learners use the word most often that represents words of a same category. For example, learners say, rock without referring to a specific kind of rock e.g. diamonds, emerald etc.

2.9 Effective and less effective vocabulary learners' strategy use based on the existing research

Many researchers have found significant differences in strategy use by the learners to figure out the most as well as the least effective strategies. For example, Moir and Nation (2002) have illustrated strategies that are helpful to read vocabulary items faster. They have conducted a research on ten ESL learners in total by taking a vocabulary test and noticed that learners are curious about using different vocabulary learning strategies along with the most common strategies e.g. rote learning and copying. In addition, they have distinguished some particular learners with the highest score in the vocabulary test. The results also show that learners who have achieved a good score, have used a good number of strategies, while, the other learners with less score have not found the use of strategies quite helpful. Through the test, the researchers have come to know which strategies are helpful and which are less helpful. In this section, the researcher will give an overview on the effective and less or not effective vocabulary learning strategies based on the findings and observation of many researchers.

In a study, Moir and Nation (2002) have emphasized on those learners who took responsibilities of their own learning and used a broad range of strategies (p.26). Moreover, their findings have ensured the observations of other researchers about EFL learners' vocabulary learning strategies (e.g., Gu and Johnson, 1996; Lawson & Hogben, 1996). In other words, it can be said that self-directed learning strategies have been the most powerful and effective strategies for all time and therefore, researchers are yet to be concerned about the necessity of learners' promoting the strategies (Rossini Favretti, Siver, Gasser & Tamburini, 1994, as cited in Lawson & Hogben, 1996).

Moir and Nation (2002) also mentioned the effectiveness of repeating or revising the words, making associations (memory strategies) self-monitoring and evaluating (metacognitive strategies), pronouncing word loud, finding the word structure while doing a study on ESL learners.

Along with Moir and Nation (2002), Wang (2012) has talked about the effectiveness of watching TV for vocabulary acquisition. He conducted an experiment on learning L2 vocabulary through watching American TV series and evaluated the results of his observation. Interestingly, most of the students (around 68%) agreed upon a point that TV series help them learn vocabulary effectively. Moreover, It enables their previous learning, helps them connect between the word meaning and the story of the series and the subtitles of the series help them memorize the words and ensures long-term retention (p.221). However, Ebrahimi and Bazaee (2016) have denied the effectiveness of watching movie subtitles for vocabulary acquisition after their experiment on 44 EFL students. Therefore, the usefulness of watching subtitle has still remained debatable.

Some other experiments conducted by different researchers, show another most effective vocabulary learning strategy that is guessing from the context/contextual clues (see in Oxford & Scarcellat, 1994; Saengpakdeejit 2014; Ahmed 2017). Therefore, Bahansal (2015) asserted, "it is easier for them (the learners) to guess the meaning when the unknown words occur in a rich context and that also helps them to retain the correctly-guessed words" (p.50). According to Loucky (2006), using dictionaries is equally effective as the strategy of guessing from contextual clues (p.372). In this regard, Craik and Lockhart (1972), reported that guessing word meaning and taking the help of the dictionaries for confirmation could be a daily task for the learners to learn L2 vocabulary, that engages them in *depth of processing*, which is more profound, than using either the guessing strategy or the dictionary separately (p. 238).

Again, many researchers have found other strategies quite effective. For instance, some of them have observed that learners are being benefited by keeping vocabulary notebooks, seeking help from others when they do not get the meaning of a word (e.g. from teachers and group mates), and also using flashcards. (Schmitt & Schmitt, 1995; Moir and Nation, 2002; Oxford & Crookall, 1990).

Cohen and Apeh (1980) found in their experiment that, the most used strategies for vocabulary learning is memorizing the vocabulary items however, is contemplated as less effective by other researchers (e.g., Nation and Moir, 2002; Bahanshal, 2015; Liu, 2010). Another less effective strategy according to Baleghizade & Ashoori (2010) is reading a wordlist. From their study on the comparison between reading a wordlist and keywords, they have found that wordlist does not help the learners retain word meaning for a long time. Instead, they have found key word method more effective compared to wordlist. They further mentioned that Therefore, they said, "The keyword method is perhaps the best recognized mnemonic strategy originally developed as a facilitating technique in learning the vocabulary of a second language (p.254) . Atkison (1975) and many other researchers have illustrated that key word strategy is a learner-centered that assist the learners acquire the second language (as cited in Baleghizade & Ashoori, 2010).

Chapter 3: Methodology

The chapter presents the methods that are employed to collect data by the researcher. The chapter will also cover other subsequent sections: nature of the research, participants and sampling of the study, data analysis and pilot study and the obstacles encountered.

3.1 Nature of the research: Qualitative and Quantitative

In this paper, both qualitative and quantitative research approaches have been applied to data accumulation and formation. Qualitative research deals with respondents' information in the form of words and explanations. On the contrary, quantitative research deals with the information in the form of numbers, which can be calculated.

Quantitative researchers try to acquaint with the possible problems of the research and analyze between researcher's presumption and the results (Golafshani, 2003, p. 597) while, qualitative researchers try to see in the lens of his/her participants' perspective (Johnson & Christensen, 2008, p. 46).

However, any educational research might need a combination of both of the approaches to collect data. Therefore, researcher Johnson & Christensen (2008) and Tashakkori, Teddlie, & Teddlie (1998) have mentioned the mixed method approach that consists of both quantitative and qualitative methods. Similarly, the research of this study takes the help the mixed method approach for data collection.

3.2 Methods of data collection: Questionnaire

The researcher has used the questionnaire as an instrument for the survey to get effective results. Both closed-ended and open-ended questions have been included to portrait a comprehensible and reliable outcome.

Open-ended questions allow the respondents to share their personal opinion of the questions being asked, while closed-ended questions offer questions with different controlled options to the respondents (Foddy, 1993, p. 127).

Lazarsfield (1935) has demonstrated six functions of open-ended questionnaire: clarifying the meaning of a respondent's answer, singling out the decisive aspects of an opinion, what has influence an opinion, determining complex attitude patterns, motivational interpretations and finally clarifying statistical relationships. On the other hand, and Gouldthorpe and Israel (2017) have provided some suggestions regarding close-ended questionnaire: easy to understand, mutually exclusive answers, exhaustive answers and equal in presenting both the positive and negative sides in the question stem (p. 1-2). Bearing the points of Gouldthorpe and Israel (2017) into my mind, the researcher has tried to make the close-ended questions.

However, about the closed-ended questionnaire format, the researcher has taken help of the Likert scale. According to Warmbrod (2014), "A Likert-type scale consists of a series of statements that define and describe the content and meaning of the construct measured" (p.31). There are total 41 questions in the survey questionnaire with five different options according to Likert scale format (1 =strongly disagree, 2 =disagree, 3 =neutral, 4 =agree, 5 =strongly agree) (Cohen, Manion and Morisson, 2007, p. 326) and students were asked to put a tick mark on their chosen option.

Besides, there are four (a, b, c, & d) open-ended questions which require students' personal opinions about the questions being asked.

3.3 Participants and sampling of the study:

Participants are the very essential source of the survey however, it is difficult to find reliable participants who would fill up all the answers with their honest opinion. Since, the researcher is focused on the learners' perspectives, student participants are the target group of this study.

The researcher has found total 82 participants from three different reputed Bengali medium schools of Dhaka. Both closed-ended and open-ended questions are made for the students. The questions are made simple to read so that students find easy to comprehend. The researcher had to take permission of the respected principles and vice-principles before conducting the survey. Along with the principles and vice-principles, most of the students were corporative during the survey.

Samples selected for the survey are given below:

Institution	Number of participants	Class
School A	35	9
School B	25	9
School C	22	9

3.4 Data Analysis:

In this section, the mean score of each of the statement in closed-ended questionnaire have been calculated. The "mean is the sum of all the scores of subjects in a group divided by the number of the subjects" (Seliger & Shohamy, 1989, p. 215). The mean helps a researcher know the average behavior of the population. Since, the researcher has used the 5 points Likert scale, the data is analyzed by the following formula:

As all the options of the questionnaire contain certain score, the total number of students put a tick mark on a certain option is multiplied with the score and then divided by the total number of the students.

For example, in statement 1, 10 students have chosen strongly disagree (strongly disagree=1), therefore, 10×1 . Again, 14 students have chosen disagree: 14×2 (disagree=2), 28 students have chosen neutral: 28×3 (neutral=3), 18 students have chosen agree: 18×4 (agree=4), and 12 students have chosen strongly disagree: 12×5 . After that, the summation of these numbers will be divided by the total number of subjects ($N=82$).

The open-ended questions have been analyzed by using bar charts. Each chart shows the percentage of the responds provided by the learners.

3.5 Pilot study:

Before doing the actual survey, the researcher has done a pilot study to *pre-test* if there is any need of re-designing the questionnaire. Siniscalco and Auriat (2005) asserted, "The purpose of the pretest is to check question-wording, and to obtain information on open-ended questions with a view to designing a multiple choice format in the final questionnaire" (p.72).

Pilot study helps the researcher to overcome the confusion regarding the questionnaire, wording of the questions, and sampling. It also helps the researcher know if the participants understand the questions, if the researcher gets the information she needs and if the participants would be able to finish the answers within a short time.

For *pre-testing* the questionnaire, the researcher discussed her topic as well as the purpose of doing the survey with 10 students from the schools where she has done her survey. Besides, she provided 10 sample questionnaire and asked them to fulfill the answers. The students asked several questions to the researcher where they got perplexed.

After doing the pilot study, the researcher decided to rectify some questions where the confusion might occur. Finally, the researcher fixed all the problems and prepared a final questionnaire for the main survey.

3.6 Obstacles encountered:

The researcher encountered some problems during the survey. Though most of the students helped the researcher for the survey, some of them were not at all interested to answer the questions. Some of the students were about to leave the open-ended questions blank, however, the researcher somehow managed them fulfill the answers. Moreover, the schools' first term examination was held on the day of the survey. Therefore, it was difficult for the researcher to grab students' attention towards her survey. Besides, for the Ramadan and Eid-ul-Fitr vacation, the researcher had to postpone her survey date twice.

Chapter 4: Findings and Analysis

4.1 Findings of the questionnaire:

The chapter will present the findings and analysis of the raw data collected through the survey. All the information of students have been tabulated and the open-ended questionnaire findings are shown in bar and pie charts and discussed systematically in the section.

The interpretation scale of students' attitude is:

(1.00-2.25 = negative attitude, 2.26-3.00 = not satisfactory, 3.01-4.25 = satisfactory and 4.26-5.00 = very satisfactory)

4.2 Findings for the closed-ended questions

A. Cognitive strategies:

Table 1

No	Statement	Students' questionnaire results	
		Mean score	Range of Interpretation Scale
1	I try to create a wordlist to learn new words	3.10	3.01-4.25 = satisfactory

The average mean score is 3.10. According to the interpretation scale, the average score is satisfactory. Therefore, from the findings, it can be said that the students are keen to make a list of L2 words from different sources to acquire them.

Table 2

		Students' questionnaire results	
No	Statement	Mean score	Range of Interpretation Scale
2	I try to keep a vocabulary note-book with me to learn new words	3.10	3.01-4.25 = satisfactory

Similar to the previous statement, the average score of this statement is also 3.10. Keeping vocabulary notebook is very popular cognitive strategies that help the learners keep in contact with regular word practicing. The interpretation scale is also satisfactory which tells that the learners are interested to incorporate the strategy in learning L2 words.

Table 3

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I practice the words that I have already learned	3.74	3.01-4.25 = satisfactory

The mean score is 3.74 and the interpretation scale says that the score is satisfactory. Practicing the words that have already learned is highly effective to the learners and the findings show that the learners practice the strategy quite often to learn new words.

Table 4

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I take notes of unfamiliar words while listening to the lecture	3.66	3.01-4.25 = satisfactory

The mean score is 3.66. According to the interpretation scale, it is also a satisfactory result. Taking notes is considered as the most common cognitive strategies among the learners. The researcher has become more ensure about the fact after finding the results from her survey. It indicates that the strategy is also widely practiced among Bengali medium EFL learners.

Overall, the average mean score of the cognitive strategies is 3.4, which is satisfactory according the interpretation scale.

B. Metacognitive strategies

Table 5

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I evaluate y my word knowledge through participating in word tests	3.66	3.01-4.25 = satisfactory

The mean score is 3.66 and the interpretation scale shows that it is a satisfactory results. Learners become more conscious about their learning when they evaluate their weaknesses and strengths. So it can be said that the researcher has found a fruitful result about the use of the strategy among the EFL learners.

Table 6

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I try to listen English songs to learn new words	3.52	3.01-4.25 = satisfactory

Here, the mean score is 3.52 and according to the interpretation scale, it is satisfactory. In fact, in the pilot study, when the researcher discussed about the strategy to the learners, they posed a positive approach to the strategy.

Table 7

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I try to watch English movies to learn new words	3.32	3.01-4.25 = satisfactory

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The mean score is 3.32 and interpretation scale is satisfactory. Watching movies is most the learners' one of the preferred strategies which, the researcher came to know when she discussed her questionnaire to the learners.

Table 8

No	Statement	Students' questionnaire results	
		Mean Score	Range of Interpretation Scale
	I skip words from a text that seems difficult to me	3.83	3.01-4.25 = satisfactory

The average score is 3.83 and interpretation range is high. However, the strategy indicates a negative attitude toward learning vocabulary. Through the findings, the researcher has come to know that Bengali medium learners are likely to skip difficult words when they read a text instead of figuring out the meaning.

Table 9

No	Statement	Students' questionnaire results	
		Mean Score	Range of Interpretation Scale

	I read English newspapers to enhance my vocabulary knowledge	3.90	3.01-4.25 = satisfactory
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The mean score 3.90 draws a satisfactory scenario of using newspaper as tool of learning vocabulary among Bengali medium learners.

Table 10

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I try to correct my errors regarding vocabulary when teacher avoids and learn from my errors	2.71	2.26-3.00 = not satisfactory

In terms of this statement, the learners have brought a less satisfactory result. The mean score 2.71 indicates a less satisfactory result. From the result, the researcher has found out that learners do not correct themselves when misuse a word or when their teacher avoids their mistakes. Instead, they keep them as they are.

Table 11

		Students' questionnaire results	
No	Statement	Mean	Range of

		Score	Interpretation Scale
	I highlight or underline unknown words in a text	3.04	3.01-4.25 = satisfactory

The mean score 3.04 shows a positive attitude toward the statement. Highlighting or underlining unknown words is an effective way to engage the learners in learning

The average mean score of all the Metacognitive strategy is 3.42, which is also satisfactory according to the interpretation scale.

C. Memory strategies

Table 12

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I try to make an association between the words that have similar sounds	3.98	3.01-4.25 = satisfactory

From the mean score 3.98 and the interpretation range, it has been cleared that the learners show their encouragement in practicing the strategy of making association between words having similar sounds.

Table 13

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I try to make an association between the words that have similar spellings	3.62	3.01-4.25 = satisfactory

Like the previous statement, learners are also engaged in practicing the strategy of making association with words having similar spelling. The researcher in her discussion session asked some words having similar spellings in English to the students and they successfully could utter some of the English words. The other learners who never employed the strategy also showed interest in following the strategy. Moreover, the mean score 3.62 is also satisfactory according to the interpretation scale.

Table 14

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I try to associate new words with my previous learning experience	3.13	3.01-4.25 = satisfactory

Almost all the learners have a least knowledge about English words. Therefore, when the fact is about learning vocabulary, students activate their previous knowledge about words and process their new input. Here, the result shows that, Bengali medium students also try to maintain the strategy as the mean 3.13 is satisfactory.

Table 15

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I try to draw a mental image of a word's meaning	3.40	3.01-4.25 = satisfactory

Drawing mental images while learning word is an effective vocabulary learning strategy.

Learners sub-consciously however, often use the strategy when they encounter unfamiliar words.

The score also indicates that the outcome of this strategy use is satisfactory.

Table 16

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I try to study the synonyms and antonyms of a word	3.08	3.01-4.25 = satisfactory

Synonyms and antonyms are the roots of effective vocabulary acquisition. Many a times, students fail to paraphrase a word properly if they do not know multiple meaning of words. However, in this case, the students of Bengali medium schools have given quite a positive impression. The mean score 3.08 is satisfactory according the interpretation scale.

Table 17

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I speak a word loud to remember that word	3.29	3.01-4.25 = satisfactory

Speak a word loud facilitate the learners know how the word should be pronounced. The result shows that the learners try this strategies quiet often since the score is 3.29, the indicates a satisfactory outcome.

Table 18

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I memorize the word meanings	3.42	3.01-4.25 = satisfactory

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Memorizing words is another popular yet widely practiced strategy among the EFL learners. The secondary level learners though need to infer and analyze a word rather than Memorizing it, the result shows the strategy is popular among them. The mean score 3.42 is quite satisfactory.

Table 19

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I write difficult words repeatedly to remember them	3.46	3.01-4.25 = satisfactory

Reading difficult words and writing them repeatedly is another most effective strategy for vocabulary acquisition. The mean score 3.46, tells that students are engaged in following the strategy in their learning.

The overall mean score of memory strategy is also 3.42. According to the interpretation scale, the score is satisfactory.

D. Determination strategies

Table 20

		Students' questionnaire results	

No	Statement	Mean Score	Range of Interpretation Scale
	I try to guess the meaning of unknown words from context	4.09	3.01-4.25 = satisfactory

The score 4.09 indicates that the practice of guessing the meaning of unknown word is highly convincing. In fact, the researcher while the discussion with learners, has found that they use the strategy most often. Moreover, the interpretation range is satisfactory of the statement.

Table 21

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I use bi-lingual dictionaries to find out the meaning of a word	4.32	4.26-5.00 = very satisfactory

The researcher has found a very positive attitude towards using bi-lingual dictionaries. Most of the Bengali medium EFL learners use bi-lingual dictionaries to know the translation of the word in their native language. The result 4.32 is very satisfactory according to the interpretation scale.

Table 22

No	Statement	Students' questionnaire results	
		Mean Score	Range of Interpretation Scale
	I use mono lingual dictionaries to find out the meaning of a word	2.98	2.26-3.00 = not satisfactory

However, in this case, researcher has found that the result is not satisfactory. The score 2.98, says using monolingual dictionaries to learn words is not popular among the students. It indicates that the students are focused on translating the words instead of deep analyzing them. As mentioned before, according to Oxford and Crookall (1990), using monolingual dictionaries are more effective than using bi-lingual dictionaries as they involve in deep learning process.

Table 23

No	Statement	Students' questionnaire results	
		Mean Score	Range of Interpretation Scale
	I try to use thesaurus to help myself finding out the proper contextual meaning of a word	3.02	3.01-4.25 = satisfactory

Before doing the survey, the researcher's hypothesis was that the learners of Bengali medium schools would not be familiar with thesaurus. Therefore, during the pilot study and before providing the questionnaire to the students she talked about thesaurus. Interestingly, many of them do practice the strategy as well as follow the book; however, hardly knew that this could be also a strategy to learn vocabulary. The result and score also show a positive attitude that the learners practice the strategies quite often.

The overall mean score of determination strategies is 3.59, which is satisfactory.

E. Social strategies

Table 24

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I ask the meaning of an unknown word to my teacher	3.96	3.01-4.25 = satisfactory

Most of the Bengali medium EFL learners rely on their teachers to ask the meaning of unknown words. In addition, the mean score 3.96 also shows a satisfactory result.

Table 25

		Students' questionnaire results	
	Statement		

No		Mean Score	Range of Interpretation Scale
	I ask the meaning of an unknown word to my friends/classmates	3.71	3.01-4.25 = satisfactory

Similar to the previous statement, learners seem positive about asking the unknown meaning of the words. The score 3.71 also gives a positive impression about using the strategy.

Table 26

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I try to learn new words while communicating with the native speakers	3.32	3.01-4.25 = satisfactory

Language learning becomes more successful when learners implement it. Communicating with others in target language makes learning fruitful. The mean score 3.32 suggests a positive attitude about the strategy that learners try to communicate to the English native speakers to know how the target language is used.

Table 27

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I study in a group/ pair to learn new words	2.97	2.26-3.00 = not satisfactory

In Bengali medium classroom setting, group and pair work is often neglected. Therefore, the learners do not tend to work in a group or pair. The result 2.97 of working in a group or pair also shows negative attitude according to interpretation scale.

Table 28

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	When interacting with teachers/students, regarding a new vocabulary item, I do not tend to get over-excited/I do not try to stress myself even when the experience becomes negative	3.89	3.01-4.25 = satisfactory

It is a noticeable fact that learners often get nervous when they communicate with their teachers in class. Besides, public speaking in English is considered as a nightmare to some students. Therefore, learners tend to get anxious or over excited to be caught wrong when they

answer a question. The mean score 3.89 though not very satisfactory, however, gives a satisfactory result about the statement that most of the secondary level learners of Bengali medium schools, do not tend to get anxious while answering a question despite of knowing that they could be wrong.

The overall result of social strategies is 3.57, which is also satisfactory.

F. Techniques for vocabulary acquisition

Table 29

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I use flash cards to learn new words	2.07	1.00-2.25 = negative attitude

Using flashcards is not popular among the Bengali medium schools. Therefore, the result 2.07 also shows a negative attitude about the use of the technique.

Table 30

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation

			Scale
	I learn words through word grouping	3.02	3.01-4.25 = satisfactory

Learners often deal with word grouping test in the examinations. Therefore, the practice is familiar to the learners. The score, 3.02 is therefore a satisfactory result.

Table 31

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I learn words using pictures/pictograms	3.46	3.01-4.25 = satisfactory

Learners often try use pictures for learning English words, which help them remember the words for a long time. The score 3.46 is therefore also satisfactory.

Table 32

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I record my pronounced words in a tape recorder to test	3.50	3.01-4.25 =

	whether I pronounce correctly or not		satisfactory
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Learners sometimes listen to their recorded voice pronouncing words in a tape recorder to know whether they pronouncing a word correctly or not. The mean score 2.50 says that the practice is quite satisfactory among the learners.

Table 33

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I use my five senses to learn and remember new words	2.40	2.26-3.00 = not satisfactory

The use of five senses for learning vocabulary is not clear to the learners of Bengali medium. Therefore, the result 2.40 draws a negative impression toward the technique.

Table 34

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I learn word through semantic mapping	3.32	3.01-4.25 =

			satisfactory
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Semantic mapping is very popular among the EFL learners. At first, the learners could not recognize the term "semantic mapping". However, when the researcher discussed about the technique, they replied in positive that they follow the technique though unknown to the term. The score 3.32 is also satisfactory.

Table 35

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	In addition to my textbooks, I often try to read other English books as well	3.04	3.01-4.25 = satisfactory

Along writing and speaking, reading is another good practice to know unknown words. In this case, the mean score 3.04 has shown a satisfactory result towards the technique.

Table 36

		Students' questionnaire results	
No	Statement	Mean	Range of

		Score	Interpretation Scale
	I use new words in real life conversation	4.27	4.26-5.00 = very satisfactory

The finding has made the research ensure that the learners are very keen to use the technique to learn vocabulary. Most of them use English words in real life communication. Therefore, the mean 4.27 indicated a very satisfactory score.

Table 37

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I revise and recheck the words that I learn	2.20	1.00-2.25 = negative attitude

The students do not tend to revise and recheck the words that they have already learned. Thus, 2.20 show a negative attitude.

Table 38

		Students' questionnaire results	

No	Statement	Mean Score	Range of Interpretation Scale
	I use keywords to learn new words	3.72	3.01-4.25 = satisfactory

Using keywords is another good technique for learning vocabulary and Bengali medium students are tending to follow the technique quite often. The score 3.72 is a satisfactory outcome.

G. Factors affecting vocabulary acquisition

Table 39

		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation Scale
	I study the sounds of vocabulary items	3.73	3.01-4.25 = satisfactory

The mean score 3.73 is satisfactory as sounds affect the learners in vocabulary acquisition.

Table 40

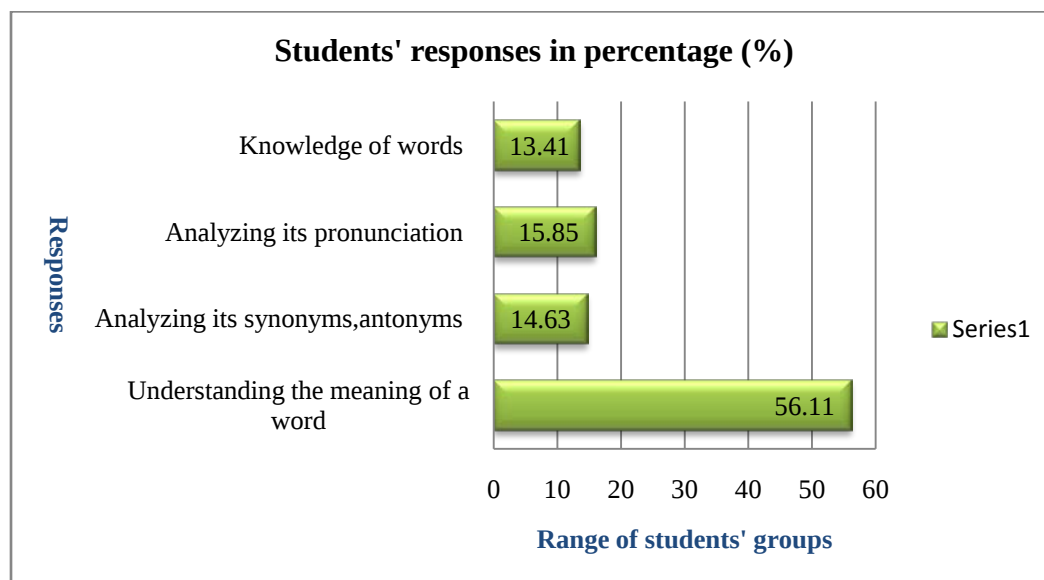
		Students' questionnaire results	
No	Statement	Mean Score	Range of Interpretation

			Scale
	I try to put an unknown word to different sentences to see how a particular word work on those sentences	4.04	3.01-4.25 = satisfactory

Putting words into different sentences to see how the words work in those sentences is a very effective factor that affects vocabulary acquisition. In this case, the mean score, 4.04 shows a positive result about the factor.

4.3 Findings for the open-ended questions

Question 1: What does it mean by knowing a word to you?



- Figure1: What does it mean by knowing a word to you?

From the answers, the researcher has found that around 56.11% students said that knowing a word means just to know the meaning of a word, 15.85% replied that it means analyzing the pronunciation and only 13.41% said it means the knowledge of words. However, Richard (1976), in the forth aspect of his framework said that, "knowing a

word means knowing many of the different meanings associated with a word" (see in section 2.1) which only 15.83% students have responded.

Question 2: Why following vocabulary learning strategies is important to you?

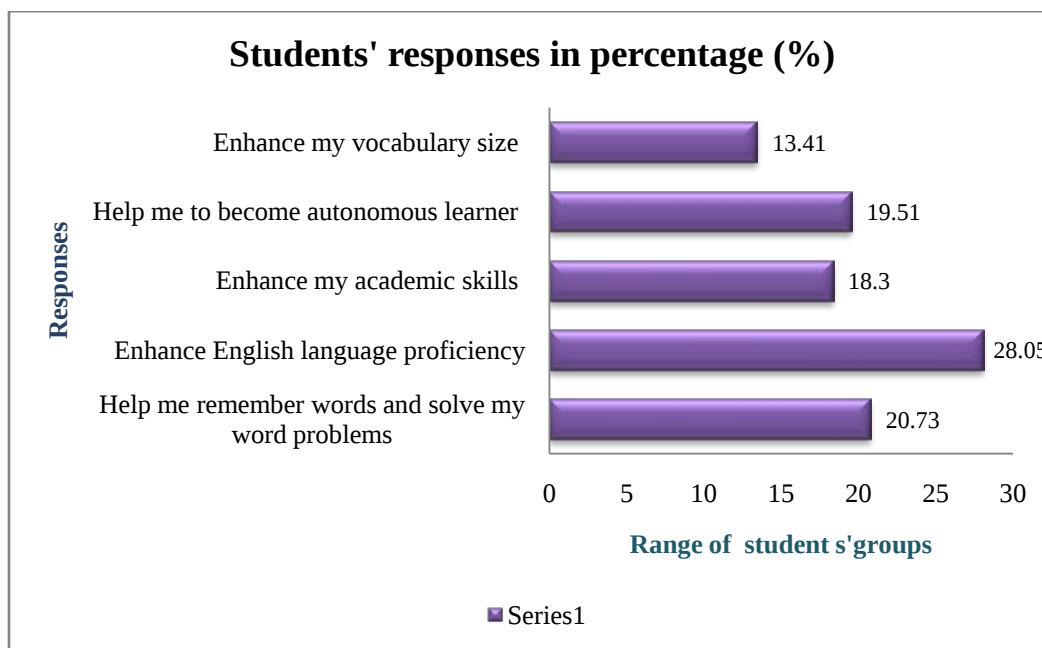
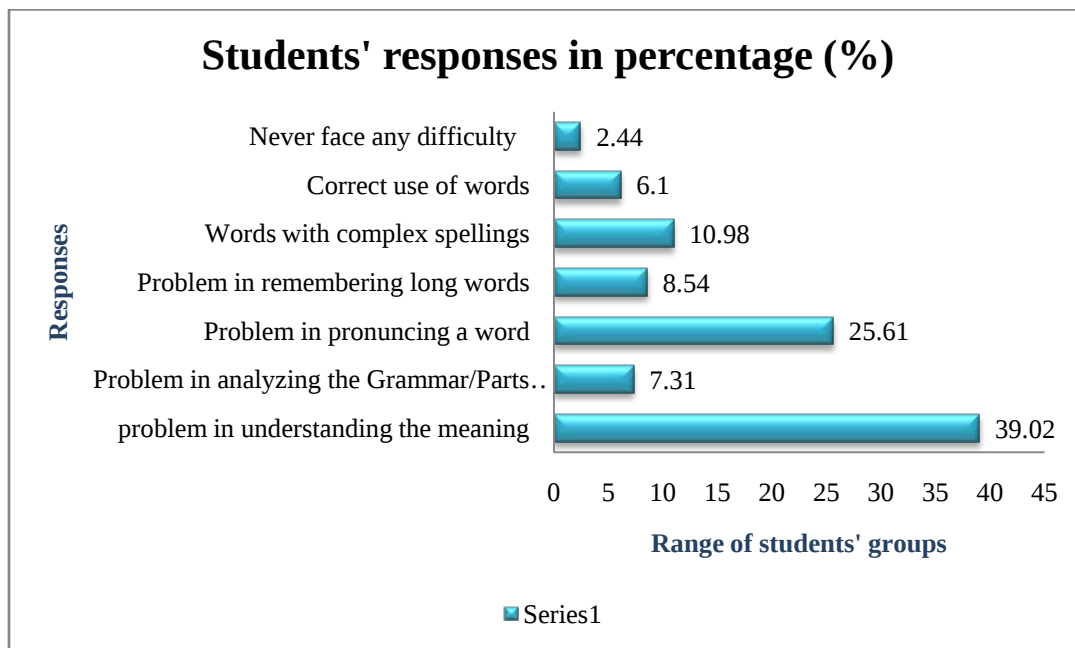


Figure 1: Why following vocabulary learning strategies is important to you?

For this question, 20.73% students said strategies help the learners to remember words and solve their word problems. 28.05% said that strategies help them to be proficient in English language. 18.3% said that it enhances their academic writing skills and 19.51% said that they could become autonomous learner and 13.41% students' reply is VLS helps them in enhancing vocabulary size. The findings ensure Ranalli(2003),Patrica et al., (2012) and Ahmed s' (2017) most of the aspects about the efficacy of learning VLS (vocabulary learning strategies).

Question 3: What difficulties do you face in learning English vocabulary?

- Figure 3: What difficulties do you face in learning English vocabulary?

For this question, 39.02% students have responded that they face problems in understanding the meaning of a word. Total 7.31% students have said that they face problems in analyzing the grammar or parts of speech of a word. 25.61% students have said that they face difficulties in pronouncing a word properly. 8.54% of them have said they face problems in remembering the meaning of a word. 10.98% of them have said they forget words with complex words easily. 56.1% of them have said they do not know the correct use of the words and only 2.44% of them have said that they do not face any kind of difficulties.

Chapter 5: Discussion

5.0 Addressing the central research questions:

The chapter will answer to the research questions based on the findings from student's questionnaire survey.

5.1 Response to central research question 1:

Research question 1 investigates that to what extend do the secondary level EFL learners follow the vocabulary learning strategies. From the overall findings of the survey, the researcher has come to know that the practice of vocabulary learning strategies is quite satisfactory among Bengali medium learners. The total mean score of VLS is 3.48 (formula to find out the total mean score is the division of total items of the questionnaire with the total summation of the score) which is satisfactory according to the interpretation scale mentioned in chapter 4, section 4.2.

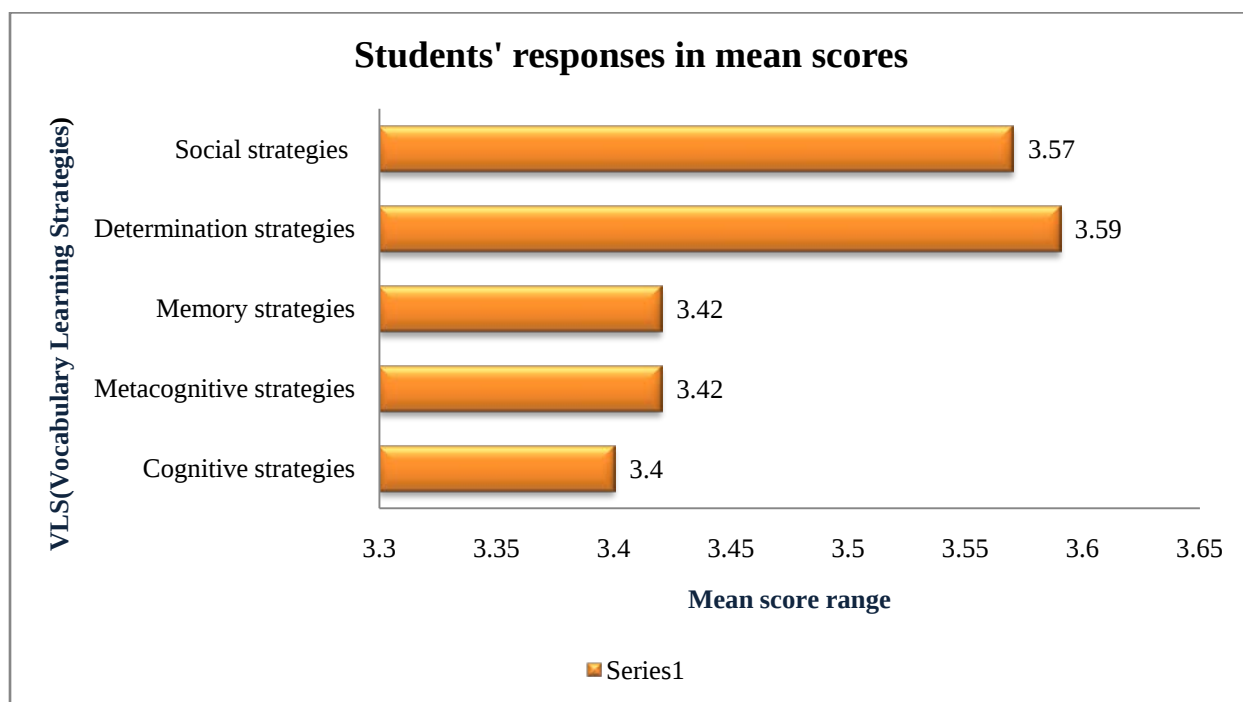
Moreover, from the open-ended question number 2, the researcher has found that, the students find vocabulary learning strategies very necessary since they have provided diverse responses. Almost 28.05% (out of 100%) students find VLS important as they help them become proficient in English language. 20.73% of them said VLS help them remember words and solve their word problems, 19.51% responded that strategies help them to become autonomous learner, 18.3% have said they can enhance their academic skills (writing, speaking and listening skills). Finally, 13.41% have said that strategies enhance their vocabulary knowledge.

The outcome sheds light on the fact that the learners find vocabulary learning strategies helpful because they practice them quite often.

5.2 Response to central question number 2:

After getting the mean score of vocabulary learning strategies items on the questionnaire (from item number 1-28), the researcher has come to know which strategies the secondary level students of Bengali medium schools tend to use most frequently.

The mean score of individual strategies is shown in the bar chart below:



In the chart, it has been shown that, the most frequently used VLS are *determination strategies* (according to the mean score: 3.59). Bengali medium EFL learners are more likely to guess the meaning from the context and use both bi-lingual and monolingual dictionaries at the same time. However, most of the students are unlikely to use mono-lingual dictionaries as they are used to with translating an English word into their native language. On the other hand, a sufficient number of students are familiar with thesaurus. When the researcher discussed the item in the class, the students showed a very positive attitude about using thesaurus to find out the

appropriate meaning of the word. Many of them use online thesaurus and some of them use the thesaurus book. Another study conducted by a researcher based on Bangladeshi context shows that, *determination strategies* are the most commonly used strategies by the learners (Bristi, 2015, p.7).

The second most frequently used strategies are *social strategies* (according to the mean score: 3.57). The researcher has found that learners are keen to know the meaning of an unknown word by asking their teachers and classmates. However, they are often involved in communicating with the English native speakers. Almost every learners have communicated with the English native speakers at least once in a life time and they are interested how the native speakers pronounce English words. During the discussion of the questionnaire, some students were also that they are communicative in English classes. Even though they know their answer might be wrong, they do not tend to get anxious when their teachers ask about the meaning of a word.

However, students are seen to use memory strategies and Metacognitive strategies indiscriminately (memory strategies=3.42, Metacognitive strategies=3.42). On a different note, most of them are tend to skip difficult words (M=3.83) in a context and they are very unlikely to correct their error when their teachers unintentionally avoid them (M=2.71).

Bengali medium students also use cognitive strategies in a quiet satisfactory level (M=3.40). Cognitive strategies involve learners in practicing words, keeping vocabulary notebooks, taking notes from the lectures, creating word lists and so on.

According to Craik and Lockhart's (1972) "Depth of Processing" framework, for long-term memory store, learners often keep them engaged in rehearsal/repetition. The framework

also suggests, "The more cognitive energy a person exerts when manipulating and thinking about a word, the more likely it is that they will be able to recall and use it later" (Craik and Lockhart, 1972; Craik and Tulving, 1975)

In this study, learners are also involved in practicing the words that they have already learned in a great scale. (See in table no. 3, $M=3.74$, and table no. $M=3.46$). Therefore, the researcher can assume that Bangladeshi EFL learners are quiet engaged in deep learning process.

5.3 Response to question number 3:

Central question no. 3 investigates the most common difficulties while vocabulary acquisition faced by the students. The researcher has found the answer from open-ended question no. 3. From the findings, the researcher has figured out that almost 39.02% learners fail in understanding the meaning of a word. Another group of students has said (7.31%) that they face problem in analyzing the grammar and parts of speech of a word. However, a great number of students struggle in pronouncing an English word correctly. In most cases, they do not know a how word should be pronounced or how it is pronounced in native language. This can be occurred for several reasons, for example, lack of listening practice, communication in English and lack of proper English exposure.

Some learners face problem in remembering long words (almost 8.54%), some of them deal with words that contain complex spellings (10.98%) and correct use of words (6.1%). The researcher has found very few students who do not face any kind of difficulties in learning vocabulary (only 2.44%). In Thornbury (2002:13) and Gower, Philips and Walter's (1995:143) investigation on difficulties in learning vocabulary, almost all the aforementioned problems are

shown. Therefore, it can be said that Bengali medium EFL learners face a great deal of difficulties in learning vocabulary.

Chapter 6: Conclusion

6.1 Discussion on the overall findings in Brief:

After the findings and analysis, it can be said that the researcher could meet all her expectations from the answers, which, she was looking for. The aim of this research was to find out to what extent the learners follow vocabulary-learning strategies, what are the most frequently used strategies and what are the most common difficulties in learning vocabulary items.

The study has revealed the probability of practicing VLS among Bangladeshi EFL learners by a satisfactory mean score. In fact, the scale of strategies for the five distinct categories employ by the students is quite satisfactory. The determination strategies are the most frequently used strategies and the cognitive strategies are the least frequently used strategies. However, among all of the strategies from the four categories, the learners mostly prefer to "watch TV", "listen to the English songs", "guessing words from the text", "use bi-lingual dictionaries", "use L2 words in real life conversation" and "put words in different sentences" to learn new words. Craik and Lockhart's (1972) framework has been seen working for the study as well. Learners are involved in deep learning process by putting words into different sentences and repeating words that have already been learned.

The difficulties face by the students while learning new words are also elicited from them. Most of the learners face difficulties in acquiring words, especially in "understanding the

meaning", "remembering the words with complex spellings and pronunciations" etc. However, only few of them do not face any difficulties while learning new words.

To sum up, the researcher has brought most of the points discussed in the literature review through the findings and analysis and has come by the expected answers of all the three central questions from the survey.

6.2 Recommendation

Since the survey has met the researcher's objectives and given an insight that the learners are practicing the vocabulary learning strategies in a satisfactory scale, the researcher would like to recommend some suggestions in order to get over the lacking found from the survey. The possible recommendation regarding vocabulary-learning strategies and difficulties in learning vocabulary are illustrated below:

- To overcome the difficulties in learning vocabulary, the learners should communicate in English using new words both inside and outside the class.
- Along with the other VLS, they should also emphasize on cognitive strategies and Metacognitive strategies. According to Oxford (2002) and Schmitt (1997), the most active learners practice cognitive strategies in learning. On the other hand, Metacognitive strategies help the learners' become autonomous learner.
- Learners should also try to find out their vocabulary learning weaknesses by their own and discuss their problems with the teachers and classmates to help them overcome.
- Learners should focus on the different use of the words more than just memorizing them.
- The syllabus and the texts should be designed based on different vocabulary learning strategies, so that learners become aware of the different use of VLS.

- Learners should practice using the monolingual dictionaries along with the bi-lingual dictionaries. As mentioned above (see in section 2.5.1) that monolingual dictionaries are highly beneficial for the learners to become proficient in other aspects of vocabulary (e.g. syntax, grammar, pronunciation etc).

6.3 Limitations of the study

The limitations of the study are:

- The research is conducted on a small group of students from three reputed schools situated at Dhaka, a large group of participants would have made the research more veritable
- The study could have conducted on other schools around Dhaka or outside the city; however, it needs more time.
- The researcher searched for other schools but has failed to contact with the principals of those schools. Most of the principals were busy in their school meetings and some of them were out of the town. Moreover, the vacation for Eid-ul-fitr and their second terminal examination have postponed the work for more than a month
- The study is limited only on the learners' perspective, however, could have been more authentic if it was done on the teachers as well.

6.4 Conclusion

The present study looked for the VLS students' use based on Gu and Johnson (1996) and Schmitts'(1997) taxonomies of VLS and the difficulties they face in learning vocabulary.

Learners can be their own instructor and mentor if they can find which strategies are suitable for them, what their weaknesses are and how they can overcome those. An active EFL learner always tries to find out the best strategies for them and choose the alternatives if their strategies do not work (Asker, 2016, p. 413). In Bangladeshi context, the learners use vocabulary-learning strategies in a satisfactory level, which gives a clear insight that they are aware of taking charge of their own learning. Moreover, the diverse responses of the barriers they face while acquiring new words give an idea that they are concern about their own learning problems. Therefore, learners should be more careful about learning new words and overcome the complication to be more proficient in English vocabulary.

6.5 Further studies:

The study has been conducted on the learners' perspective only. The future study could be on both teachers and learner' perspective. The study could be further extended what vocabulary-learning strategies and instructions do the teachers employ in the classrooms and how do they influence the learners. Moreover, classroom observation, lesson plans, interviews, and vocabulary tests can be included in the study.

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APENDIX-A

Questionnaire

Research Topic: Use of Vocabulary Learning Strategies and Common Difficulties in Vocabulary Learning

Responses of Bengali Medium Secondary Level EFL learners

This research attempts to explore the vocabulary learning strategies learners' use and difficulties in vocabulary acquisition that learners face while acquiring vocabulary.

Your participation is voluntary. It will be a huge help if you read all the questions carefully and provide your honest answers. The completion of the questionnaire is required. Therefore, you are not allowed to skip any of the following questions.

The questions are controlled with five different options (e.g. strongly disagree, Agree, neutral, and Disagree, strongly disagree). However, you have a liberty to answer the open-ended questions. Feel free to ask any question if you do not understand the instructions to your teacher or the researcher.

[P.S Researcher will not hamper your privacy or identity since the research does not need your personal information. Moreover, the questionnaire will not be used for any other purpose]

Regards,

Farah Deeba.

Instructions: Put a ☒ mark to answer the following questions according to your opinion.

1=strongly disagree

2=disagree

3=neutral

4=agree

5=strongly agree

No	Statements	Strongly Disagree	Disagree	Neutral	Asagree	Strongly agree
A. Cognitive strategies						
1	I try to create a wordlist to learn new words. (আমি নতুন শব্দশেখের জন্য শব্দতালিকা তৈরি করি)	1	2	3	4	5
2	I try to keep a vocabulary note-book with me to learn new words (নতুন শব্দশেখের জন্য আমি আমার সাথে ইংরেজি শব্দের নোটবুক রাখার চেষ্টা করি)	1	2	3	4	5
3	I practice the words that I have already learned (আমি ইতোমধ্যে যেসব শব্দ পড়ছি, তা পুনরাবৃত্তি করার চেষ্টা করি)	1	2	3	4	5
4	I take notes of unfamiliar words while listening to the lecture (লেকচার শোনার সময় আমি অপরিচিত শব্দগুলি নোট করি)	1	2	3	4	5

	B. Metacognitive strategies					
5	I evaluate y my word knowledge through participating in word tests (শব্দ					

10	I try to figure out my errors regarding vocabulary and learn from my errors (আমি আম র শব্দসংক্রান্ত ভুল বের কর র চেষ্টা করি এবং আম র ভুলগুলি থেকে শিখি চেষ্টা করি)	1	2	3	4	5
C. Memory strategies						
11	I try to make an association between the words that have similar sounds (আমি একই ধরণের বিভিন্ন শব্দের মধ্যে একটি যোগ্য র কর র চেষ্টা করি)[for example : cot,caught]	1	2	3	4	5
12	I try to make an association between the words that have similar spellings (আমি একই বানানে বিভিন্ন শব্দের মধ্যে একটি সংযোগ্য যোগ্য র কর র চেষ্টা করি)[For example: bank- river bank, bank- bank account]	1	2	3	4	5
13	I try to associate new words with my previous learning experience (আমি আম র আগের সাথে শব্দগুলির সাথে নতুন শব্দগুলিকে সংযুক্ত করার চেষ্টা করি)	1	2	3	4	5
14	I try to draw a mental image of the meaning of a word(আমি প্রায়শই একটি শব্দের অর্থ একটি মেন্টাল ইমেজ তৈরি চেষ্টা করি)	1	2	3	4	5
15	I try to study the synonyms and antonyms of a word (আমি একটি শব্দের সাথে এর সমরূপ এবং বিপরীত শব্দের সংযোগ্য কর র চেষ্টা করি)	1	2	3	4	5

16	I speak a word loud to remember that word (আমি একটি শব্দ মনে রাখার জন্য উচ্চস্বরে শব্দটি উচ্চারণ করি)	1	2	3	4	5

17 I memorize the word meanings (আমি

22	I use mono lingual dictionaries to find out the meaning of a word (আমি একটি শব্দ অর্থ খুঁজি। বের কর র জন্য বাংলা - বাংলা অভিধান ব্যবহার করি)	1	2	3	4	5
23	I try to use thesaurus to help myself finding out the proper contextual meaning of a word (আমি থিসারাস থেকে শব্দের অর্থ খুঁজি। বের কর র চেষ্টা করি)	1	2	3	4	5
E. Social strategies						
24	I ask the meaning of an unknown word to my teacher (আমি প্রায়শই আম র শিক্ষক কে নতুন শব্দের অর্থ জিজ্ঞাসা করি)	1	2	3	4	5
25	I ask the meaning of an unknown word to my friends/classmates (আমি প্রায়শই আম র বন্ধুদেরকে নতুন শব্দের অর্থ জিজ্ঞাসা করি)	1	2	3	4	5
26	I try to learn new words while communicating with the native speakers (আমি ইংরেজি নাটোভি ইস্পাকি রদরে সাথে যোগে যোগে কর র সম্মাননতুন শব্দ শিখিত। চেষ্টা করি)	1	2	3	4	5
27	I study in a group/ pair to learn new words (আমি নতুন শব্দ শিখিত। আম র ক্লাসমেটদের সাথে গ্রুপ এ পড় র চেষ্টা করি)	1	2	3	4	5

28	When interacting with teachers/students, regarding a new vocabulary item, I do not tend to get over-excited/I do not try to stress myself even when the experience becomes negative (অতি উত্তেজিত না হইয়াও ইংরেজি শব্দ শিক্কা / শব্দ শিখার সময় যখন কথা বলি, তখন আমি উত্তেজিত হইয়া উঠি না / আমি নিজের উপর চাপ দেওয়ার চেষ্টা করি না)	1	2	3	4	5
	F. Techniques for vocabulary acquisition					
29	I use flash cards to learn new words (আমি নতুন শব্দ শিখতে ফ্ল্যাশ কার্ড ব্যবহার করি)	1	2	3	4	5
30	I learn words through word grouping (আমি শব্দগুণে বিভাজন করে শব্দ শিখি)	1	2	3	4	5
31	I learn words with pictures (আমি ছবি দেখে শব্দ শিখি)	1	2	3	4	5
32	I record my pronounced words in a tape recorder to test whether I pronounce correctly or not (আমি রেকর্ডারে আমার উচ্চারণ শব্দ গুলো রেকর্ড করে রাখি এবং এইভাবে নিজের সঠিক উচ্চারণ পরীক্ষা করি)	1	2	3	4	5
33	I use my five senses to learn and remember new words (আমি নতুন শব্দ শিখতে এবং মনে রাখতে আমার পাঁচটি ইন্দ্রিয় ব্যবহার করি) [for example: sight, taste, touch, smell, sound]	1	2	3	4	5
34	I learn word through semantic mapping (আমি শব্দ শিখতে মস্তিষ্ক এর মাধ্যমে শব্দ	1	2	3	4	5

	শব্দের চেষ্টা করি)					
35	In addition to my textbooks, I often try to read other English books as well (আম র পঠ্যবইয়ের প শ প শ আম অন্বয় ইংরেজি বইও পড় র চেষ্টা করি)	1	2	3	4	5
36	I use new words in real life conversation (আম ব সত্র জি বনে কথপোকথনে ইংরেজি শব্দবস্তু র কর র চেষ্টা করি)	1	2	3	4	5
37	I revise and recheck the words that I learn (আম র সকল সবগু লো আম প্লয়ই পুনঃ পঠ কর র চেষ্টা করি)	1	2	3	4	5
38	I use keywords to learn new words ()	1	2	3	4	5
	G. Factors affecting vocabulary acquisition					
39	I study the sounds of vocabulary items (আম ইংরেজি ধ্বনি পড় র চেষ্টা করি)	1	2	3	4	5
40	I try to put an unknown word to different sentences to see how a particular word work on those sentences (আম একটি শব্দবস্তু নিম্ন কয় প্ল্যগো করে দেখি কভি বো এই শব্দট ব কয় লেখে কাজ করে)	1	2	3	4	5

APENDIX-B

Open-ended questions for students only. Please be honest to your answers.

a) What does it mean by knowing a word to you? " " ?

b) Why following vocabulary learning strategies is important to you? (?)

c) What problems do you face while learning English vocabulary?

(?)

