

**EXPLORING VOCABULARY LEARNING STRATEGIES
ADOPTED BY BANGLADESHI TERTIARY LEVEL
STUDENTS**

By

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A thesis submitted to the Department of English & Humanities in partial fulfillment of the requirements for the degree of
MA in English

Department of English & Humanities
Brac University
September 2021

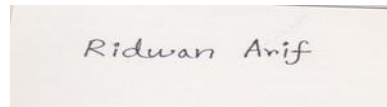
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It is hereby declared that

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2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Approval

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Ethics Statement

Ethical issues are considered before data collection procedures. In the beginning, the researcher has sent the participants a consent form before the day of the interview, so that the researcher can get their agreement through it. This form contains detailed information about the topic and interview process. It is also informed them that their response in the interview session would be recorded. After receiving their replies through email, the researcher has conducted interviews with them.

Abstract

Vocabulary is an essential element of language learning process and a very basic structure of language development. Students of Bangladesh use different strategies to learn new words. This study investigates which strategies tertiary students are following for vocabulary learning, what they are thinking about the strategies and what kind of challenges they are facing while vocabulary learning. The researcher of this study applied a qualitative multiple case study approach among five participants from five different universities in Bangladesh. The participants were invited to participate in one-to-one vocabulary learning sessions where the researcher showed them a list of vocabulary items. After looking at the list for 10 minutes, the participants were getting interval for 15 minutes. After the interval, they were asked to recall the vocabulary items and write them. All the participants were interviewed immediately after the writing activity. The findings of the study suggested that students were interested to use contextualisation, translation, and synonyms while remembering new words. They also mentioned that word related to academic study and social media were easier to remember. The participants believed that traditional dictionary has been replaced with digital online thesaurus which is very useful. However, poor internet connectivity does not allow them to utilise online thesaurus when they required. This study will help students to know about vocabulary learning strategies and teachers will know about the strategies students are following to remember new words.

Keywords: Vocabulary learning, tertiary level, ESOL/EFL/ESL.

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List of Acronyms

ESL	English as a Second Language
EFL	English as a Foreign Language
LPS	Lexical Processing Strategy
VLS	Vocabulary Learning Strategies

Chapter 1

Introduction

1.1 Background of the Study

Vocabulary can be defined as the words of a language, which may include single items and phrases or groups of several words that provoke a particular meaning (Alali & Schmitt, 2012).

Vocabulary acquisition is very necessary for language learners. Vocabulary is one of the essential elements of a language learning system. It is a very basic structure of language development and serves as the building block of language (Zhou & Nie, 2017). No acquisition will take place unless the acquisition of vocabulary is confirmed. According to Seifert (2016), if students can develop vocabulary learning skills, they will be able to upgrade their understanding of novels and academic books. Knowledge of vocabulary is also important in language development because students who develop a rich vocabulary, they become expert in word processing, express themselves better and can read more.

Learning vocabulary is a great challenge for second language learners because it has been recognised as a crucial element for language use on a broader level. When learners participate in language learning competitions, insufficient knowledge of vocabulary led them to failure. That is why second language learners need to be educated with different strategies of vocabulary learning (Asgari & Mustapha, 2010). According to Shen (2003) vocabulary is the most important element while learning a foreign language.

To consider an English native speakers' mental lexicon and its relation with an L2 targeted syllabus, knowledge of effective vocabulary in the classroom is most desirable. Wilkins (1972) quoted that, "while without grammar very little can be conveyed, without vocabulary nothing can

be conveyed" (pp. 111-112). Knowledge of vocabulary words is a piece of actual knowledge because this knowledge not only implies a definition but also implies how that word fits with the world (Stahl, 2005). Students may need a wide range of word-learning strategies in their academic life. To get perfection, they have to get the clear meaning of new words, rather than just understanding the dictionary meaning. The instruction of vocabulary can engage students in thinking about actual word meanings, the relationship among different words, and how can they use those words in a real-life situation. Atlan (2003) states that vocabulary learning strategies and language learning outcomes are directly connected. The more students are attached to strategies, the more successful they will become. Baskin, Iscan, Karagoz, and Birol (2017) explored the importance of vocabulary learning strategies in teaching Turkish as a second language. For ensuring vocabulary learning to take place effectively and to increase students' achievement, strategies can play a very crucial role.

According to Alqahtani (2015), vocabulary learning is the most important part of foreign language learning because the meaning of new words is getting more priority in books or the classroom. Limited vocabulary may prohibit successful communication and impact negatively among students. Schmitt (2000) explored that, "lexical knowledge is central to communicative competence and the acquisition of a second language" (p. 55). The relationship between vocabulary knowledge and language use is very deep. Nation (2001) told that knowledge of vocabulary enables language use, and language use increases vocabulary knowledge. Maximo (2008) also agreed that vocabulary acquisition is very necessary for second language learning and reflects a crucial role in the formation of complete speaking practices and written texts. Learners will not be able to apply language structures and functions that they need for successful comprehensible communication without an extensive vocabulary (Rivers & Nunan, 1991).

Huckin (2012) claimed that lack of knowledge in vocabulary is the main obstacle for second language learners. Students need enough stock of words to communicate with others or to express meaning or concept because they do not carry grammar books while traveling, rather they carry dictionaries (Alqahtani, 2015). Teachers need to be aware of the type of vocabulary, level of students and characteristics, and value of the techniques to present meaning or form of vocabulary items for students (Alqahtani, 2015). So, most of the researchers argued that vocabulary is one of the most important components in learning a foreign language.

Since 1970, scholars have started to devote themselves to the field of vocabulary acquisition (Zhou & Nie, 2017). English teachers use various strategies to teach vocabulary effectively. For instance, Zhou and Nie (2017) have discussed Cohen and Aphek's (1981) explanation that vocabulary learning can be classified into metacognitive strategies, cognitive strategies, and social or effective strategies. A study by Cojocnean (2015) explores vocabulary learning strategies used by EFL secondary level learners in Romania. The students follow social strategies of learning vocabulary that include discussion or interaction with friends and people in society. They have also followed determination, metacognitive, cognitive, and memory strategies of learning vocabulary (Cojocnean, 2015). Along with determination, metacognitive and cognitive strategies; many countries in the world have used several techniques. For example, in America, students use the LPS strategy and reading techniques which demonstrate the potential for vocabulary learning (Fraser, 1999). L2 learners use LPS strategies such as consulting and inferencing to increase their vocabulary knowledge (Fraser, 1999). Lawson and Hogben (1996) state that in Australian context, students give little attention to the physical or grammatical features of the words they learn, rather they use some form of repetition of new words and their meanings. In China, Ningjue (2011) collected data through questionnaires from students, wants

to show the difference between active and less active learners in terms of their vocabulary acquisition in different schools, colleges, and universities. The result shows that students employ the repetition process for memorising words and depend on their mother tongue while understanding new vocabulary items.

In India, students adopted memorisation strategy because it is credible based on the depth of processing hypothesis. Memorisation is very important for vocabulary learning because the effectiveness of word lists depends on whether the words are learned by special techniques of memorisation (Oxford & Crookall, 2009). It can work as a building block and play a significant role in language learning. Nemati (2009) claims that information is remembered through the nature of cognitive strategies that are waged to process the information. In the Bangladesh context, memorisation strategy is not so useful for the learners because it does not serve them properly with the correct words at the time of their needs (Arju, 2013). Arju (2013) added that understanding the useful vocabulary, arrange a suitable lesson plan to carry on classroom activities, and training the learners with helpful techniques are the important steps to engage the learners in successful communication. Afterwards, few students faced personal and financial barriers on the path of their language learning. That is why vocabulary learning is becoming a great challenge for them because they failed to collect enough materials for learning purposes in a language classroom.

1.2 Vocabulary Learning and other Skills

Vocabulary is very necessary for students because without sufficient knowledge about word structures and meanings, students cannot understand others or express their ideas in other skills, for example in reading, and writing. Reading tasks can be helpful for vocabulary acquisition. For instance, in Belgium, Lowyck, Sercu, and Elen (2013) aimed to focus on vocabulary learning

from reading tasks through assessing task complexity and sequence concerning the learner-related variables, as an example of self-efficacy beliefs and frequency of learning strategy uses. The task required participants to read a text, properly understanding the content of the text, and then answering questions according to the instruction (Lowyck, Sercu & Elen, 2013). The result from the observation shows that the vocabulary learning self-efficacy has better specificity and correspondence than task-efficacy because task efficacy tends to measure only general perception about learning skills, peer comparison, and expectation for success. To acquire new vocabulary, students may also need more training to understand the reading task (Elen, 2013).

Therefore, in New York, Byon's (2012) study revealed that for learning new vocabulary, written assignments are as useful as reading tasks. Also, journal writing assignment is beneficial to check students' vocabulary, help them to become confident, and care about their work. For observing the writing skills of students, they are instructed to submit three meta-assignments before they begin to start the main assignment. After submitting pre assignments, they are advised to begin their main activities (Byon, 2012). The findings of the study show that these assignments are useful to assess students' L2 vocabulary learning process. In addition, students can monitor, evaluate and strengthen their general skills of vocabulary acquisition. Writing skills also can help scholars to explore more about language learning.

1.3 Factors Related to the English Vocabulary Learning

There are some learning factors which influence learners to get involved in the language learning scenario. According to Yang (2017), vocabulary learning strategies and the factors behind the strategy are very important to acquire vocabulary. Yang (2017) collected data through interviews and wants to investigate these factors i.e.: social, economic, personal, environmental factors and their effect on vocabulary learning. After interviewing participants, findings show that students

mostly prefer determination and repetition strategy to acquire actual knowledge of vocabulary in their social and personal life.

According to Ellis's (2004) framework, three different factors have great affects on vocabulary learning- (a) Learners' difference factor, (b) Social and situational factor, and (c) Learners learning outcome. Learners' factors include belief, attitude, motivation, and language learning experience. Belief is one of the clear factors that affect vocabulary learning strategies (VLSs). An ethnic group in China believed that words should be studied regularly and put to practical use, which may employ a broader range of VLSs (Sixiang & Srikhao, 2009). Attitude creates a positive relation between learners and learners' VLSs. Wei (2007) founded that Chinese learner with a positive attitude towards vocabulary learning strategies can employ VLS positively than those with negative attitudes. Fu (2003) claimed that students' motivation is positively correlated with VLSs. In addition, EFL learners' VLS use is related to their previous language-learning experience (Siriwan, 2007).

Social and situational factors include the field of study, course type, class level, gender, language learning environment. The VLS use of different students' studying in a different field is different. As an example, science students mostly rely on visual coding than arts students (Gu, 2002). The course can be 'regular' or 'part-time' based on the level of the institution. Siriwan (2007) reported that students of regular academic programs have a better ability to use VLS than students of part-time programs. Undoubtedly, second-year students can analyze affixes and roots to understand the meaning of the words than first-year students (Mongkol, 2008). Catalan's (2003) findings explored that performance of male and female students are different in terms of VLSs employing. However, the surroundings of language learning is very important because the role of researchers, peers, and classroom environments affect ESL students of Malaysia (Kameli

et al, 2012). Learning outcomes include- language achievement, proficiency, and knowledge. High score achieving learners are the greater user of VLS than lower-achieving learners (Gidey, 2008). Students having higher language proficiency can have the opportunity to make higher use of VLSs than those who have lower proficiency (Loucky, 2003). At last, Tilfarlioglu and Bozgeyik's (2012) findings show that the size of the vocabulary is positively correlated with students' use of VLSs. So, we realised that these factors can play a crucial role to foster vocabulary learning strategies in language classrooms.

1.4 Vocabulary Learning for Students and Teachers

According to Ullah (2015) English teachers of Bangladesh prefer traditional pedagogy because it emphasizes the acquisition of vocabulary and grammar rather than communicative competence. In the Bangladeshi teaching environment, communicative competence does not meet the requirements of English learning. That is why the Education Ministry of Bangladesh made a revolutionary change in the English language teaching paradigm in the late 1990s, that is- introducing a new approach to English teaching generally known as Communicative Language Teaching (Ullah, 2015). According to Nuby, Rashid, Rahman, Hasan (2020) CLT is an approach that gives importance to communicative competence and acquiring integrated language skills for vocabulary learning. Students can get benefitted through CLT in many ways- assimilation of meaning, linguistic forms, and functions are emphasised. The learner has the opportunity to involve in the pragmatic, functional, and authentic use of language. Learners' fluency, and accuracy assessment is conducted in a structured way, classroom teaching focuses on working in pairs or groups.

However; Nuby, Rashid, Rahman, Hasan (2020) pointed out some restrictions of CLT implementation in Bangladesh. In a classroom situation, target language using is mandatory for

learners. It is also expected that teachers would inspire students to speak in English in the classroom to develop their speaking skills. Sadly, the findings of Nuby et. al. (2020) state that teachers are using native language in all types of classroom activities and communications. Also, the teacher's ability to speak English has not reached a satisfactory level. They are using some common or popular words like 'yes', 'no', 'very good' (Nuby et. al., 2020). The findings of Nuby et. al.'s (2020) study is also revealed that students hardly use English in the classroom situation. Students are interested to use English only when they are answering questions of any lesson which is based on memorisation ability. Therefore, in the classroom context, it is noticed that only a few segments of the book are reading out and the communicative part such as group works, pair works are being ignored. Teachers also performing reading and speaking activities only from the textbook and avoid dialogues, integral parts, conceptual exercises. As a result, students are losing their interests to develop communicative performance (Nuby et. al., 2020).

Miraj, Anis, Hasan, Shamem, Monir (2015) claimed that vocabulary works as a primary unit to create a fully structured sentence. In Bangladesh, students and teachers of higher secondary schools mostly prefer English vocabulary. That is why it got tremendous importance in the Bangladeshi context. However, the examination system of Bangladesh is fully based on writing skills, that is why students mostly use English vocabulary for formal contexts. They are not totally using it for reading and speaking. Generally, students intended to memorise the various grammatical structure and word meanings without any context. As a result, they failed to get enough proficiency in that language even after completing graduation from reputed universities. Miraj et. al. (2015) state that communicative language teaching has been explored in 1990 to develop learners' communicative skills, most of the students in Bangladesh cannot communicate in English even after passing the H.S.C. exam. Unexpectedly, more than 50% of students failed

in English in the university admission tests (Miraj et. al., 2015). Findings of the study state that, the reason behind the failure of CLT is- teachers and students are not motivated for actual learning or show a negative attitude towards the method of teaching and learning vocabulary. As providing solutions, Miraj et. al. (2015) suggested that teachers have to be well prepared before conducting the class and institutions have to supply appropriate teaching aids, i.e., word lists, flashcards for vocabulary teaching and learning. The examination system of Bangladesh should evaluate student's ability in vocabulary writing and the study environment must be in favor of CLT. Creating motivation among teachers and students is the most effective way for the implementation of successful vocabulary learning.

These current studies on vocabulary learning strategies show how students acquire vocabulary using various techniques and methods. The authors mostly focus on the primary and secondary level students' preferable vocabulary learning strategies. The authors also discuss other skills and factors related to vocabulary learning. However, the literature has a gap of knowledge on how if tertiary level students learn different words for various purposes. That is the reason why this study aims at exploring why the students are not able to get enough proficiency in English vocabulary learning at the advanced level.

1.5 Statement of the Problem

Vocabulary learning is very important for the students because the meaning of new words are often emphasized in English language classrooms (Alqahtan, 2004) and helps them to learn the target language. Students of different countries are applying different strategies to learn vocabulary because without achieving these skills, they will not be able to become proficient in English. In this regard, Dreher and Gray (2009) mention that students can use the compare-contrast texts method to activate and enhance background knowledge and expand their

vocabulary knowledge. Pourkalthor and Tavakoli (2017) claim that the rhyming strategy puts the learners in a motivating learning environment and encourages them to interact with teachers and other classmates. Chang (2016) states that role play game-based learning can help learners to learn real-life-related vocabulary. Through journal writing assignments students can monitor, evaluate, and be aware of their skills of vocabulary learning (Byon, 2012). In addition, Lowyck, Sercu, and Elen (2013) state that reading and completing tasks enables learners to read a text, properly understanding the context of the text, and answers questions correctly. Also, technology is playing an important role in English vocabulary learning. For example, Huang and Wu (2017) have discussed how mobile game-based techniques can boost vocabulary learning. In this regard, Franciosi (2017) claims that computer game-based vocabulary learning is important to increase vocabulary transferability. These strategies are the most widely used approaches around the world in Taiwan, Florida, New York, Belgium, Japan, Chicago, China, Chile, Romania, Pakistan, Saudi-Arabia, London, and Sweden.

However, English vocabulary learning scenario is different in every country where English is used as a second language. In this regard, Afzal (2019) argues that Arab students who have low vocabulary knowledge, show weak academic performance in different courses related to linguistics, literature, translation, pronunciation, and language skills at the tertiary level of education. In another study, Al-Seghayer (2015) states that teachers in Saudi Arabia follow traditional methods for teaching English vocabulary and use students' mother tongue more than the target language to deliver lessons which decreases students' performance. Rohmatillah (2017) argues that Indonesian students still face difficulties in vocabulary learning in terms of pronunciation, spelling, and grammatical forms being used in writing. In addition, students are struggling hard to find the actual expression of the idiomatic word, to choose the appropriate

meaning of the word, and to use the word based on the context (Rohmatillah, 2017). According to Johnson (2015) students of 3rd and 4th grade at a Christian school in Honduras are not performing well in language competition. Lack of knowledge in vocabulary reduces students' understanding of what they read and write in their courses which is a result of both teachers and students using the old traditional method for vocabulary learning (Johnson, 2015). These situations in ESOL countries show the problems of vocabulary learning related knowledge.

In Bangladesh scenario, Siddiqua (2016) investigates that student shows positive attitude towards vocabulary acquisition because knowledge of vocabulary is crucial for achieving target language competence. Another study by Opel, Ameer and Aboud (2009) state that vocabulary skills can be developed through dialogic reading. However, students are not following advanced techniques and strategies, rather they are following the traditional method of vocabulary learning (Nuby et al., 2020). Students of the rural areas face lots of difficulties regarding vocabulary and teachers are not getting sufficient feedbacks from the students in classrooms. As a result, students are lagging behind in the long run. In the case of Bangladesh, limited studies have been conducted on the strategies students are applying for vocabulary learning. Therefore, there remains a significant gap in the literature regarding studies on which strategies students are following for vocabulary learning. That is why this study attempts to explore vocabulary learning strategies Bangladeshi students adopted in tertiary level of education and their perception about the strategies. In addition, this study also identifies the challenges faced by the students while implementing these vocabulary learning strategies in language context. The findings of the study will help English teachers of Bangladesh to know which strategies students are using in case of learning new vocabulary. The teachers may use those strategies of vocabulary teaching in their classrooms.

1.6 Central Research Objective

The study aims to explore Bangladeshi university students' preferable techniques to learn new vocabulary items for getting better proficiency in the English language learning scenario.

1.7 Research Questions

The following research questions have been formulated to achieve the purpose of the research. The researcher has divided the central research objective into the following research questions (RQs):

RQ.1. (a) Which strategy do the students mostly prefer for learning new vocabulary items?

(b) What do they think about their preferred vocabulary learning strategies?

RQ.2. What kind of challenges do they face while applying the strategies of vocabulary learning?

1.8 Scope of the Study

This qualitative study explores which strategies Bangladeshi university students are using for learning new words and how do they show their attitudes towards those strategies. There has been limited research done on strategies of vocabulary learning which is why the current study wants to explore that. The study is set for undergraduate private university students in Bangladesh. The researcher has chosen university students because they have already learned vocabulary in their schools & colleges and encountered more challenges in this section than other learners. That is why they are experienced in applying various strategies of vocabulary learning at that stage. Most of the participants are from private universities because they are struggling more to learn new words for their assignments, quizzes, presentations and other academic works. Though the study is designed for university students but the scope is broader so that the research design can be used for students of different proficiency levels.

1.9 Limitations of the Study

There are some limitations while conducting the interview for this study that the researcher tried his best to address. As the author has mentioned that this study used zoom sessions for implementing interview protocol that is why the participants were instructed to turn on the camera during the interview session, but few participants are hesitated to turn on the video in front of the researcher. So, the researcher faced difficulties to observe properly or to identify the strategies they have followed to remember the words provided by the researcher. For one or two participants, the researcher requested to turn on the camera during the interview session. As a result, they got bothered and responded to interview questions in a hurry so that they can quickly leave. Also, one participant could not attend the interview on scheduled time because of personal problems. So, the researcher made another schedule for those absent participant and that create a hassle by wasting the time.

Though there was a scribbling session after showing the word list to the participants, but it did not ensure that they are actually learning new words. Since students had the freedom to pick up any word to remember from the list, they were writing only the easy words in their notebooks.

1.10 Significance of the Study

To the best of the researcher's knowledge, very limited research has been conducted in Bangladesh to explore university students' ability to apply modern strategies for new vocabulary learning. This study filled the gap by analysing the techniques they are following to learn new words, their attitudes towards the strategy, and figuring out how they can improve their knowledge of vocabulary by overcoming the challenges through using advanced strategies.

In this study, the researcher mainly focused on the various kinds of technology, strategies, or criteria students are preferring for new vocabulary learning. In addition, the researcher also asked about students' educational background, medium of instruction, and English language learning experience. Most of the previous studies were set on primary school student's vocabulary learning capacity in a language classroom. That is why this study aims to find out how university students responded to input, process, and outcome models by Huang and Wu (2017) and Existing common vocabulary learning strategies: a dynamic classification of the vocabulary learning by Oxford and Crookall (2009) at different language learning environment in Bangladesh. The study finds out that vocabulary learning through contextualisation is mostly preferable by the students. After that, the students prefer translation, synonyms, repetition and social media. This study thus discussed pros and cons of each strategy by evaluating different opinions of the participants. Based on the findings, the study figures out scope, advantages and limitations for modern technologies of language learning. Not only that, the study also talked about different challenges students faced while learning a new word in Bangladesh scenario. Therefore, all the participants of the study are university students, this study will be beneficial for them as well as other language learners who are interested to use different procedures for vocabulary learning. The results of the study motivated students and provided a guideline for them on applying advanced vocabulary learning techniques. As a result, they will become motivated in future to develop language skill in a broader level.

Finally, the research proposes that this conceptual model proposed by the researcher can be used as a qualitative research approach in the field of education. This experimentation can be further explored in future studies by other researchers.

1.11 Definition of Key Terms

LPS strategy: Lexical Processing Strategy is mostly used as a tool for acquiring vocabulary in America. Looking up unfamiliar words and finding their meanings are common lexical processing strategy using by the students. It provides comprehension and retention of words' meanings while reading English academic textbooks (Sadri & Tahririan, 2013). According to Fraser (1999), the LPS strategy is applied by second language learners when they get introduced to unfamiliar vocabulary while reading a language item. In this study, LPS strategy refers to consulting and inferencing to increase vocabulary related knowledge (Fraser, 1999).

RPG strategy: Role Play Game-based vocabulary learning is used by kinesthetic learners. It is usually an unrehearsed and unprepared problem-solving strategy where a group of members assumes specific roles in a context, but the context is non-threatening. The duration of role-play game strategy is very short. It provides students a chance to act out, rather than talk about ("Role-Plays, Games", n.d.). It offers the student an exciting way to perform language roles and motivate students to apply vocabulary learning strategies appropriately in simulated authentic situations (Alabsi, 2016). In this study, Role-play game means which needs no extra materials, devices, or applications to install for vocabulary learning. So, students can learn very smoothly without any obstruction from their real-life experience.

ESP: A term to describe English language learning for Specific Purposes. ESP has many sub-categories in which a scholar can conduct research. As like- English for doctors, English for nurses, English for engineers, English for bloggers, English for bankers, English for government officers, English for school teachers, English for university teachers, English for vocabulary learners, etc. and so on (Byon, 2012). In this study, ESP means specific English terms or strategies which are used for English vocabulary learning by specific learners.

Self-efficacy: Self-efficacy is a person's belief in their potentiality to become succeed in a specific situation (Cherry, 2020). It refers to a separate individual's belief about his/her capacity to execute behaviors which is necessary to produce specific performance attainments. According to Carey (2009), self-efficacy reflects confidence for gaining the ability to control one's motivation, behavior, and social environment. Unlike traditional psychological constructs, self-efficacy beliefs are depending on the functional domain and circumstances of surrounding behaviors. In this study, self-efficacy refers to better specificity and correspondence in language learning because it tends to measure more specific perceptions about skills, peer comparison, and expectations for success.

VLSs: Vocabulary learning strategies are steps taken by the students to acquire knowledge about new English words. There are wide range of vocabulary learning strategies around the world analysed by different researchers. Schmitt (1997) divided learning strategies into two main groups- Discovery strategies and Consolidation strategies. He also categorized vocabulary learning strategies into five sub-categories- determination strategies, social strategies, memory strategies, cognitive strategies, and meta-cognitive strategies (Schmitt, 1997). In this study, different vocabulary learning strategies are discussed in the literature review section, as like mobile/computer game-based strategy, reading and writing strategy, role play and rhyming strategy, etc. The research wants to explore university students' preferable strategies for vocabulary learning in the Bangladeshi context.

Chapter 2

Review of Relevant Literature and Theories

2.1 Introduction

The focus of this study is to find out whether strategies are important to foster vocabulary acquisition. This section thus discusses relevant theories and scholarly works related to vocabulary learning strategies. This chapter also aims at locating the gap in the literature in terms of vocabulary learning. This chapter is divided into five parts and each part will focus on the gap as well as the research questions.

The research questions have been divided into Central Research Question (CRQ) and Research Questions (RQs). The Central Research Question talks about preferable techniques acquired by tertiary level students for learning new vocabulary items. The first research question discusses strategies used by the students for vocabulary learning (RQ1a) and what do they think while using the strategies (RQ1b). Bangladeshi students are applying numerous strategies for learning new words i.e., determination, cognitive, meta-cognitive, social strategies etc. Among all these, students prefer the easiest strategy based on their proficiency levels for remembering words. The second research question talks about what challenges students are facing while applying techniques in new word learning (RQ2). Learning new words are always necessary for improving other skills, i.e., speaking and writing. We always need to know the synonyms/antonyms of words as well as their correct grammatical forms and sometimes it becomes more challenging for students. So, there is no way to underestimate the importance of vocabulary learning. The following parts will be discussed in the whole literature review section:

Part 1: Importance of vocabulary learning discusses the necessity of learning new words in the language classroom and other context.

Part 2: Different vocabulary learning techniques and challenges around the world briefly talks about different strategies followed by different scholars, students and institutions and challenges faced by the learners around the world.

Part 3: Different theoretical model of vocabulary learning explains various theories related to vocabulary learning used by scholars.

Part 4: Bangladeshi perspective talks about promoting vocabulary learning in Bangladesh. This section also describes challenges faced by the learners to learn new vocabulary.

Part 5: The last part describes conceptual framework adapted from the input-process-outcome model of learning by Huang and Wu (2017) and consolidating dimensions and dynamics of vocabulary learning framework by Oxford and Crookall (2009).

Part 1: Importance of Vocabulary Learning in Classroom and other Contexts

Some language learners underestimate the importance of vocabulary learning, but it is very important for learners if they want to promote vocabulary learning and improve their knowledge of words (Littrell, 2021). Vocabulary is not just a word; it is more than random words including phrases or chunks of several words. The knowledge of these words helps us to express ourselves better as well as to understand others.

2.2 Importance of New Vocabulary Learning

Vocabulary learning is very necessary for beginners who have just begun their academic studies (Hasnat, 2017). If they do not acquire rules of new vocabulary at the primary level,

it will be very hard for them to learn a language in future. According to Seifert (2016), if students can improve their vocabulary learning skills, they will be able to improve their understanding of novels and textbooks. Knowledge of words is very necessary in language development because students who develop a rich vocabulary, they become expert in word processing, express themselves better and can read more. Vocabulary rules teach us to put the correct word in the correct form, which helps to be a good communicator. When students get richer knowledge about words and meanings, they can use a formal tone in writing, which make them more successful in academic and corporate life.

In addition, there are various strategies for vocabulary learning. Students' academic and professional success is depended on developing their word stocks and applying them in a proper language learning environment (Syensson, 2017). A study by Cojocnean (2015) identifies vocabulary learning strategies used by EFL learners in Romania. The students prefer social strategies of learning vocabulary that include discussion or interaction with friends and people in society. They have also followed dictionary, understanding the words from the context, prefixes or suffixes, parts of speech, repetition and memory strategies of learning vocabulary (Cojocnean, 2015). Sometimes students do not get enough opportunity to learn new words at their early stage of education. They face many difficulties which create a barrier to attain the goals. In that case, they can learn vocabulary at college or university or after completing graduation. According to Syensson (2017), knowledge of vocabulary is very important for students of higher secondary proficiency levels. There are many strategies based on the environment and context. Syensson (2017) collected the data through the mixed method to figure out preferable strategies used by students. The results show that students are not intended to rely on any strategies, rather they believed that

dictionaries gave them more benefit in the advanced level of study. They do not want to fall behind from the modern world that is why they are willing to learn vocabulary in a naturalistic way (Cojocnean, 2015).

Part 2: Different Vocabulary Learning Techniques and Challenges around the World

Learning new vocabulary helps students to understand and communicate naturally with others in English. There are many strategies for vocabulary learning around the world. Students follow different strategies for vocabulary according to their proficiency level. Some of the strategies are as below:

2.2.1 Vocabulary Learning Techniques:

Huang and Wu (2017) claim that learning a new language is always hard and stressful. People always want to use an easy method to learn new languages. Huang and Wu (2017) implemented the "input-process-outcome game model" by Garris, Ahlers, and Driksell (2002) among Taiwan first-year students (as cited in Huang & Wu, 2017, p. 9). The authors divided the participants into three groups-T, G, R. and used the "input-process-outcome game model" implemented by Garris, Ahlers, and Driksell (2002). In the input section, students get a list of words from their teachers. In the process section, they are memorising the words and in the outcome section, they are giving feedback. The findings show that their motivation and interest in learning have increased. Another scholar Xu (2011) aims to show Chinese students' attitudes towards vocabulary learning at the tertiary level in his quantitative study. The result shows that among the metacognitive strategy of vocabulary learning, students prefer to apply memorisation more frequently than other strategies. They have successfully enhanced their 'competitive and comparative mentality' (Xu, 2011), as

well as their satisfaction and positive attitudes developed through memorisation (Huang & Wu, 2017).

On the other hand, Chen and Lee (2018) state that in Chinese context, free computer apps are used for vocabulary learning to increase students' motivation. Scholars have used an educational game to enhance children's knowledge of English vocabulary. The game is run by an application-driven model consisting of application scenarios, subject learning, and learning regulation. In this study, two different learning systems, i.e., the 'My-Pet-Shop' system and a quiz game are introduced to check their influence on learning. The findings show that the application-driven model increases students' motivation, performance and self-regulation in vocabulary learning. In this regard, Huang and Huang (2015) state that to improve students' motivation and achievement in vocabulary learning, mobile technology plays a very important role. It can help students by providing a guideline to learn vocabulary anytime, anywhere. A Pre-test, a post-test, and a delayed-test were conducted to check students' vocabulary learning capacity which shows that handheld sensor-based mobile game is not helpful for low-achieving students but effective in generating students' motivation for learning. In another study, Jafari (2017) discusses two types of vocabulary tests namely, general vocabulary test and course-related vocabulary test. Data collected through a questionnaire survey from Pakistani students emphasise the self-initiative strategy of learning vocabulary in day-to-day life. It is also observed that course-related vocabulary learning includes a dictionary for comprehension, association and imagery and many other strategies (Jafari, 2017). Students who are experts in both general and course-related vocabulary can combine various strategies which enables them to increase their

proficiency level. Students may not be experts in both general and course-related tests together, as a result, they may lose confidence to learn vocabulary in the long run.

As a solution, computer game-based vocabulary learning is very effective than other learning strategies. Though it is more technical but easy and less stressful. A study by Franciosi (2017) examines the effectiveness of computer game-based approaches in foreign language learning. The first study compares the outcome of two groups, one participated in computer game-based learning and the others are not. The second study compares the amount of game-based instruction uses in a writing task. The result from both of the studies indicates that computer games can increase vocabulary transferability in second language learning (Franciosi, 2017).

Therefore, when the mobile game, computer game or application-driven model doesn't work for students, there is another alternative technique, that is word game. Goldstein and Randolph (2017) want to promote word games to teach vocabulary in learning centers. Word knowledge boosts up new vocabulary learning and enhances comprehension (Goldstein & Randolph, 2017). The teacher reading aloud the words as well as showing students the practical examples. Through this way, word game technique increases supplement and extends vocabulary acquisition. A case study by Solberg (2012) to judge vocabulary acquisition strategies in the adult multilingual classrooms where students are using word game strategy. Data is collected from teachers and students through interviews and the result shows that students are using dictionaries, flashcards, wordlists, word games, guessing few similar words from another language or synonyms to remember words.

Therefore, Byon (2012) claims that journal writing assignments are as useful as word games for learning new vocabulary. Also, journal assignment is useful to check students'

vocabulary errors, help them to become confident, and care about their work. Students are instructed to submit three meta-assignments before they begin the main assignment. After submitting pre assignments, they are advised to begin their main activities (Byon, 2012). The findings from the study show that these assignments are useful to assess students' L2 vocabulary learning process. In addition, students can monitor, evaluate and be aware of their general skills of language learning. In addition to writing assignments, reading tasks can be helpful for vocabulary acquisition. For instance, Lowyck, Sercu and Elen (2013) aim to focus on vocabulary learning from reading tasks through assessing task complexity and sequence concerning the learner related variables, as an example of self-efficacy believes and frequency using of learning strategies. The task required participants to read a text, properly understanding the content of the text, and answer questions correctly (Lowyck, Sercu & Elen, 2013). The result from the observation shows that the vocabulary learning self-efficacy has better specificity and correspondence than task-efficacy because task efficacy tends to measure more general perception about skills, peer comparison, and expectation for success, but self-efficacy is way more specific. To acquire new vocabulary, students may also need more training to understand the reading task (Elen, 2013). Dreher and Gray (2009) state that students can apply the compare-contrast texts method to activate and enhance background knowledge and expand their vocabulary learning in addition to reading tasks. Pourkalhor and Tavakoli (2017) claim that the rhyming strategy put the learners in a motivating learning environment and encourage them to interact with teachers and other classmates. Most of the students are interested in singing songs, reciting poems, epics etc. in the classroom and they are learning difficult words through playing rhythmic sounds. Songs and poems can be taught easily to the students of different proficiency levels

and even teachers can also use them effectively (Pourkalhor & Tavakoli, 2017) and it can also be used in the scenario of different schools and colleges. Another study by Altalhab (2014) talks about strategies of vocabulary learning in an EFL context in Saudi Arabia. Data collected through questionnaires and semi-structured interviews from the students shows that they feel more comfortable and competent while learning vocabulary through reading tasks (Altalhab, 2014).

After all, though reading-writing tasks and the compare-contrast method provide benefits for students, students may not cope-up with these techniques in their lifestyle. Students become depressed when they cannot combine all the reading and writing materials. To reduce the depression and pressure, uplift the effectiveness of lessons, to learn new vocabulary and increase memorisation power and vocabulary transferability; Wei, Kao, Lu and Liu (2018) want to promote self-regulation strategy with personalised assistance. The study uses a two-way ANOVA design and shows that competitive gaming scenarios combined with personalised assistance and self-regulation are successful to reduce anxiety and enhance learning effectiveness. Few scholars- Araya, Pena, Rodriguez, Spate & Vergara (2013) investigates first-year students' vocabulary knowledge and identifies their use of learning strategies in their quantitative study. Findings show that students use meta-cognitive strategies for vocabulary learning. The recommendation of this study also argues that self-regulation enhances student's use of vocabulary learning and enhance motivation (Araya, Pena, Rodriguez, Spate & Vergara, 2013). Sometimes students are not motivated enough to promote self-regulation in their academic life. Often computer, mobile games do not work for kinesthetic learners, in that case, students and teachers can promote role-play game based English vocabulary acquisition framework in their classroom. Chang (2016)

states that if students can incorporate RPG (Role-play) into ESP, it will be very helpful for them to increase language proficiency. In Chang (2016)'s study, three-level of vocabulary sets- semantic sets, communicative sets and situational sets are used to measure students' ESP vocabulary level. One of the most popular English language games 'ChefVille' is used so that learners will be able to learn real-life related vocabulary from this game. Findings reveal that role-play game is beneficial for most of the students because it needs no extra materials, no hardware devices or applications to install for vocabulary learning. So, students can learn very smoothly without any obstruction from their real-life experience.

In another study, Ningjue (2011) collected data through a questionnaire survey from students, want to show the difference between effective and less effective learners in terms of their vocabulary acquisition in the different educational institutions. The result shows that students employ the repetition process for remembering words and heavily depends on their mother tongue while understanding the new vocabulary items. If the language items are very hard, they also use the translation strategy to remember the words through their native language. Yunhao (2011) aims to identify the most frequently used and least frequently used strategies among good and poor Chinese learners in his study. The quantitative method is applied for data collection and findings show that both good and poor learners use the pocket dictionary to check new word meanings immediately. They mainly used English to English dictionaries to check the meaning of the words they do not know. Therefore, geographical, economic and social factors control vocabulary learning and these factors are varied time to time, place to place. According to Yang (2017), vocabulary learning strategies and the factors behind the strategy are very important to acquire vocabulary. Yang (2017) collected data through interviews and wants to investigate

these factors i.e.: social, economic, personal and their effect on vocabulary learning strategies. After interviewing participants, results show that students mostly using dictionaries and repetition process to acquire actual knowledge of vocabulary in their social and personal life. Afterwards, few students face personal and financial barriers on the way of their language learning. Vocabulary learning has become a great challenge for them because they failed to manage enough materials for language learning.

2.2.2 Challenges of Vocabulary Learning

There are many challenges for a student to understand the meaning of new words, for example, personal, financial, social, academic and many others (Seifert, 2016). If students can overcome these barriers, they will be able to acquire knowledge successfully in the long run. However, sometimes they have failed to struggle or to cope-up with these challenges. In that case, they badly need supports from their parents, school teachers, instructors or language experts.

2.2.2.1 Scenarios of Different Schools and Colleges in the World

Students of different countries are following many strategies, as like- computer games, mobile games, word games, reading or writing tasks, rhyming strategy, determination strategy, cognitive, meta-cognitive strategy etc. Advanced technological materials are not easily available in every institution yet. Most of the university students are not economically strong to manage laptops, desktops and smartphones. Their mental conditions are not always steady at all because of many social and personal factors. That is why students do not get enough opportunities to apply advanced technology for vocabulary learning. From the discussion of the literature review, the fact is clear that,

technology is very important to boost the learning process (Hasnat, 2017). If students cannot apply modern technologies for vocabulary learning, they will not be interested to acquire new knowledges. In that case, they will lose motivation to learn new words in the future. To uplift their motivation, local government officials can support them by taking several steps. Also, teachers can play a crucial role by applying various theoretical models to increase motivation and competence (Atique, 2016). Barrios (2016) explores the effects of vocabulary learning strategies on lexical competence. The findings of his study show that students are following few steps to learn new words: a) writing word meanings in a notebook, b) practising exercises from the course materials, c) reviewing the meaning of the new words, and d) randomly doing exercises from websites. According to Barrios (2016), these techniques will help students to improve their attitude towards vocabulary learning. Kassem (2021) explored the impact of EFL freshman's attitude, achievement, and retention on vocabulary learning strategies. Data were collected from 62 Saudi students and they are divided into the experimental and control group. The finding shows that the experimental group performed better than the control group because experimental group are actively involved in the learning process which gave them better retention of language learning outcomes.

Part 3: Different Theoretical Models of Vocabulary Learning

There are several vocabulary learning strategies around the world followed by different groups of students in different institutions for improving achievement and retention. Mainly the strategies are guided through various theoretical models and used by different scholars. A few of the models are discussed below:

2.3 Contextual and Consolidating: A 2C Model

A 2C model- Contextual and Consolidating is one of the most creative models among other theoretical models. It is used when several mistakes are found in journals or articles. It is very important for restoring the words for long-term memory. With this regard, Oxford and Crookall's (2009) uses contextual and consolidating (2C) dimensions of learning strategies. To describe the contextual dimension, Shen (2012) states that learners get total benefit from native-like contexts, because they can express themselves better through a native language rather than a foreign language. It can help learners and teachers to develop a schematic knowledge to improve the input and output of L2 vocabulary. For lexical input and output, scholars intended to use contextual strategies. Consolidating strategies are used to find alternative words when necessary. Consolidating dimensions and dynamics are divided into few parts- a) using a word list, gloss, or traditional use of the dictionary. According to Oxford and Crookall (2009) words can be presented without any context but through a simple translation in L1 or L2. Also, words can be presented with a normal explanation, with a simple phrase for the learners. Some words can be directly extracted from the written text, which are meaningful based on the context. Another part is b) memorisation, it is very important for vocabulary learning, because the effectiveness of word lists depends on whether the words are learned by special techniques of memorisation (Oxford and Crookall's, 2009). If the words are remembered perfectly, it can off-the-rack blocks and play a significant role in language learning.

2.4 Learners' Vocabulary Learning Process: A 5R Model

The dimension and dynamics of a 5R model are proposed by Brown and Payne in 2012. This is a five-step model for vocabulary learning which includes: encountering new words,

getting the word form, getting a clear image, learning the meaning of the words, and using the words. Encountering new words means having proper knowledges about parts of speech, parts of the sentences, predicates and other grammatical features. To get the form of the word, using a dictionary along with the repetition of speaking and writing are very important. After getting the word form, picturing or monolingual dictionaries can help students to get the meaning. Then students can use the words with all their possible collocations. Judging these all steps, vocabulary learning strategies can be divided into-receiving, recognising, retaining, retrieving, and recycling: a 5R model. In this model, techniques are applied differently through steps to steps.

2.5 Coordinating (2C-5R) Model of Vocabulary Learning

2C- contextual and consolidating model of vocabulary learning and 5R: receiving, recognising, retaining, retrieving, and recycling can be combined and make the reciprocal coordinate model (Hatch & Brown, 2012).

2.6 Vocabulary Learning Strategy Instruction Model

In order to apply the 5R- receiving, recognising, retaining, retrieving, and recycling in theoretical language learning, the learner needs some instructions. The explicit strategy instruction model is prepared by O'Malley and Chamot in 2011. This model is based on the following five steps: preparation, presentation, practice, evaluation, and expansion. Preparation means the prior knowledge of the students related to specific learning strategies. In the presentation, a new language strategy is presented and demonstrated. Then the presented strategy is practiced by using the classroom materials. After practising and presenting, the evaluation process is going on to check how well the strategy is helping the

students. At last, in expansion, students intended to apply the new language learning strategy in the new tasks.

2.7 Four Keystones Model

Skehan (2007) has developed a cognitive learning model standing on four keystones which promotes individual differences and help students to apply language learning strategy. The four basic individual differences are- modality preferences, FL aptitude, learning style, and learning strategies. Explaining Skehan's (2007) four keystone model as- Modality preference describes input channels that better represent visual, auditory and kinesthetic performance of a student (Yaacob, Shapii, and Alobaisy 2019). Foreign language aptitude is defined by phonetic coding skills, capacity to generalise linguistic skills and infer rules of language, storing of information retrieval. Learning style can be described as the intention to process information. Every individual considers the learning situation as a whole or analysable into parts. They can present information visually, namely, pictures, colours or they can present through any written medium or orally. According to Shekan (2007), modality preference and foreign language aptitude are very complex as it is very hard to change, but learning styles and learning strategies are more flexible and manageable.

Part 4: Bangladeshi Perspective

In Bangladesh, education policies and learning styles are not as up to the mark to reach the expectation (Jahan, 2011). Students of rural areas face lots of difficulties regarding vocabulary learning. Teachers are not getting enough responses from the students so that they can help them to improve their knowledge of English vocabulary. That is why both teachers and students are struggling hard to overcome these barriers in Bangladesh.

2.8 Promoting Vocabulary Learning in Bangladesh

The education ministry of Bangladesh can supply computers, smartphones, tablets and necessary materials for free so that students can use them for vocabulary learning. The different governmental agencies can arrange training programs on learning new words by using modern technologies in Bangladesh (Hasnat, 2012). The main objective of learning vocabulary is to fulfil word requirements for successful social communication and observation (Arju, 2011). Though practising vocabulary is a complex task in most of the cases because in real life, learners could rarely use any words that they have been taught as a vocabulary item in the language classroom. Real-life vocabulary learning includes students' apprehension power and use of actual words which are very important to improve language proficiency. Siddiqua (2016) in her study investigates the attitude of learners towards the target language because knowledge of new words is crucial for achieving target language competence. Another study by Opel, Ameer and Aboud (2009) state that vocabulary skills can be developed through dialogic reading. Dialogic reading is a form of shared reading of a storybook where the adult reader engages the children with a verbal dialogue about the story as it is being read in the classroom (Opel, Ameer & Aboud, 2009). Every educational institution can promote dialogic reading so that students get the opportunity to encounter with new words. Government as well as many self-organisations can help language learners for acquiring this skill. If the government are not providing enough supports for students, in that case, course teachers or academic instructors can help students to move further. After all, students can also learn by their own in case of unavailability of materials and lack of supports.

The existing scholarly literature on vocabulary learning explores different strategies followed by scholars and students as like application-driven model consisting of application scenario, subject learning, and learning regulation (Chen & Lee, 2018), mobile game strategy (Huang & Huang, 2015), word game technique (Goldstein & Randolph, 2017), computer game strategy (Franciosi, 2017), role-play game strategy (Chang, 2016), reading and writing tasks (Lowyck, Sercu & Elen, 2013; Altalhab, 2014), writing assignment (Byon, 2012), self-regulation strategy (Araya, Pena, Rodriguez, Spate & Vergara, 2013; Wei, Kao, Lu and Liu, 2018), compare-contrast method (Dreher & Gray, 2009), rhyming strategy (Pourkalhor & Tavakoli, 2017), repetition strategy (Ningjue, 2011) and so on.

To the best of the researcher's knowledge, limited studies have been conducted on the strategies of vocabulary learning adopted by tertiary level students in Bangladesh. So, in this study, the researcher mainly focused on the various kinds of technology, strategies or criteria students are preferring for new vocabulary learning and how they are enhancing knowledge of words using advanced strategies in future. In addition, most of the previous studies were set on primary school students' vocabulary learning capacity in a language classroom. There is a gap of knowledge regarding the English vocabulary learning strategies of Bangladeshi tertiary level students. That is why this study aims to find out how do university students remembers new English words and what do they think about the learning process. In addition, the challenges faced by the students were also explored by the researcher.

Part 5: Conceptual Framework

2.9 Conceptual Framework of the Study

There are different theoretical models discussed in this paper as like- Contextual and Consolidating: a 2C model (Oxford and Crookall's, 2009), Receiving, Recognising, Retaining, Retrieving, and Recycling: a 5R model (Brown & Payne, 2012), Coordinating (2C-5R) model of vocabulary learning, the Explicit Strategy Instruction model (O'Malley & Chamot, 2011), Cognitive Learning model depends on four keystones (Skehan, 2007) used by language experts in different journals and articles.

In this study, the researcher has chosen the conceptual framework based on the input-process-outcome model applied by Huang and Wu (2017). This conceptual framework consists of three parts which are input, process and outcome (Figure 2.1). The input part refers to the content itself, which consists of the combination of the learning items and materials. In the process, materials are practically applied to the participants and that can be measured in the outcome. Huang and Wu (2017) used this model and claim that learning a new language is always hard and stressful. People always want to use an easy method to learn a language. When students use the input-process-outcome model, they have experienced the process as shown on the cycle (Figure 2.1) in this model (Huang & Wu, 2017). The cycle comprises interviewing students, observing their behaviour and system response. The main criteria of a good model are- users will not stop learning immediately, but they will learn repetitively if it is interesting, fun and absorbing which causes them to become highly motivated and becoming positively addicted to it (Garris, Ahlers & Driskell, 2002). User's positive ratings will result positively in users' behaviours, which will then motivate users to actively engage in other activities included in the model. Feedback received by users about their progress towards achieving learning goals also

encourages them to increase their efforts and attention to the tasks found in the model. Therefore, objectives and learning outcomes can be achieved if the users are actively involved in performing any activities.

In this vocabulary learning model, the researcher considered the active performance of learners in the 'consolidating dimensions and dynamics' stage and combined them with the input-process-outcome section. The original model was given by Oxford and Crookall in 2009. Consolidating strategies are attached with the input-process-outcome model used to find alternative words. Consolidating dimensions and dynamics are divided into three parts while combining with the input-process-outcome section. In the first part, the learner gets lists of words, flashcards, and mnemonics as input which helps them to pay more attention in the learning process as well as storing the materials in the memory. It is the most convenient strategy to 'pick up' words in a short time. In the process section, students' responses about wordlists are captured because according to Nation and Hwang (1995), a word list can help building up the general purpose of vocabulary learning as a beginner before moving to more specific academic purposes. The whole process moves towards contextualising from decontextualisation.

Though word list is beneficial, there is a tendency that some students might not be able to learn new words communicatively. As a solution, students use such lists more imaginatively, aurally and more meaningfully, as an example: by mentally making sentences or visualising contexts or remembering the keywords. They also make groups of easy or common words for keeping them separate from the other critical words. Through these ways they can attain major learning skills-speaking, writing as well as teachers can know students' preferable strategy and moderate teaching strategy based on their opinion.

2.10 The Rationale Behind the Conceptual Framework

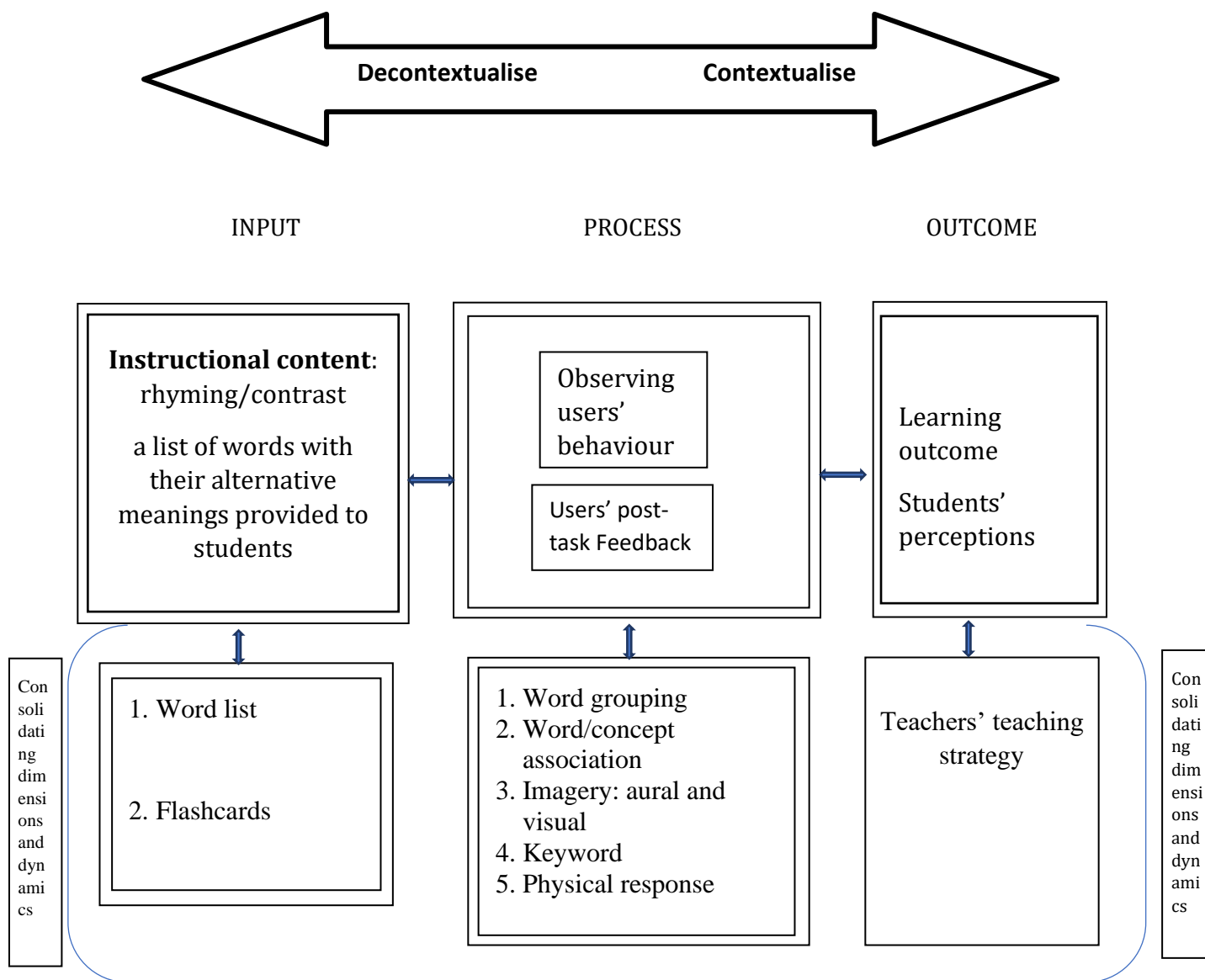


Figure 2.1: The Conceptual Framework of the Study

The researcher combined consolidating dimensions and dynamics model (Oxford & Crookall, 2009) with the input-process-outcome model (Huang and Wu, 2017). In the raw input-process-outcome model, Huang and Wu (2017) used vocabulary learning games as input and have

organised a cycle in the process section which includes- user judgment, user behaviour and system feedback/reflection. At last, they have analysed the learning behaviour in the outcome section.

However, due to the current situation of Covid-19, the researcher of this study has changed some elements according to the needs of the observation process. From the input section, the researcher removed gaming materials; because, in Bangladesh, game-related vocabulary learning activities are not practised by teachers and students. Children are not habituated with these because of the lack of advanced materials in schools and colleges. That is why the researcher added 'word lists' instead of gaming scenarios in the input (Huang and Wu, 2017). In the process section, the gaming cycle has been removed, rather the researcher used square blocks to address users' behaviour and collect "users' post-task feedback" (Huang and Wu, 2017). In the outcome section, the researcher has not altered the whole criteria rather kept looking for learning attitude and students' perception as same as the original author used in his model. The researcher added "users' post-task feedback" in the second segment of the framework to find out how the students feel and think after completing vocabulary learning activities (Huang and Wu, 2017). This addition helps the researcher to answer research question-1(b) which looks at students' perceptions regarding the activities.

The researcher of this study has made another change in the model of Oxford and Crookall (2009) and has added three separate sections in order to combine it with the input-process-outcome model (Huang and Wu, 2017). The first square block includes a word list, flashcards and the use of the dictionary. The second square block has 7 materials including- word grouping, word/concept association, imagery: visual and aural, keyword, physical response, physical sensation, semantic mapping (Oxford & Crookall, 2009). The last block includes four general

skills of language learning- reading, writing, speaking, listening. However, the researcher of this study alters few things from the model based on his research needs. From the first block, the researcher removes the use of the 'dictionary' because participants engage with 'word lists' in the input section, not attached with the dictionary. In the second block, the researcher removed 'physical sensation' and 'semantic mapping' because the observation process will run from a distance (through Zoom, Google Meet) because of the Covid pandemic (Oxford and Crookall, 2009). So, it is not possible to observe participants directly or to measure sensation. Also, semantic mapping is not necessary to find out vocabulary learning strategies. In the last section, the researcher moderated the framework by adding 'teachers teaching strategy' because through the students' perception, teachers can create new teaching strategy to teach students.

Chapter 3

Methodology

3.1 Introduction

The methodology chapter discusses different methods of research papers to make it clear and precious for both the teachers and students. Without selecting a proper method, the researcher cannot prove the valid research statement. So, in the methodology section, the researcher talks about the process of research as well as justifies philosophical assumptions, sampling criteria, multiple case studies, semi-structured interviews, data analysis framework, and establishes the trustworthiness and credibility of the study in this section.

3.2 The Qualitative Paradigm and Its Philosophical Assumption

To explore different vocabulary learning strategies adopted by Bangladeshi tertiary students, the researcher of this study applies a multiple case study approach in his qualitative research project. Due to the current situation of COVID-19, the researcher may not be able to run face to face communication or do a physical survey. People will feel uncomfortable if the researcher tries to ask questions through any other medium. Also, it is not possible to visit different areas to meet with the participants because of lockdown. In that case, an online interview through Facebook or 'Zoom Video Conference' is the last option for this research paper. Because of these reasons, the researcher uses the qualitative method of data collection for the interpretivism paradigm. Thanh and Thanh (2015) claim that interpretivism and qualitative method are both connected because one is a methodological approach and another one is a means of collecting data. Alase (2017) applies the qualitative method in interpretivism because interpretive analysis gives qualitative researchers the best opportunity to understand the 'lived experience' of participants (p. 9). Alase

(2017) utilises interpretivism in a qualitative study to explore the inner experience of respondents and allow them to narrate research findings based on their own experience. Using the interpretivism paradigm in qualitative research- Cooper, Fleischer and Cotton (2012) found five primary themes that represent the inner experience of participants. Those themes are- the central role of the story, active learning, relating learning etc. So, the researcher has applied interpretivism to find out inner experience of the participants. To identify strategies or techniques of new vocabulary learning uses by students, the researcher needs individuals' separate responses about the techniques they are following for vocabulary learning. In that case, the researcher needs multiple views, opinions or beliefs from his participants. Interpretivism allows multiple views of respondents and realities that are not objective rather subjective and constructed through the meaning created by individuals (Cohen & Crabtree, 2006). Also, Walsham (1995) states that the interpretive method adopts the position that our understandings of reality are social construction accepted by human actors. According to Cohen and Crabtre (2006), Interpretivism allows time limitation and short samples for the survey. The researcher interviews participants through the 'Zoom Video Conference' session because during this Covid-19 situation direct meeting is not possible, also the time is very limited. In that case, Interpretivism permits the researcher to run online interviews maintaining social distances within a limited time. The researcher uses the qualitative data collection method for the research. William (2000) states that interpretivism and qualitative research can be used together or interchangeably.

The philosophical assumption table below is adapted from Creswell's (2007) and Kaminskiy's (2014) table of "Philosophical Assumptions with Implications for Practice".

Table no 3.1: Philosophical Assumptions with Implications for Practice

Research Paradigm	Philosophical Assumption			
	Ontological	Epistemological	Axiological	Rhetorical
Interpretivism	Realities are subjective. Multiple realities of participants. Cause and effect are not restricted.	Investigator and investigated are attached into a single entity and the results are the processes of interaction between the investigator and the investigated.	Researchers values and biases are discussed.	Writing style is informal and use of personal voice is present.

From this philosophical assumption table, the ontological assumption accepts multiple realities from participants and it deals with "the study of being" and "what kind of world we are investigating" (Crotty, 2003, p. 10). To analyse the reality, the researcher interviews students individually to know their thoughts about the vocabulary learning process. He also analyses interview recordings to find out which techniques they are adopting to learn new vocabulary items (CRQ). The researcher transcribes recorded dialogues in Microsoft word documents and compare the participants' thoughts and opinions to figure out the easiest technique for students (RQ1a). The researcher also focuses on the students' responses to using this technique while learning vocabulary (RQ1b). The Epistemological assumption is "a way of understanding and explaining how we know, what we know" (Crotty, 2003, p. 3). For Epistemological assumption, the researcher interacts with the students as an investigator through 'Zoom Video Conference' and interviews them to understand their thoughts. In Axiological assumption, the researcher thinks that the research activities are not become biased because the values are coming out

through analysed data which are received from participants. The Rhetorical Assumption explains that the researcher uses a 'third person' point of view to describe the research. The methodology describes, evaluates and justifies the use of particular methods (Wellington, 2000). To design the research, the researcher uses the qualitative data collection method because it allows the interviewer to interview from home within limited respondents during the COVID-19 situation.

3.3 Research Design

The researcher has developed the research design for the study based on various literature and research questions. This study uses an interpretivism research paradigm that considers multiple views of participants. The interviews were taken through 'Zoom Video Conference' sessions and the researcher gave them a list of words during interview. After an interval, the researcher has asked them few questions about how they remembered the words from the provided list. The central objective of this study is to find out which strategy Bangladeshi tertiary level students are following to learn new vocabulary words. The researcher then decided to choose a qualitative multiple case study approach in this study.

3.4 Adopting Multiple Case Study Approach

A case study reflects real-life context which involves decision making by participants through questions or open-ended discussions. It simplifies complex situations and helps participants in discussing concrete subjects (O'Leary, 2017). A case study also improves analytical thinking, communication, developing a tolerance for different views on the same subject. According to Yin (2014), a case study has two types which are- single case study design and multiple case study design. Multiple case study is perfectly suitable for conducting the study for various factors. For instance, Zaborek (2009) explores the advantages of multiple case studies in qualitative research because it is useful for studying modern phenomena within students' real-life

context, especially when the boundary between context and phenomenon is not obvious. Zaborek (2009) also added that a multiple case study is a valuable technique when research problem's complexity makes it difficult to design standardised inquiry instruments and when answers to research questions are contained in multiple data sources. A multiple case study perfectly matches with a research project which attempts to explain the mechanism and outcomes of certain phenomena (Zaborek, 2009). Creswell (2013) argues that through detailed, in-depth data collection with various information, multiple case study explores the real-life situation. According to Eisenhardt and Graebner (2007), a wider exploration of the research question with theoretical evaluation can enable the researcher to understand the necessity of information management in the work-integrated learning process through using multiple case study designs. Brink (2018) states that using a multiple case study approach it is possible to get a holistic and in-depth explanation that allows the researcher to go beyond the statistical result, to understand the behavioural conditions through the perspective of the participants. In this regard, O'Leary (2017) argues that multiple case study requires the researcher to "dig and to dig deep", it is all about going in-depth of the research paper (p. 67).

According to Yin (2014) multiple case studies are applied when the focus of the study includes more than one case, and the results are considered as more compelling and the whole research project is regarded 'as being more robust' (Yin, 2014, p. 57). Yin (2014) states that multiple case studies allow for more information about the topic of research and increase the transferability of the research results. Kompier, Cooper, Geurts (2010) apply multiple case study approach in the 'learning stress prevention' program in Europe. As multiple case studies allow the researcher to explore differences within and between cases, that is why Kompier, Cooper, Geurts (2010) provides an adequate research strategy for addressing the potential impact of stress interventions

in learning through multiple case studies. Before conducting interviews, the researcher of this study chooses a non-probability sampling technique to select participants.

3.5 Selecting the Sampling Technique

Table no 3.2: Profile of the Participants

No	Name	Age	Gender	Academic qualifications	Medium of the instruction	Reading habit
1.	Rabiul	24	Male	Bachelor of Arts in English at a private university.	Previously Bangla, now English.	Read English books outside curriculum.
2.	Mehazabien	26	Female	Master of Arts in English at a private university.	Previously Bangla, now English.	Read many English novels outside curriculum.
3.	Tushar	23	Male	Bachelor of Business Administration at a private university.	Previously Bangla, now English.	Not at all. Got very less time to read English.
4.	Fahmida	24	Female	Master of Arts in English at a private university.	Previously Bangla, now English.	Read English books and newspapers.
5.	Faiaz	27	Male	Civil Engineering at a private university.	Previously Bangla, now English.	Got very less time to read outside books.

Sampling means choosing a small group for the data collection rather than a large group. If the data of the small group is the same as the large group, then results can be given. There are two kinds of sampling techniques for any research project. They are the probability sampling and the non-probability sampling. However, the researcher has followed purposive snowball technique to choose the participants for this study. The details of every participant are given in the Table no 3.2. During this pandemic situation, it is not possible to check the whole population for the study. That is why the researcher needs to select a small group of participants for the survey. Also, the

topic 'Exploring Vocabulary Learning Strategies adopted by Bangladeshi Tertiary Level Students' focuses only on the students who are studying in different universities (undergraduate level). In those circumstances, the researcher has not an opportunity use a random process or selecting his participants irregularly. That is why, the researcher has chosen the purposive snowball technique to choose participants.

The researcher is also using snowball technique where one participant invites the next participant (Naderifar, Goli, & Ghaljaie, 2017) and also homogenous sampling for selecting participants of the same characteristics. Finally, the researcher choses participants through these criteria- a) The participants have to be undergraduate level students of Bangladeshi private university. b) The participants must be willing to complete the vocabulary task of this study.

3.6 An Overview of the Data Collection Procedure

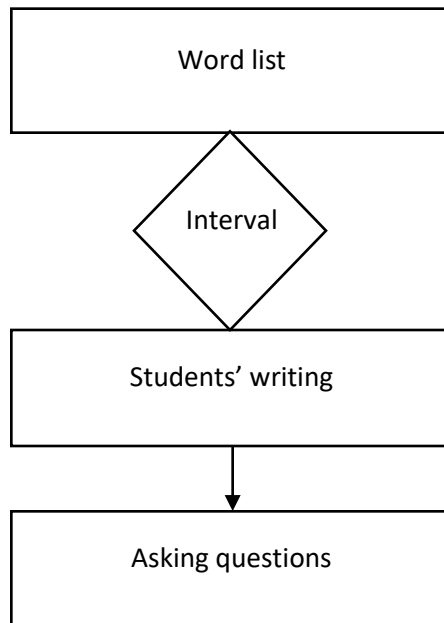


Figure3.2: The Stages of Data Collection Procedure

According to Gillham (2000), there are many sources of evidence in multiple case study research that help the researcher to collect the data such as documents, interviews, recordings, observations, and physical artefacts. For this research, the researcher decided to choose interviews and physical artefacts (e.g., students' writings) as a source of evidence for answering the research questions. The following sections are conducted during the data collection process. The diagram on the previous page shows the sequence of data collection procedures:

3.6.1 Word Lists

At the beginning of the interview, the researcher will show a word list to the participants. The word list plays a very important role to learn vocabulary. According to Ellman (2019), testing students using word lists have many benefits, for example, they can further discover which items or words they need to study more. Students can also see how much progress they are making and spend their valuable time studying the words they need attention too. Kessler (2001) states that a book can fill the gap by showing a new statistical methodology that helps learners to choose vocabulary but a short word list has more recurrent sound correspondence which helps learners to remember words for a long time. Phelps (2016) explores that word lists are important to design a vocabulary curriculum, to decide which texts to use with students, to decide which words seem difficult to students as to pre-teach these words before the learning session. In this study, at first the researcher created a general word list (Appendix I) for the interview. Then, he organised and refurbished it and created flashcards based on the proficiency level of participants (Appendix J).

3.6.2 Interval

After showing the word list, the researcher provided participants a break or an interval for few minutes so that they can remember or store the words from the given list. At this time, the researcher has presented a recorded video or showed them a short film or gossip with them about any interesting topic. Then the researcher asked them about how they remembered the words during this time. Meanwhile, the participants must choose a vocabulary learning strategy to remember words from the moment of encountering the words list till the ending of the interval.

3.6.3 Students' Writing

The researcher also judges participants' vocabulary writing (Appendix C). At the end of the interval, the researcher asked participants to write whatever they have remembered from the vocabulary word list. It is an addition to the interview or an extra activity to see which groups of words they are remembering and how do they memorise those words. In the discussion, the researcher has compared the transcribed data with the writings (scribblings) to see if there any difference found or are students become confident in what they have told and write. This process helps the researcher to implement triangulation of sources.

3.6.4 Asking Interview Questions

The researcher asked interview questions (Appendix A) after completing the video presentation and scribblings. Each interview questions are based on the theme of research questions. According to Bailey (1994), interview question provides flexibility to the researcher and participants. The researcher can get better responses than mailed questions,

and participants who cannot read or write may answer the questions. The researcher can control the questions' order and can judge the non-verbal behaviour of the respondents. There are many types of interviews such as structured interview, semi-structured interview, unstructured interview, in-depth interview and focus group interview (Marr, 2019). In this study, the researcher chose a semi-structured interview to explore his research questions.

3.6.5 Semi-structured Interview

There are many benefits to using semi-structured interviews in the qualitative study. In a semi-structured interview, the question can be prepared within time which allows the researcher to be prepared and appear accomplished during the interview (David & Sutton, 2014). According to Kajornboon (2004), the advantage of the semi-structured interview is it allows informants the freedom of expressing their views using their terms. Gray (2004) states that semi-structured interview inspires two-way communication. As a result, participants can ask questions to the interviewer. Cohen and Crabtree (2006) argue that semi-structured interviews can provide the researcher a reliable, comparable qualitative data. According to Allan (2014), semi-structured interviews provide learning opportunities to the participants. The information gained from the interview not only provide the answers but the reason for the answers. Houlis (2019) states that a semi-structured interview can flow like a regular conversation and it leaves room for the interviewee to answer questions more creatively. The interviewer can ask different types of open-ended and personal questions rather than a general questionnaire (Houlis, 2019). So, the researcher of this study has applied a semi-structured interview pattern to find out Bangladeshi university students' vocabulary learning strategies.

3.6.5.1 Designing the Interview Protocol

The researcher adopted the interview protocol framework from Majid et. al. (2017) which is based on semi-structured interview questions. This semi-structured interview consists of four phases as the following:

Phase 1: Aligning interview questions with research questions.

Make interview questions connected with each research question.

Phase 2: Constructing an inquiry-based conversation.

Open-ended question structure.

Phase 3: Receiving feedback from interview protocol.

Feedback from experts.

Phase 4: Practical implementation through piloting (Majid et. al., 2017).

In phase 1: Researchers formulate a question based on the central research question and research questions. Each interview question will answer the broad research questions with some information.

In phase 2: The researcher writes interview questions differently than research questions. The researcher has to make sure that the chronology of interview questions needs to follow the normal flow of social conversation.

In phase 3: The researcher requires feedback from another expert at that stage. He has contacted an Assistant Professor of the Department of English and Humanities to comment on the interview questions. The professor has been

teaching Linguistics courses at a renowned private university in Bangladesh for many years.

In phase 4: The final stage goes towards the practical implementation of the expert's feedback. These phases helped the researcher to make final revisions to the interview questions and to gain trustworthiness and credibility for the interview protocol being applied in this study and draw a data analysis framework.

3.7 Data Analysis Procedure

3.7.1 Data Analysis Framework

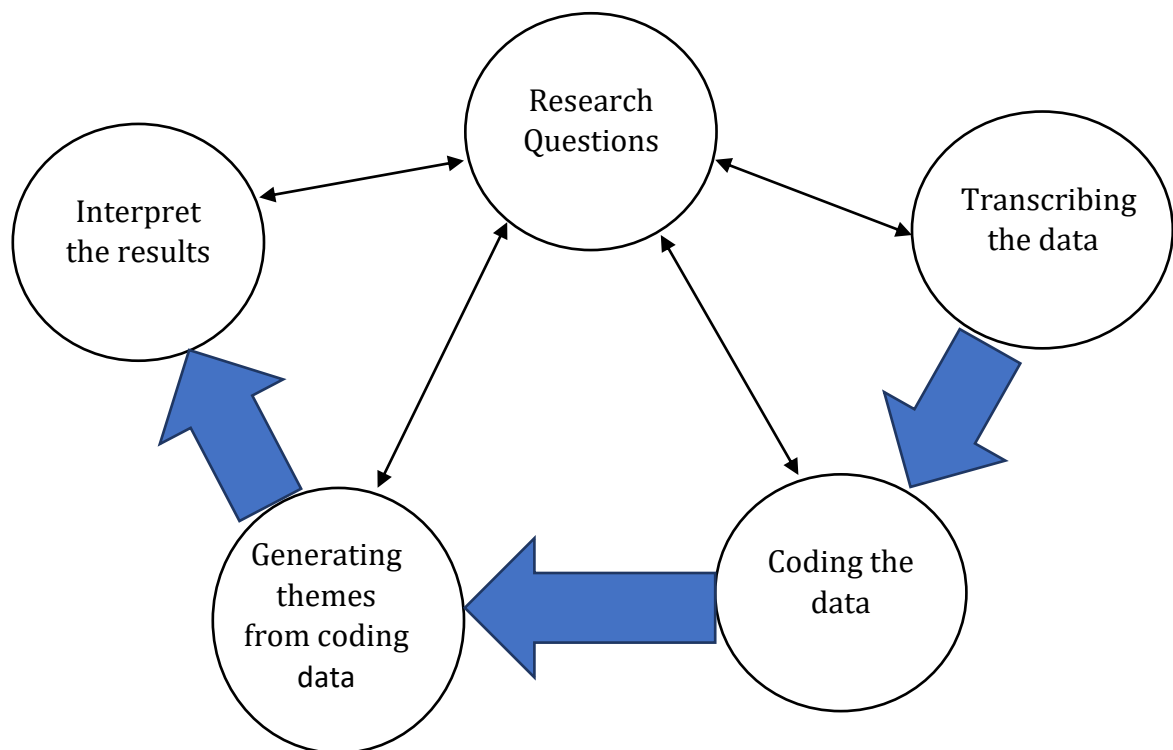


Figure 3.3: Data analysis framework adapted from Kuckartz (2019).

Any research work's data analysis process is based on a framework that can analyze the data according to the research questions. The researcher has used qualitative thematic analysis for analyzing this study. Kuckartz (2019) describes four phases of qualitative analysis for any research work. The research question plays the role of the central element in this method. After collecting the data, the researcher has to transcribe it in MS word in the first phase. In the second phase, data have to be coded. After coding, in the third phase, the researcher has to generate a theme that emerged while analysing the data. In the last phase, the researcher has to interpret and analyse the results based on the themes.

3.7.2 Analysing Writings

The researcher analyses students' vocabulary writing to find out which words they are remembering and what strategy they are following to remember those words. The participant used pen and paper to write the words or typed in word documents and then mailed the files to the researcher. The writing (scribbling) session continued for 10-15 minutes.

3.7.3 Analysing Interviews

For analysing the interviews of students, the 'Zoom Video Conference' recordings of the interview were transcribed verbatim with a transcriber software named – Live Transcribe (See Appendix B). The transcription was then coded with seven-column coding templates (Ahmed, 2017). It has two cycles, in the first coding cycle, the researcher has coded the entire interview of participants which has been transcribed beforehand. Then in the next cycle, the researcher has selected important codes from the transcript and list them in different categories (Appendix D). The categories were then analysed for generating

themes in each case (See Appendix E). Then all the themes were organised and compared to answer the research questions.

3.8 Ethical Consideration

Ethical issues are considered before data collection procedures. In the beginning, the researcher has sent the participants a consent form before the day of the interview, so that the researcher can get their agreement through it. This form contains detailed information about the topic. It is also informed them that their response in the interview session would be recorded. After receiving their replies through email, the researcher has conducted interviews with them.

3.9 Establishing Trustworthiness and Credibility of the Study

According to Lindsey (2016), the purpose of establishing validity, reliability or trustworthiness in research is to ensure that the data are sound, replicable and the studies are accurate. In quantitative research, establishing validity and reliability are very important. Techniques used for acquiring validity and reliability in a quantitative study are very clear and well established. Therefore, in qualitative research, validity and reliability are replaced by trustworthiness and credibility. Lindsey (2016) argues that obtaining trustworthiness for qualitative research is more ambiguous and less established. According to Sinkovics, Penz, Ghauri (2008), the role of reliability, validity, generalisability and objectivity are blurred in qualitative research. A qualitative researcher's main focus should be concentrating on trustworthiness and credibility issues such as credibility, dependability, transferability and confirmability (Sinkovics, Penz & Ghauri, 2008).

For establishing the credibility of the data, the researcher has adopted member checking and triangulation. According to Koelsch (2013), the member check has been considered as an

important element of validation in qualitative research. It has been used for assessing the accuracy in which a researcher has represented a participant's subjectivity. Price (2016) argues that member check is checking with the participants after the results have been analysed. The researcher is checking what he has analysed is correct and that the persons he interviewed are agreeing with what he included in the results. So, the participants must realise that the findings reflect their thoughts perfectly. That is why in this study, the researcher has transcribed the participant's interview in word documents and emailed them so that member checking could be achieved (Appendix H). The researcher has invited an Assistant Professor to check the vocabulary list (Appendix J), and rate (Appendix F) and comments on the themes generated from the coding.

Triangulation in qualitative research is a method to increase the credibility of research findings. According to Noble and Heale (2019), by combining theories, methods, or observers in a study, triangulation can help to confirm that fundamental biases which are arises from a method or an observer are conquered. It is an effort to explore and explain the complex behaviour of humans using different methods to offer a more balanced explanation for researchers. Triangulation can also enrich a study by offering a variety of datasets for explaining multiple aspects of a phenomenon of interest (Noble & Heale, 2019). According to Denzin (1978), there are four types of triangulations- triangulation of data/sources, methodological triangulation, theory triangulation and analyst/investigator triangulation. Among all these categories triangulation of sources and analyst triangulation are adopted in this study to obtain credibility. Triangulation of sources includes different matters such as periods, space and people (Denzin, 1978). In this study, the researcher has collected data from interviews and students' writings (scribblings). Analyst triangulation or investigator triangulation includes the opinions of several researchers in

a study. This study has another co-observer to see the actions of the respondents. For implementing analyst triangulation, inter-rater reliability of codes were considered ($86\% = \frac{\text{Total number of agreement}}{\text{Total number of responses}} \times 100$) (Appendix-G).

Chapter 4

Result & Discussion

4.1 Introduction

The main objective of this study is to explore which strategies are preferred by Bangladeshi tertiary level students. Also, this study attempted to find out what do they think about the strategies and which obstacles and challenges they may encounter to apply strategies for new vocabulary learning. There is a reflection of the conceptual framework in the discussion chapter which is moving from decontextualise towards contextualise. Students mostly interested to use contextualising to remember new words than other strategies.

The following research questions have been formulated to achieve the purpose of the research. The researcher has divided the central research objective into the following research questions (RQs):

RQ.1. (a) Which strategy do the students mostly prefer for learning new vocabulary?

(b) What do they think about their preferred vocabulary learning strategies?

RQ.2. What kind of challenges do they face while applying the strategies of vocabulary learning?

The first section of the chapter discusses the techniques which are preferable to tertiary level students during English vocabulary learning. Also, this section focuses on what they think about the strategies they have adopted. The last section elaborates on the challenges of vocabulary learning tertiary level students face.

4.2 Section One: Students' Preferable Strategies for Learning New Vocabulary and Their Responses

The researcher has analysed the scribblings of the study through few processes. At first, the researcher provided them a word list during the interview. Then he gave them ten minutes interval so that students can pick up any strategy to remember the words. After that, researcher asked them to write the words they have remembered. Students are following different strategies to learn new words from the list. In the following section, the researcher will discuss which strategies students are following to remember new words and what are their attitudes regarding the strategies.

4.2.1. Contextualising with the Real-life Situation is the Most Preferable Way

Students mostly prefer learning words from real-life contexts and feel that words which are learned through daily conversation, work, discussion, study, meeting, hangouts and many other activities are easy to remember. Through this way, students do not require to maintain any structure to remember those words. All of the participants except one in this study remembered the provided words through the real-life situation. One of the participants in this study Mehazabien told that,

Some of the words, I come in contact with everyone regularly. As like, 'according' I have to write it in a paper, again and again, so, I have to use the words several times (DU MEH 21).

She studies MA in a private university, so she needs to use more words in regular academic study. She said,

Then 'plagiarise', this word related to academic. These words I come into contact in a regular basis. It was very easy to remember those words (DU MEH 21).

A case study is done by Solberg (2012) to judge the vocabulary acquisition strategies in the adult multilingual classroom where students are using academic word strategy. Data is collected from teachers and students through interviews and the result shows that students create flashcards, wordlists, word puzzles from their regular academic words.

Therefore, the researcher has asked another participant Rabiul, who also remember new words through daily life situations. Rabiul claimed that,

Some of the words you said when I compared these words to a situation in which they can be used (DU RAB 20).

According to Isabelle (2020), social discussion, movies, TV shows, books, meetings, songs are not only a great source of common words, but they can also work as a great platform of vocabulary memorisation because they always come associated with a scene, a person or a real-life event. Then Tushar responded that by the same way through re-capturing a real-life memory from the past, he remembered few words.

I had a friend who always told me that I am so judgmental. I remembered the word through re-memorising the situation/moment (DU TUS 21).

Another participant Faiaz also remembers different words through the different situations of his regular life. He said that,

I have remembered the words through contextualising real-life situations. At first when I heard the words from you, I memorise a related context from real-life. as

example- 'malware'. It is a very common word and I face it when I have a malware attack on my laptop. Also, the word 'irritates', I have remembered the word through real-life experience when I become bored and feel disturbed (DU FAI 19).

However, another female participant Fahmida only remembers the words through visualisation. Maybe she does not use more words in her real-life context.

However, a perfect way for students to practice English vocabulary is by creating storyboards that incorporate the use of words in a real-life context. When students define anything in daily life, they use a word and master the application of it to retain in their vocabulary (Ray, 2017). So, the necessity of real-life contextualisation for vocabulary learning is very vital. In this study, every participant uses their daily life context or situation to memorise the words from the provided list given during the interview. Female participants are using real-life context less than male participants because they are staying home and mostly using words related to household chores. Only Mehazabien is working as a teacher in a school, that is why she goes outside and remembering new words through real-life context. Mostly, male participants tend to go outside and be attached to the real world than female participants. For that reason, male participants do not get much time to read English novels or stories outside the curriculum. Rabiul responded that he got very little time to read outside books.

Though I got very little time to read, I have managed few books to read (DU RAB 14).

Only one participant- Mehazabien remembered some words from regular academic study. She responded that,

Yeah, I have a habit of reading books outside the curriculum. Especially I love kinds of literature, So, I love to read English novels (DU MEH 14).

Faiaz mentioned some words that he uses as an engineering student. For instance, the word "malware" is very easy for him to remember. On the other hand, Tushar remembers a memory from his past where his friend used to blame him though uttering the word "judgmental". After all, every human being has some situations or contexts in real life where words are used frequently, and those words are easy to memorise.

4.2.2 English to Bangla Translation Helps to Remember New Words

In Bangladesh, most people have studied Bangla as their mother language or first language. To memorise the name of any place, institution, organisation; people always remember the Bangla at first. In the case of remembering new words, students also trying to use English-Bangla translation skills. Some words are very critical and do not go with any real-life situation. To remember those words, many students prefer Bangla translation. According to Ningjue (2011), if the language items are very hard, students use translation strategy for learning new vocabulary items. In this study, the translation process is used by only three participants. Mehazabien argued that,

For some of the words, I remember the Bangla version of the word. Then I remember or translate English. For example, 'ancient' or 'disaster'. At first, I remember the Bengali meaning of the word. Then, when I told you, I translate it into English (DU MEH 21).

As the researcher said before, there are few words such as 'ancient' & 'disaster', which are not frequently used in real-life circumstances. So, Mehazabien remembers those words through

translation. Also, Mehazabien 's medium of instruction was Bangla at first, so she translated the word into Bangla to remember it easily. She reads many English novels and short stories outside the curriculum which needs her to remember more critical words which are not used in practical life. Another participant Rabiul Khan also uses the translation process. He said that,

So, whenever I receive this difficult word 'Egocentric' from you. I just translate into my own language (DU RAB 20).

Rabiul has also Bangla medium background, so he remembers few words Now, it is clear that students do not mostly prefer the translation process to remember words unless they need it. If they encounter any difficult words, they may use the translation process. From another participant Faiaz, the researcher came to know that, students only prefer translation when they encounter with new unpopular words.

I also translated the words which I don't use regularly. I translated into Bangla from English. Such as the words- 'ancient', 'disaster', 'handicap' (DU FAI 21).

According to Prince (2006), English students would do better if they approach new vocabulary via translating from the first language or through the context of a second language. Prince (2006) claimed that learning through translation is more effective and helpful for weaker learners. However, few people are not interested in translating sentences or words. The main reason for not focusing on translation is, students are not practising it at tertiary levels. They practised translation when they were in school. They wrote English-Bangla or Bangla-English translation as daily class tasks or home works, but now-a-days they encountered more words in their real-life activities. That is why Mehazabien said that,

In the case of higher studies in future, I don't think this translation concept will apply. Maybe while I talking to a classmate or someone, it will be helpful for me but in the case of higher studies I have to read a lot. I have to contextualise the words more and give the word a deeper meaning (DU MEH 23 & 25).

So, she wants to apply strategies depending on contexts. She thinks that if she goes for higher study abroad, English to Bangla translation may not works. She will learn new words by applying new strategies based on the situation.

4.2.3 Students can Learn New Words through Synonyms

Remembering the synonyms are one of the best strategies to learn new words. Every word has the same meanings with different forms of words. If students try to memorise those words instead of the original, they will catch the meaning of the words easily. It is the shortest possible way to remember the words. In case of translation, students may not be interested to use it because it requires few rules to apply. If learners do not have proper knowledge of L1 and L2, they will not be able to understand the language and translate properly. As a solution, they can remember synonyms. According to Kuswatun (2017), using lexical items such as synonyms are one of the most important ways to enhance vocabulary. Kuswatun (2017) states that remembering synonyms are easy because when students have some difficulties while memorising the meaning of the words, they have the option to remember other words having the same meaning. All of the participants of this study except two of them prefer synonyms. Rabiul told that,

I have remembered 'According' because it has a similar meaning to what I use, 'Concerning' (DU RAB 20).

Rabiul remembers the word "According" through another synonym "concerning". Sometimes the word "according" disappears from memory, but the word "relation" or "concerning" is very easy to remember. So, Rabiul chooses "concerning" instead of "according". Tushar also applies synonyms to remember words. He claimed that,

The word 'glimpse' seems at first very critical to me. But I remembered the word through another synonym 'at a glance'. So, I remembered a couple of words within this short time (DU TUS 19).

Webb (2007) states that remembering the synonym of known words is a very common occurrence in vocabulary learning and intuitively and logically learning words that have more synonyms are far better than those words which have fewer (p. 120). So, it is clear that to remember new critical words, students not only use translation but also applies synonyms. Though synonyms require the student to know more words, but it does not have strict rules like translation. Students can use any words similar or close to the similar meaning of the root words. In case of the word- opponent, plagiarise, and earlier, Faiaz responded that,

Some words are easy to remember through synonyms. 'opponent', 'plagiarise', 'earlier'." As For example, plagiarise means 'copying', opponent means 'rival', and earlier means 'faster' (DU FAI 21).

Faiaz can remember other easy words like- steal (plagiarise), quicker (earlier), the enemy (opponent) instead of- 'copying', 'rival', 'faster'. So, one of the benefits of using synonyms is students have the independence to remember any related words. They also feel that it is the easiest possible way to learn new words. Tushar claimed that,

When I will encounter a critical word, I will remember the easiest synonym of the

word (DU TUS 19).

Therefore, the researcher of this study concluded that synonyms may help university students to learn words with similar meanings. Through this way, students can remember the meaning of an unfamiliar word through the meaning of an easy word.

4.2.4 Social-Media Helps to Visualise the Words and Memorise them Quickly

Media helps us to know more about the world, introduce ourselves with the modern education. Through media, we can encounter more uncommon or different words. There are many platforms of social media used in our day-to-day life. Facebook, WhatsApp, IMO, Twitter, Instagram are some of the trending social media sites which are very popular among students. Through scrolling Facebook, WhatsApp, Instagram; students can learn many words and store them in their brains. According to Alharthi, Bown and Pullen (2020), social media platforms are enough effective in improving learners' engagement, motivation and vocabulary development. They also suggest that social media platforms can be valuable tools and resources to boost language learning (Alharthi, Bown & Pullen, 2020). One of the participants from this study Mehazabien scrolls different platforms of social media and encountered new words. She claimed that,

Then, the words- 'beloved' 'classic', those words I use in day-to-day life. Maybe not in educational context, but in daily uses as like commenting on social media, then when we are talking to someone (DU MEH 21).

When we post about someone we love most, we use the word 'beloved' before his name. Mehazabien uses the same trick to remember this word. Her medium of instruction is now

English so she posts everything on Facebook in English. In that way, she learns new words and enriches her vocabulary stocks. Kikir and Sembilan (2020) state that students utilise different features of social media as a productive way of language learning and different platforms of social media acts as a motivating factor for ESL learners to remember new words. In that sense, another participant Rabiul uses social media and responses that,

In many situations social media is very helpful. As like for example, if I write comments on YouTube or if I post status or make a comment on Facebook about someone (DU RAB 22).

Though Rabiul got less time to read English novels outside the curriculum, he uses social media to watch videos and comment on posts. Commenting or posting anything on Facebook, YouTube, Instagram helps him to get introduced to new words along with synonyms. Some people believe that social media doing nothing but wasting their valuable time. Especially parents prohibit their children to use social media platforms. However, analysing the findings of this study, the researcher discovered that if students involve with social media, they will be able to learn and remember new words.

In social media, students not only use 'like' or 'comment', but they also see other's posts, photos, comments. This practice helps them to visualise the words and store them in their mind. Visualisation is another learning strategy where students remember vocabulary for a short time. According to Scurletis (2009), the process of visualising an image that reflects the meaning of a word can help students to remember the word the next time they encounter the word. The act of visualisation is an act of creating mental pictures which allow students to learn new words and also aid in overall reading comprehension and retention (Scurletis,

2009). One of the participants of this study Fahmida remembers few words through visualisation. She argued that,

I have remembered the words through Visualisation. Whenever you showed me those words, I picturised them in my mind and then recall them while writing. Words I have remembered are 'classic', 'nightmare', 'quiet', 'earlier' (DU FAH 20).

Fahmida remembers those words which she feels are very easy to recall again when she needs them. However, visualisation may not keep the words in memory for a long time. Students must have to remember synonyms or translate them to their mother tongue. Though there is a psychological issue that girls can remember more words and their memory is sharper than boys. Physically, boys are more active than girls and by the same token restless. On the other hand, girls are more motivated to learn new vocabulary and performing well in schools than boys. From kindergarten to secondary level, girls gain higher average grades than boys ("Educational Psychology", n.d.). In that case, visualisation may work for those girls who are in the beginning level of education and have a very brighter memory. That is why Fahmida does not want to rely on visualisation because though it works now for her, but it may not be valuable when she will grow up. She wants to apply to contextualisation, writing and reading process in future. She claimed that,

Not all the time. I think it was suitable when I was a kid or younger but after growing up, I think contextualising or using them in a sentence, note-taking, reading will work for me in future (DU FAH 21 & 26).

In this study, the researcher shows that social media has a great impact on students' educational careers. Students have the opportunity to get introduced with new words and visualise those words at a time to remember quickly through social media. So, to memorise new vocabulary, students can use Facebook, Instagram, WhatsApp along with synonyms, rhyming translation, and contextualisation.

4.2.5 Repetition or Rhyming Strategy Gets More Popularity among Students

Rhyming or repeatedly uttering the words may help to recall the words. Few words have fewer synonyms or are very hard to translate or not using in a real-life context. In that case, students repeatedly utter the words until they become stored in their memory. Pourkalhor and Tavakoli (2017) state that the rhyming strategy provides the learners with a motivating learning scenario and encourage them to interact with teachers and classmates. Most of the students are interested in singing songs, poems, epics etc. in the classroom and they are learning new words through playing rhythmic sounds. Songs and poems can be taught easily to students of different proficiency levels and even teachers can also use them effectively (Pourkalhor & Tavakoli, 2017) and it can also be used in the scenario of different schools and colleges. This strategy mostly uses with kindergarten schools' students, because they are at the pre-learning stage and cannot able to use translation and synonyms. However, tertiary level students are also using it to remember the words. Mehazabien said that,

I have followed different vocabulary learning strategies. To remember the word "Egocentric", I have uttered several times (DU MEH 21).

Though Mehazabien used the same method as kindergarten school used to remember such a unique word. Another participant Rabiul also applies the repetition process. The difference is Rabiul wants to make it his habit.

I repeatedly uttering the words to try to make a habit of using the words in daily uses so that I can store this word easily in my brain (DU RAB 20).

Though the repetition process seems like a childish habit, tertiary level students use it to remember the words during the interview. According to Ningjue (2011), the students of different educational institutions employ the repetition process for remembering words and heavily depends on their mother tongue while understanding new vocabulary items. However, after analysing the interview, the researcher discovered that students are not interested to apply the repetition strategy in future. Rabiul feels that contextualising is easy than other strategies.

For me, remembering the words through actual real-life situation is very easy, I think" (DU RAB 22).

So, from the findings of the interview, it is clear that students mostly rely on contextualisation rather than translation, synonyms, and social media. It is very natural process for them to pick up words from a real-life situation and store them in their memory for a long time.

4.3 Section Two: Challenges of Vocabulary Learning Strategies faced by Tertiary Level Students

Student encounters many challenges for applying translation, synonyms, contextualisation, visualisation while learning English vocabulary. Though they currently have English as the medium of instruction, they are not practising the English language in their daily life. Except

Mehazabien, every participant of this study avoids reading English books. They are interested to learn English words only from academic textbooks. That is why they cannot become expert in using every strategy and struggling to remember new English words.

4.3.1 Unavailability of Learning Materials may Create Hindrance

Sometimes students may not get the necessary learning materials they desired. In the Bangladesh scenario, this crisis has become vast. Students are not interested to learn new words, rather they are using only academic textbooks. As a result, they are lagging from vocabulary learning competitions. Though they can increase CGPAs', but they are learning nothing. Rabiul responded while the interviewer asks him about difficulties regarding vocabulary learning. He answered that,

Yes, if sufficient materials are not available in my area, then it will be very difficult for me to learn new words. If I don't get English to English dictionaries at my side, it will not be possible to find the meaning (DU RAB 24).

Rabiul mentioned dictionaries as his learning material. Though hardcopy dictionary is a rare thing in modern society, dictionary apps or online dictionary is getting popularity day by day. To use dictionary apps or online mediums, students need an electronic device (Mobile/Laptop). Practising vocabulary through computers and smartphones increase reading and writing skills. Without proper technology in smartphones, students will not be able to enhance vocabulary instruction, external stimulation, rich graphics and online benefits (Mustafa, Sain & Razak, 2012). However, every student in Bangladesh cannot afford to buy a smartphone or laptop. Also, to run the dictionary apps, an internet connection is necessary which costs extra for a student. That is why they are losing interest to use a dictionary as a

learning medium. Technical issues also demotivate students to use online platforms. Tushar does not agree with Rabiul's response and said that,

Using an online dictionary is surely a challenge for me. Though I carry my smartphone with me all time, I don't have 24 hours internet connection in my smartphone. Sometimes internet price rises so high, so it is difficult for me to buy internet. So, there is no option to fully depended on google search engines or other vocabulary related websites. Sometimes other Android Apps doesn't work properly because of bugs and other issues (DU TUS 23).

Only an internet connection or dictionary is not enough to ensure vocabulary learning. Although a dictionary provides many features in vocabulary instruction, many students do not receive that kind of direction they need to use a dictionary perfectly. Most dictionaries mainly focus on having students look up the words and alternative meanings. As a result, students sometimes cannot be able to catch the meaning and forget the words (Texas Education Agency, 2002). For solution, students do not have to rely only on dictionaries rather read daily newspapers or watch English news live telecasting to learn new words. In that case, they need to accept TV/Radio and newspapers as daily learning materials. English magazines, cartoons, comic books work in the same way for vocabulary learning. If students do not get them in hand, they can try online platforms. However, hardcopy is far better than softcopy, because it is not possible to mark important words in softcopies. In addition, there is a risk that all files become deleted mistakenly from storage devices. So, it is important to get all of these materials in hand during the learning session.

Nevertheless, students do not have proper resources for language learning, but they do not intend to give up and want to continue practising. They want to stay in the learning scenario

and believed that in case of unavailability of actual materials, they will manage optional items. Though Rabiul & Fahmida followed different strategies to remember vocabulary, they agreed with each other's statement and claimed that

If I do not get learning materials available in my region, then I will try to find an alternative. For example, I can use an online dictionary instead of buying it from a market or I can borrow a dictionary from my friend (DU RAB 26).

If I do not understand the meaning from the context I will go for another strategy. For example, note-taking and dictionary (DU FAH 30).

The findings show that students are not interested in the dictionary, because it takes more time to find out meanings from a big storehouse of words. Though online dictionaries can be an alternative, but it requires a smartphone with a strong internet connection. On the other hand, hardcopy dictionaries are not available in all libraries and bookshops. That is why students are heavily dependent on practising vocabulary through synonyms, translation and contextualisation. Tushar said that,

Every problem has a solution. I previously told you that carrying smartphones all time or browsing online dictionaries would not be a solution. In those circumstances, I can create a language learning scenario, where I will always learn new words on my own. In that way, I can improve my language learning skills (DU TUS 25).

4.3.2 Practicing in a Proper Language Learning Environment is Necessary

Vocabulary learning will become easy if a student encounters new words and practices regularly. Without proper practice, words may be erased from our memory. A student can't become an expert by a single day. If he practices regularly and fail, and then again practice, he will meet the success. In this study, Mehazabien realised the importance of word exercise in regular life. She said that,

Also, few words we know but do not need regularly, that is why we do not practice and we forget (DU MEH 29).

To practice continuously, students need a positive learning environment. A learning environment helps a student to build up motivation and create interest for new word learning. According to Mustafa, Sain, and Razak (2012), modern technologies can provide a rich, contextual environment for vocabulary learning and learners gets the opportunity to play an active role in the one-to-one learning environment. One of the participants Rabiul understand the importance of positive scenarios of learning and claimed that,

Also, the environment is a crucial factor. If the environment is not perfect for language learning, I will not be able to improve my word stocks (DU RAB 24).

If children learn a word in a classroom, or in a place where everyone talks in English, they will learn vocabulary faster than others. Since they are not only learning or practising the words, they are staying in an environment where everyone continuously using English. As a result, these children will priorities English over other languages. Faiaz also feels that practising is necessary for a student to become a proficient user of English. He claimed that,

Yes, if anyone doesn't practice the words regularly in daily life, he will surely forget them after a long time (DU FAI 29).

So, the study shows that having advanced materials are not enough to become an expert in word learning. It can help to build a language environment for the learners. Students need to practice regularly so that the words will become permanently stored in their brains. According to Dygala (2016), students can practice vocabulary in many ways, for example: telling stories, singing a song, drawing words on colorful paper, using pictures and flashcards, mind-mapping, word games, puzzles and so on. There are also 21st-century skills- critical thinking, creativity, collaboration, and communication. Practising new words using these skills may help learners to become a pro learner (Dygala, 2016). Mehazabien agreed with the research's statement and said that,

By practising the words regularly, I think I can remember the words (DU MEH 31).

Faiaz also supports Mehazabien 's statement and said that he will repeatedly practice the words every day using dictionaries or synonyms. He also believed that through practising translation strategy, vocabulary learning will become easy for him.

I will use the words more and more in a real-life context. I will also use online or offline dictionaries to find alternative meanings or synonyms. This will also help me to translate the words (DU FAI 31).

It does not matter which language students are learning, if they do not practice properly and cannot able to create a language learning environment, they will lay behind from vocabulary learning competition.

4.3.3 Contextualising Seems Difficult at a Time and Words may be Erased from Memory

The easiest strategy to remember new words is contextualising with a real-life situation. If students practice in a daily life context, they will easily memorise the new words in future. It requires no extra rules or structures to follow that is why every participant of this study prefers this strategy. Students can acquire a wider range of knowledge by picking up words from the context. However, there are long-term benefits of contextualising but it can be difficult for students to apply because they cannot contextualise every situation of their life. Also, different contexts may require awareness of words and flexible thinking which includes metacognitive and metalinguistics sophistication that many students cannot process (Texas Education Agency, 2002). Though Mehazabien prefers real-life situations to remember words, she faces difficulties to rely on contextualising. She claimed that,

Yes, because not all words I can contextualise all time I know. So, some of the words I remember but cannot contextualise those words. It creates difficulties for me (DU MEH 29).

Few words are very uncommon and rarely found in the dictionary, that is why students are confused about the meaning and cannot able to contextualise those words in a practical situation. Though Mehazabien remembers vocabulary through another strategies- social media, translation, synonyms, academic words along with contextualisation, but she mostly prefers contextualisation to pick-up new words. She has a habit of reading books outside the

curriculum, so sometimes she encounters few words which are not so popular or unfamiliar. Some words are very difficult to translate and have fewer synonyms. In that case, the only contextualisation is the way to remember the words. However, it is not easy to put all words in a real-life context. Rohmatillah (n.d.) claimed that using vocabulary appropriately is so problematic. Sometimes students become confused about when and where to use new words perfectly because some words and expressions are restricted to use in a particular context. Every word has a formal and informal version to use in a related context. Many students do not have the ability to choose correct words in correct situations (Rohmatillah, n.d.). So, there is a chance that students may lose their strength and be thrown out from vocabulary learning practice. If students stop practising, words may be erased from their memory. Tushar claimed that he will try again and again to focus on contextualising.

So, there is no other option but memorising the words through real-life memory or situation (DU TUS 23).

Mehazabien also does not want to stop learning new words because she believes that vocabulary is the heart of any language. She said that,

Yes, yes, I am positive about this. So, if we want to learn a particular language, we have to start with the vocabulary of that particular language. Because if we do not strengthen the vocabulary skills, we will not be able to understand the language. No matter it is English or Spanish, we have to go through the vocabulary at first (DU MEH 31).

Therefore, participants of this study want to improve language learning skills through practising vocabulary, because they believe that vocabulary is the heart of any language. If

anyone has lack of knowledge about the meaning of words, they will fail to communicate in English in future. Word is the life of a fully structured sentence. Group of words create a new meaningful grammatical sentence. So, a student must learn new words and also remember them to develop reading and writing skills.

4.3.4 Lack of Learning Skills can Create Difficulties in the Learning Process

Students have to gain some skills to become proficient in a language. There are four skills that are mandatory for a student to communicate with others- speaking, listening, reading, writing. Lacking in one of these skills may create difficulties in a language learning competition. If anyone's reading or writing skill is poor, he will not be able to read or write a new word. When students have lack of skills in grammar, sentence structure and spelling, their vocabulary writing style becomes unsatisfactory. If students cannot recognise the main point of an argument in reading, obviously they will fail to respond to this point in their writing (Why are students coming into college, n.d.). That is why skill-developing is very necessary for language learning. Fahmida feels that reading is one of the most important skills for a learner to become an expert in vocabulary. She said that,

I do not find any obstacle. I think vocabulary learning will be easy for most peoples. But if someone's reading skill is poor, he/she may not understand the meaning from contexts (DU FAH 28).

Fahmida is a student as well as a home tutor, so she has a habit of practising vocabulary regularly. She believes that the habit of practice can exaggerate the vocabulary learning process and improve skills.

Yes, I believe that practising learning new words regularly will help me to improve my language learning skills (DU FAH 30).

Like Fahmida, other participants also believe that different strategies of vocabulary learning can improve language learning skills. Rabiul thought that skill-developing is very necessary for students. If anyone is willing to go for higher study, then he has to be a proficient speaker of English. Otherwise, he will fail to communicate with native speakers of that region. Specially Rabiul wants to sit for group study with his friend to create a learning environment by his own. Since group study helps to create a classroom environment, it provides students a greater level of confidence and motivation for further learning. He said that,

I can do group study with my friends to create a language learning environment. If it is not possible due to the COVID-19 situation, I will make my own learning arrangement at my home, as example: using word chart, holding posters on my wall, pictures, puzzles etc. (DU RAB 26).

Though Rabiul got less time to read English books outside the curriculum, he has a strong will to develop language skills. If he cannot able to get his friend due to university closure for the Covid-19 situation, he will collect learning materials by his own and continue study. Again, Rabiul confidently said that,

If I can do this, I hope, it will improve my general language learning skills (DU RAB 26).

Another participant Faiaz also believes that without improving language skills, he will not be able to apply vocabulary learning strategies. As like, to apply the translation method, he must

have to know the meaning of the words. So, reading and writing skills are necessary to know the meaning of new words. He said that,

Also, if anyone doesn't know the Bangla meaning of the English word, he will definitely fall into trouble while translating (DU FAI 29).

So, it is obvious that vocabulary learning and language skills development are related to each other. Without skill development, vocabulary learning is impossible. Also, if anyone avoids learning new words, he will not be able to develop language skills. That is why English teachers around the world, especially in ESOL context should focus on teaching vocabulary carefully so that students can develop their language skills.

Chapter 5

Conclusion

5.1 Introduction

These conclusion parts aim to summarize the major findings of the study, discussion and implications, recommendations for the students. This study intended to find out which strategy university students are following to learn vocabulary items. In addition, it is expected to find out their attitudes regarding the strategies and what kind of challenges they are facing for applying the strategies.

The three research questions of the study are:

RQ.1. (a) Which strategy do the students mostly prefer for learning new vocabulary?

(b) What do they think about their preferred vocabulary learning strategies?

RQ.2. What kind of challenges do they face while applying the strategies of vocabulary learning?

5.2 Major Findings of the Study

The most preferable strategy followed by the participant is contextualisation. Students required no strict rules to maintain to apply the contextualisation strategy. That is why words remembering through the context are very easy for students. After that, students would like to apply the English to Bangla translation method to remember the meaning of the words. Memorising English words often seems critical but Bangla words need no extra pressures for students to remember. So, students at first understand the meanings of English words then they translate it to Bangla to memorise easily. Another strategy thoroughly used by students is remembering the synonym or similar meaning of the words. Some words have more than 20

synonyms, some words have less than 5 synonyms. That is why remembering synonyms are easy for most of the words, but it creates challenges for those words which have fewer synonyms. Though participants of this study applying synonyms to remember some words during the interview, they do not recommend using them in the future for higher studies. Students also think that the alternative of synonyms and translation can be social media platforms. Some students are less attentive in class or cannot able to learn words through translation, they can learn through social media. By posting, commenting or chatting with someone on Facebook, WhatsApp, Twitter; students can learn many words related to regular activities. Few students are so much addicted in smartphone and frequently browsing the internet. They may get benefitted by visiting different websites and blogs. Through social media, students are not only writing posts or comments, they also have the chance to visualise the words and capture them in their minds. Students who are not used to with social media can follow the repetition strategy. When students repeat the word several times, it becomes permanently stored in their minds. Especially, beginner level students can use this strategy because translation or synonyms may seem difficult to them. So, after all, the implication of learning strategy depends upon students' proficiency level, knowledge, pedagogy and theories. Everyone should keep practising vocabulary using their preferable strategies.

5.3 Contributions of the Study

5.3.1 Implications for Knowledge

In this study, the researcher has discussed several strategies of vocabulary learning. These strategies can improve students' knowledge of vocabulary and strengthen their confidence to attend different language competitions. The researcher has pointed out each participant's thought about the strategies. Previously, limited research has been conducted on tertiary

level students' preferable vocabulary learning strategies. Also, students' perception about learning strategies are not even discussed. Problems and challenges faced by the students regarding learning strategies are ignored. This study fulfilled the gap by figuring out problems, challenges and limitations for vocabulary learning in Bangladeshi context and focusing on students' perceptions.

5.3.2 Implication for Pedagogy

1. If the study can be implemented in Bangladesh scenario, teachers will be able to teach well. Therefore, teacher will also understand students' perception about strategies and will teach them using the strategies.

2. Teachers will teach the students various technologies of vocabulary learning. There are many advanced technologies are using to teach new English words around the world. Teachers will be able to pick up any techniques related to vocabulary learning context and teach the students.

3. Advanced technologies requires advanced materials for both the teachers and students. Material designers will become conscious about adding vocabulary instructions in English textbooks so that both the students and teachers can get benefitted. Also, authorities can change the curriculum according to the students' choices and preferences.

5.3.3 Implication for Theories

The researcher creates the conceptual model by combining the input-process-outcome model of learning originated from Huang and Wu (2017) and Existing common vocabulary learning strategies: a dynamic classification given by Oxford and Crookall (2009). This conceptual model can be implemented in other countries vocabular learning concept.

Scholars can change the model according to the needs of his research. This conceptual model does not include any brief writing session except the scribbling. Also, this model does not include teachers teaching strategy briefly. Researchers of different countries can alter this conceptual model and can add a writing session or teachers' strategy to create another new model based on their needs.

5.4 Future Studies

To ensure the transparency and authenticity of vocabulary learning, many more new studies can be conducted in future by other researchers. Maybe they can publish journals or articles on another aspect of vocabulary learning which will talk about another problems. This study mainly focuses on tertiary level students' vocabulary learning capability. The strategy captures students' learning strategy, their opinion about the strategies, problems and difficulties they faced while applying the strategies. In future, another qualitative study can be run by scholars based on primary or secondary level students' preferable vocabulary learning strategies.

In addition, qualitative study on vocabulary teaching strategies can be conducted from teachers' and instructors' perspectives. Also, scholars may find out challenges & limitations of teachers to teach new vocabulary. In this generation of technology, strategies of vocabulary learning may change which can influence the learning process. If a technological revolution happens, advanced technologies will replace the old learning process in future and that can be briefly explored by language scholars.

5.5 Recommendations

Depending on the results and discussion of the study, the researcher would like to provide some recommendations following below:

- University has to offer vocabulary courses or programs that can boost the performance of students. There are lots of possibilities that students can make mistakes while using different vocabulary learning strategies in practical life. If they get proper instruction on how to contextualise different words, how to translate one language to another, how to understand the correct meaning of English words, how to detect the correct synonyms of the words; they will be able to improve their skills.
- Though the translation process is easy for very few learners, some students have difficulties because they are not enough proficient in translating words. Few students have conflicts in remembering synonyms as they have not sufficient proficiency in English. In that situation, course teachers do not need to force them to use the translation or synonyms, rather encourage them to use repetition strategy.
- Students mostly using contextualisation, translation and synonym to remember new vocabulary. Most of them are not interested to use a dictionary because the availability of a dictionary is rare at present days. As well as the price of the internet is rising high day by day which is why students are not interested to buy mobile data. In that situation, the Education ministry can provide a free dictionary for university going students. Also, the supply of traditional dictionary has to be increased in book shops and libraries. IT authority can provide free internet for university students or lessen the price of megabytes so that they can learn without any hassle.
- Vocabulary should be a part of assessment in case of English language learning. Policy makers and English textbook designers should include vocabulary learning in the textbooks and assessments.

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Appendix A

Interview Questions for Participants

Data for answering central research question and research questions were collected through interviewing:

Interview questions (IQs)	Background info	RQ1a, Strategy they most prefer	RQ1b, Their attitude towards strategies	RQ2 Challenges of learning new words
1. Please share your educational background. Where you have completed your study (school/college) and what was the medium of instruction?	X			
2. When you have started learning new words in English?	X			
3. Did you feel interested in learning new English words?	X			
4. How did you learn English new words in you	X			

school or college?				
5. Did you feel any difficulties for learning new vocabulary items in your school & colleges?	X			
6. Do you have habit of reading English books outside curriculum?	X			
7. Do you use any strategy to remember new words? (E.g.: notebook, using sentence).	X			
8. After learning, how did you remember those words in your school or college?	X			
9. Can I show you a list of English words? Then I will give you a break.		X		
Interval/Break		X		
10. Can you remember those words that I have shown you before the video		X		

presentation/interval? Please write some of those words in your notebook.				
Students' list of words		X		
11. How/by which process do you remember those words that I have shown you before the video/interval?		X		
12. Do you think that it's an easy process for you?		X	X	
13. What is your attitude about this strategy? Are you comfortable with that?			X	
14. Do you want to use this process for achieving new vocabulary in future?			X	
15. If yes, how do you want to use this process?			X	
16. Is there any obstacle to use this process?				X

17. If yes, how will you overcome this obstacle in future?				X
18. Do you think that it will improve your language learning skills?				X

Appendix B

Sample interview of Mehnaz

DU	Participants	Questions and Answers
1	The researcher	Hello, Assalamu Alaikum, how are you Mehnaz?
2	Mehnaz	Yes, Walaikum Salam, I am fine. how are you?
3	The researcher	I'm fine too. I want to do interview with you about vocabulary learning strategies of Bangladeshi tertiary level students, so I want to ask you few questions do you agree with that?
4	Mehnaz	Yes, you can go ahead.
5	The researcher	Please share your educational background, where do you have completed your study? And where are you studying now? And what was the medium of instruction?
6	Mehnaz	Yes, so first of all I have completed my SSC from Mohammadpur Preparatory School. Then I have completed my H.S.C from Dhaka City College. After that, I have admitted into East West University at the Department of English and from there I have completed my graduation. Now, I am doing Masters in ELT & Applied Linguistics at Brac University. So, previously my medium of instruction was Bangla, but now English. So, it is actually 360 turns for

		me.
7	The researcher	Ok Mehnaz thank you. My next question is when do you have started learning new words in English?
8	Mehnaz	So, I guess it started at the very begging of my education life when I was child. When my teacher tells us to memorise the words and we have to make new sentences with the words. So, I think it started there. But some of the word I could not use in a different context. So, yeah.
9	The researcher	My next question is do you feel interested in learning new words? How did you learn new words in your school & colleges?
10	Mehnaz	I would say it was not that much interesting. Some of the time we memorise the words but cannot use it in a particular context. So, the question comes, why we are memorising the words, why we are learning so many words. It is sometimes burden for me. So, what we can do is memorising the words, and writing the words in exam scripts. For me, I was not interesting so much.
11	I	So, you are not interesting that much? Right?
12	Mehnaz	Yes, I feel difficulties because some of the words I cannot contextualise them. I cannot put them in a sentence, which is really difficult for me.
13	The	Thank you for your answer. My next question- Do you have

	researcher	habit of reading English books outside curriculum?
14	Mehnaz	Yeah, I have a habit of reading books outside curriculum. Specially I love literatures. So, I love to read English novels.
15	The researcher	Thank you for your answer. My next question- do you use any strategies to remember the words? As like when you read a new book, you remember some words right? how did you remember them?
16	Mehnaz	So, what I do is like I kept the words wiring in my notebook or computer. Actually, I would like to keep the track of the new word. Sometimes, I use the words by making a sentence. I also try to find the meaning or synonym of the word. So, for the difficult words, I tried to find the synonym which is very helpful for me.
17	The researcher	Can I show you a list of word?
18	Mehnaz	Ok sure. Sure.
19	The researcher	After showing word, I will give you an interval. Then I will ask you which strategy you follow to remember the words.
	Interval	
20	The researcher	Thank you so much. I welcome you again after the interval session. So, Mehnaz I gave you a list of words through flashcards can you remember some of the words from that?

		Please write some of those words in your notebook. And please tell me how do you remember them?
21	Mehnaz	So, the words I remember are- classic, beloved, according, malware, plagiarise, ancient, pardon, irritate, I guess that's all. So, I think there is not particular strategy. I have followed different strategies. Some of the words, I come in contact regularly. As like, 'according' I have to write it in a paper again and again, so, I have to use the words several times. Then plagiarise, this word related to academic. These words I come into contact in a regular basis. It was very easy to remember those words. Then, the words- 'beloved' 'classic', those words I use in day-to-day life. May be not in educational context, but in daily uses as like commenting on social medias, then we are talking to someone. So, we use this type of words. Then 'pardon', whenever we are sorry, we say 'pardon me'. So, this type of words we use in a regular basis. For some of the word, I remember the Bangla version of the word. Then I remember the English. For example, 'ancient' or 'disaster'. At first, I remember the Bengali meaning of the word. Then, when I told you, I translate it into English. So, yeah, these are some techniques I have applied.
22	The	So, you use several strategies to remember the words. Which

	researcher	one you feel more comfortable? I mean, remembering the synonym or translating the words. So, which one you think is easy?
23	Mehnaz	Yes, those words I can use in my daily life. The words I use in a regular basis those are easier to remember. OK. I am using it in a regular basis. Some words I write it, not for academic purposes, but for daily uses, commenting on post or something. So, these words I use regularly and these are very easy to contextualise in a particular situation. Those are the words I can remember frequently.
	Students’ list of words	
24	The researcher	Do you want to use these processes in future? As like, if you go for higher study, you will face very difficult words. So, do you want to use same strategy in future?
25	Mehnaz	In case of higher studies, I don’t think this concept will apply. May be when I talking to a classmate or someone, it will be helpful for me but in case of higher studies I have to read a lot. I have to contextualise the words more and to give the word a deeper meaning. So, whichever country I am

		going to, I have to understand their norms and cultures. So, based on the needs of their context, I have to adopt new strategy. I do not think one particular strategy will be applicable for this situation.
26	The researcher	So, you believe that learning strategy and behaviour changes from time to time, place to place?
27	Mehnaz	Yes, yes.
28	The researcher	Do you think there will be an obstacle to use this process?
29	Mehnaz	Yes, because not all words I am able to contextualise all time I know. So, some of the words I remember but cannot contextualise those words. It creates difficulties for me. Also, few words we do not need in a regular basis. Some of the words I don't remember because I could not use them in particular context. So, I guess it is really important to remember the words based on a particular context.
30	The researcher	Do you think that it will improve your language learning skills?
31	Mehnaz	Yes, yes, I am definitely positive about this. So, if we want to learn a particular language, we have to start with the vocabulary of that particular language. Because if we do not know the vocabulary, we will not be able to understand the language. No matter it is English or Spanish, we have to go

		through the vocabulary at first.
32	The researcher	Ok Mehnaz, here is the ending of interview. Thank you for your cooperation and time. Thank you so much.
33	Mehnaz	You are welcome.

Sample interview of Rabby

DU	Participants	Questions and Answers
1	The researcher	Hello, Assalamu Alaikum, how are you Rabby khan?
2	Rabby	Yes, Walaikum Salam, I am fine. how are you?
3	The researcher	I'm fine too. I want to do interview with you about vocabulary learning strategies of Bangladeshi tertiary level students, so I want to ask you few questions do you agree with that?
4	Rabby	Yes, you can go ahead.
5	The researcher	Please share your educational background, where do you have completed your study? And where are you studying now? And what is your medium of instruction?
6	Rabby	I have started my school from Mohammadpur Government High school, I passed my HSC in 2017 from Stamford college. Currently I am enrolled in United International University in Electrical and Electronics Engineering, first year, first semester. My medium of instruction was Bangla, but now that is English.
7	The researcher	Ok Rabby khan thank you. My next question is when do you have started learning new words in English?
8	Rabby	I am learning English since my childhood, when I have started learning A, B, C, D rhymes writing paragraphs and

		essays, as I grow up. I grew up then it evolves into more complex like literature, journals, etcetera and so that's how I learn all these things.
9	The researcher	My next question is do you feel interested in learning new words? How did you learn new words in your school & colleges?
10	Rabby	Okay I feel interested on learning new words or sentences languages because it motivates me very much for learning new things since I was a kid, I was very fond of cartoons then I watch movies and go through the words several times that I didn't understand. So, I thought that maybe it will be interesting to find the new meaning of the words to know more. Then, I started to use dictionaries and started to read many various books to find the easier words meanings etc.
11	The researcher	Do you feel difficulties for learning new words?
12	Rabby	Yes, I agree I often feel difficulties especially some of the keywords that are very much troublesome spellings I find it difficult to learn. It's not also difficult to learn actually but difficult to remember. Sometimes I forget the words if I don't practice regularly but some of the words that in our daily needs or daily basis, I use that one to learn quickly but I face difficulties. I overcome it by remembering that word

		again and again or using a working method like with a conversation of a friend or writing something in the comment or somewhere writing review.
13	The researcher	Thank you for your answer. My next question- Do you have habit of reading English books outside curriculum?
14	Rabby khan	Yes, I read couple of books outside curriculum to enrich my knowledge. Though I got very little time to read, but I have managed few books to read. These books are mostly written by American writers. They used many new words in their books which are rarely found in real life situation. Though these words are very hard to remember but helps me to encounter new words.
15	The researcher	Thank you for your answer. My next question- How did you learn English words in you school or college and how did you remember them?
16	Rabby	I have learned through books I can say that I have learned in my education. In schools for policies that when I learn English or when I study a story or paragraph or something then I learned the new words. Often, I also start learn some of the difficult words from Internet and Facebook. But most of the time that I don't find the meaning of it or I don't know the meaning of the word when I use the words in daily uses. So, the thing I do is usually I just google the critical

		alternative of the word so that I can remember the easy meaning of the words. Some words I don't find appealing, then I look up to the dictionary and even if I don't find it in the dictionary then as I simply ask my seniors so that I can remove doubts about it. By that way I get knowledge about the words.
	Interval	
17	The researcher	Thank you so much. I welcome you again after the interval session. So, Rabby khan I gave you a list of words through flashcards. Can you remember some of the words from that? Please write some of those words in your notebook.
18	Rabby	Some of the words I used in a daily basis so I can remember them easily. Very few of them is new to me that is why they were completely critical or uncommon to me so I have looked up on it and I think that the difficult one I just rarely heard about it. Then I translate it in easier language to understand better.
	Students' list of words	
19	The	Can you tell me how do you remember them?

	researcher	
20	Rabby	<p>As I told you I use words in a daily basis in my life including chatting with my friends or writing something on internet so that I can know more. Some of these words you gave me, I have remembered it because it has a similar meaning to what I really use but easy to understand in my daily life. But as the words I stored in my memory when I use it in a daily basis or using more openly then only those words actually catches in my brain easily and I consistently remember them. but some of these words that are testicles to understand. I remember it as I said that when the word is difficult but it has a similar meaning to words that I already know. So, whenever I receive this difficult word from you. I just translate into another language that I talk and that's how I remember it in my brain, for example that the word that you send me, 'According' so 'According' here is the meaning actually is-in relation to, so I remember this word while I using 'according to' in my research paper. Specially, to mention the author's work or to cite quotation in literature review section for my term paper or thesis at my university. you gave another word 'Ancient' that means-very old or more valuable person/society from previous generation or form past. I remembered this word through a movie where many</p>

		<p>powerful soldiers are fighting. For the difficult words like a very difficult words, you send me is 'karaoke', the word 'karaoke' I rarely use and it has also a very difficult kind of meaning which is-a type of habit when people mimicry other's voice. Also, I used sing karaoke songs at my school life with my friends in break. So, this kind of word is very hard to remember and very hard to store in my brain. but I repeatedly uttering the words to try to make a habit of using the words so that I can store this word easily in my brain. so that's how I try to remember these words especially the new ones I try to store in my brain like this memorising the similar type of situation for each word.</p>
21	The researcher	<p>Do you want to use these processes in future? How do you want to apply them? Do you think that these processes are easy?</p>
22	Rabby	<p>I like to use this process in my future because this process is sometimes often used in many ways in many situations like for example if I do a comment on YouTube or if I do a comment on Facebook on someone. I think in these situations I will try to keep practicing so that I can use them in proper situation or proper place. some of the words you gave is quite difficult but they have actually using in some of the places especially in writings they used frequently so I</p>

		think I will I will try to learn as much as words as possible through this process which will be fun for me. For me, remembering the words through actual real-life situation is very easy, I think.
23	The researcher	Do you think there will be an obstacle to use this process?
24	Rabby	Yes, if sufficient materials are not available at my area, then it will be very difficult for me to learn new words. If I don't get English to English dictionaries at my side, it will not be possible to find the meaning. Also, environment is a crucial factor. If the environment is not perfect for language learning, I will not be able to improve my word stocks. In that case, learning words may get restricted.
25	The researcher	How will you overcome this obstacle in future? Do you think that it will improve your language learning skills?
26	Rabby	Actually, I will try my best to overcome the barriers. If I do not get learning materials available at my region, then I will try to find alternative. As example, I can use online dictionary in-stead of buying it from a market. But I don't think online dictionary is much helpful than hardcopy. In addition, I can do group study with my friends to create a language learning environment. If it is not possible due to COVID-19 situation, I will make my own learning

		environment at my home, as example: using word chart, holding posters, pictures, puzzles at my wall etc. These will help to skim through the words again and again. If I can do this, I hope, it will improve my language learning skills.
27	The researcher	Ok Rabby khan, here is the ending of interview. Thank you for your cooperation and time.
28	Rabby	You are welcome.

Appendix C

Sample Writings of Participants (Scribbling)

Participants	Writing of words
Rabby	According, Ancient, Karaoke.
Mehnaz	According, Plagiarise, Beloved, Classic, Pardon, Disaster, Ancient.
Tusher	Plagiarise, Judgmental, Quiet, Glimpse.
Fahmira	Rowdy, Nightmare, Quiet.
Faisal	Malware, Irritates, Ancient, Disaster, Handicap, Opponent.

Appendix D

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

R.Q.1. (a): Which techniques are preferred by tertiary level students for learning new vocabulary words?

Coding of Mehnaz's response						
Interview question (1)	Subordinate key words of questions (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as key words (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
How/by which process do you remember those words that I have shown you before the interval?	* Words remembering process.	*Using the words several times in real-life. *Practicing academic words in regular basis. *Apply different words for commenting in social media and talking to someone.	“I have followed different strategies. To remember the word “Egocentric”, I have uttered several times. Some of the words, I come in contact regularly. As like, ‘according’ I have to write it in a paper again and again, so, I have to use the words several times.” “Then plagiarise, this word related to academic. These words I come into contact in a regular basis. It was very easy to remember those words.” “Then, the words- ‘beloved’ ‘classic’, those words I use in day-to-day life. May be not in educational context, but	*Frequently using the words. *Real-life context. *Words of academic study. *Words of social media.	1 1 1	DU MEH21

			<p>in daily uses as like commenting on social media, then when we are talking to someone.”</p> <p>“So, we use this type of words. Then ‘pardon’, whenever we are sorry, we say ‘pardon me’. So, this type of words we use in a regular basis.”</p>	<p>*Real-life context.</p>	1	
		<p>* Translate the words into own language.</p>	<p>“For some of the word, I remember the Bangla version of the word. Then I remember or translate into English. For example, ‘ancient’ or ‘disaster’. At first, I remember the Bengali meaning of the word. Then, when I told you, I translate it into English.”</p>	<p>* English to Bangla translation.</p>	1	

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

R.Q.1. (a): Which techniques are preferred by tertiary level students for learning new vocabulary words?

Coding of Rabby's response						
Interview question (1)	Subordinate key words of questions (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as key words (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
How/by which process do you remember those words that I have shown you before the interval?	* Words remembering process	*Repeatedly uttering.	“I repeatedly uttering the words to try to make a habit of using the words in daily uses so that I can store this word easily in my brain”	* Uttering the words repeatedly.	1	DU RAB 20
		*Remembering similar words.	“I have remembered “According” because it has a similar meaning to what I really use”	*Memorising synonyms	1	
		*Translation process.	“So, whenever I receive this difficult word ‘Egocentric’ from you. I just translate into my own language”	*Translating the words.	1	
		* Comparing with the situation.	“Some of the words you said, I actually compared these words to a situation where they can be used”	*Matching with real life situation.	1	

Appendix E

Sample Theme Generation template

Research question 1 (a)	Which strategy do the students mostly prefer for learning new vocabulary?					
Interview question	How/by which process do you remember those words that I have shown you before the interval?					
Rabby (C1)	Mehnaz (C2)	Tusher (C3)	Fahmira (C4)	Faisal (C5)	Sub-Themes	Themes
Uttering the words repeatedly	Frequently using the words.	Memories from the past.	Visualising the words. (DU FAH 19)	Real life context		Words are remembered through real-life context.
Matching with real life situation.	Real life context.	Through real life context		Translating the words.		English to Bangla translation helps to remember words.
Translating the words.	English to Bangla translation			Synonyms	Social media can help to remember new words.	Through synonyms, words can be memorised easily.
Memorising synonyms. (DU RAB 20)	Words of academic study.	Remembering synonyms (DU TUS 18)		(DU FAI 21)	Visualisation keeps the words in memory for short time.	Frequently uttering the words is very easy process.
	Words of social media. (DU MEH21)				Some memories from the past are related to few words, those words are easy to remember.	Words studied from regular study is easy to remember.

Appendix F

Rating for student's interview by Rater 1

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

R.Q 1 (a): Which strategy do the students mostly prefer for learning new vocabulary?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-rater		Comments/suggestion
				Agree	Disagree	
Words are remembered through real-life context.	Real life context helps to remember words.	DU MEH21	“Some of the words, I come in contact regularly. As like, ‘according’ I have to write it in a paper again and again, so, I have to use the words several times.”	/		Interaction can be another theme. (Partially agreed).
		DU RAB 20	“Some of the words you said I actually compared these words to a real-life situation where they can be used”	/	/	
		DU TUS 19	“I have a friend who always told me that I am so judgmental. I remembered the word through re-memorising the situation/moment.”			
English to Bangla translation	Translation process can	DU MEH 21	“For some of the words, I have remembered the	/		

helps to remember words.	be used.	<p>DU RAB 20</p> <p>DU FAI 21</p>	<p>Bangla version of the word. Then I remembered or translated into English. For example, ‘ancient’ or ‘disaster’. At first, I remembered the Bengali meaning of the word. Then, when I told you, I translated it into English.”</p> <p>“So, whenever I received this difficult word from you. I just translated into my own language”</p> <p>“I also translated the words which I don’t use regularly. I translated into Bangla from English. Such as the words- ‘ancient’, ‘disaster’, ‘handicap’.</p>	/		
Through synonyms, words can be memorised easily.	If we cannot remember the exact words, we can try synonyms.	<p>DU RAB20</p> <p>DU TUS 19</p>	<p>“I have remembered it because it has a similar meaning to what I really use”</p> <p>“The word ‘glimpse’ seems at first very critical to me. But I remembered the</p>	/		

		DU FAI 21	word through another synonym 'at a glance'. So, I remembered this couple of words within this short time." "Some words are easy to remember through synonyms. 'opponent', 'plagiarise', 'earlier'."	/		
Frequently uttering the words is very easy process.	Uttering the same words several times will store it permanently in our brain.	DU MEH 21	"I have followed different strategies. Some of the words, I come in contact regularly. So, these words I use frequently."	/		
		DU RAB 20	"I repeatedly uttering the words to try to make a habit of using the words in daily uses so that I can store this word easily in my brain"	/		This is more of a growing a habit of using a new word.
Words studied from regular study is easy to remember.	Regular academic study helps to get new words.	DU MEH 21	"Then plagiarise, this word related to academic. These words I come into contact in a regular basis. It was very easy to remember those words."	/		

Social media can help to remember new words.	We can get new words from social media.	DU MEH 21	“Then, the words- ‘beloved’ ‘classic’, those words I use in day-to-day life. May be not in educational context, but in daily uses as like commenting on social media, then when we are talking to someone.”	/		
Visualization keeps the words in memory for short time.	Visualisation keeps the word for short time.	DU FAH 20	“Visualise. Whenever you showed me those words, I picturised them in my mind and then recall them while writing.”	/		
Some memories from the past are related to few words, those words are easy to remember.	Few words are stacked into our memory.	DU TUS 19	“I have remembered the words through many ways. Few words from your list I have heard so my many times from my classmates or teachers. So, I recall the memories and remembered the words.”	/		

Name of the Rater: Dr. Sabreena Ahmed

Date: 15/08/ 2021

Appendix G

INTER-RATER RELIABILITY CALCULATION FOR STUDENTS' INTERVIEW

	Percentage of agreement (Total number of agreement/Total number of responses) x 100
Inter-rater 1:	(13/15) x 100 = 86%

Appendix H

Email from participants

Transcription Inbox x



Ridwan Arif <rdwnarif@gmail.com>
to rabbykhanrk820 ▾

3:07 PM (53 minutes ago) ☆ ↶ ⋮

Hello Rabby Khan,

How are you doing? Hope all is well.

Please check your interview transcription attached in this mail by the researcher. You can claim for any change if you want to.

Thanks. Regards.
Mohammad Ridwan Arif.



Rabby Khan
to me ▾

4:01 PM (0 minutes ago) ☆ ↶ ⋮

Yes, the transcription is correctly done. I have no claim against that. Thank you for your mail.

Appendix I

Word list before Modifying

List A	List B	List C	List D	List E
Accent		Chatty	Detachment	Earn
Accept	Bacterial	Cherished	Demystify	Earlier
According	Baffling			Eager
Accident	Balsamic			Earsplitting
Accuse	Beloved		Demure	Effective
Ache	Believable	Classic	Devotee	Efficient
Acrobat	Beguiling	Clairvoyant	Dexterous	Elapse
	Beneficent	Clearheaded		Electricity
		Clement		Elevate
			Discretion	Elegant
		Coherent	Discreet	Enchant
Admire		Comfortable	Dough	Encourage
		Coltish	Doubt	Enabling
Afford	Bowel	Compelling	Dolled	Endearing
Alligator				Embarrass
		Crucial		Embark
	Brawl	Cryptic	Dribble	Embellish
Ancestor			Drift	Embalm
Anchor		Culinary	Drown	Era
Ancient	Breathtaking			Eraser
	Brimming			Erotic
Anxious	Bullet			Erection
Anybody	Bulb	Cyan	Dump	Exasperating
	Buffet	Cybernetic	Dynasty	Exceptional
Appearance	Button	Cyclist	Dynamic	Excessive
Approach		Cynicism	Dysfunctional	Expectant

Appendix J

Flashcards (After Modifying)

Classic¹ According
Beloved Earlier

Ancient² Pardon
Disaster Egocentric

Spectacular

3

Irritate

Glimpse

Handicap

Judgmental

4

Nightmare

Karaoke

Malware

4

Opponent

Quiet

Plagiarize

Rowdy

