

VOCABULARY LEARNING STRATEGIES USED BY THE STUDENTS OF INTERMEDIATE LEVEL

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Abstract

The present study investigates the techniques that are known to the students of intermediate level in district Abbottabad. It also explores the frequency of the use of those known vocabulary strategies by the students and to what extent students use these strategies. Thus, the present study attempts to elicit information from learners about the learning strategies. A survey of students from the two Private Colleges was conducted to determine their preference for vocabulary learning strategies. For this purpose, a sample of 50 students was selected by non-random purposive process. Data was collected from the respondents with the help of questionnaires and was analyzed through Microsoft Excel. According to the results, it was conspicuous that the majority of students have enough information about the different strategies as they use them frequently. Whereas, it is also analyzed that activation strategies are most common as compared to social strategies and note-taking strategies. The findings will be advantageous to teachers in developing effective vocabulary teaching curricula and provide students with successful vocabulary learning strategies.

Key words: Elicit information, Vocabulary learning strategies, Not-taking strategies

Introduction

Language is the nucleus of the human mind and thought. As the famous phrase goes "I think, Therefore I am", thus, we can easily sum up that the entire existence of the human race is their ability to think, and language is the representation of human thought, which means, we cannot think without language. Language is not only for our thinking process but we also use language for almost everything in our basic life. Language enables us to communicate with each other as well as to perform several other functions i.e. social interaction, prayers, etc. Languages are also an important constituent in relaying religion and customs. Moreover, language is considered as an important part of culture and heritage. Language is a bond that unites the society through oral and written forms of communication. According to Sapir (1921), language is the most important humane and extrinsic way of exchanging desires, ideas, and emotions through a proper system of symbols produced voluntarily. Every known human society to this date has had a system of language.

According to Ethnologies by SIL Internationals (Simons & Fenning, 2022) there are approximately 7,459 languages being spoken in the world. Almost 40% of languages are considered endangered, often with speakers of less than 1000 individuals. Meanwhile, 23 languages are spoken by more than half the world's population. Among these languages, English is considered one of the most important languages. It is considered as international lingua franca and is being spoken throughout the world not only as the native language of several countries but also as a second language and foreign language in sufficient countries around the globe (Kachru, 1985)

Languages are composed of multiple elements. The English language itself contains elements like sound system-phonology and phonetics, the grammatical as well as the structural elements, and lexical elements that we may term as vocabulary. Whenever we are learning a new language, we must learn its vocabulary because without words you cannot convey your desired meaning. Similarly, without the proper knowledge of certain words and their meanings we cannot understand the contexts of those words. Hence vocabulary is one of the most fundamental parts of a language, and vocabulary learning is the very first step towards learning a new language. The component of any language comprises vocabulary that enhances the communication skills of the learners on a macro level. Vocabulary has been defined by linguists as a combination of words to be memorized by the learners to enhance language learning. Vocabulary has also been defined as a set of words and phrases called lexeme.

Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) explain the term vocabulary as the knowledge of words and the meaning of the words in both spoken and written language and also in productive and receptive forms. Hence, we conclude it with the notion that vocabulary is a lexical component which involves four basic teaching-learning skills: reading, listening, speaking and writing. Vocabulary learning is the first step of language learning. The interest of the students and motivation of teachers plays a vital role in vocabulary learning.

The English language is being taught as a foreign language throughout Pakistan. It is an important part of the education system in the country and is included in the syllabus. It is clear that to learn a language one must acquire the vocabulary first. In this paper, the focus is on certain vocabulary learning strategies being used by the students of intermediate level, of district Abbottabad. The paper will define those vocabulary learning strategies and will also explore the frequency to which the students are using those vocabulary learning strategies.

Problem Statement

Vocabulary learning is one of the main issues while learning English as a Foreign or Second Language (EFL/ESL) contexts. It is not only important for the teachers and learners but also the course designers and curriculum creators to keep the vocabulary learning process and techniques in consideration while designing a course for language learning. Identifying certain ways that are used by the students in Pakistan for their language learning and how they process the new words,

memorize them and then use them is very important to develop effective pedagogies and plan instructional techniques inside and outside the classrooms. Henceforth, the present study attempted to explore vocabulary learning strategies used by intermediate level students in the selected institutions of Abbottabad. In addition, this study is also to highlight the popular strategies from the less popular ones so teachers may have a clear idea which strategies will be more effective inside the classroom while learning a new language.

Research Questions

Q1. What are the Vocabulary Learning strategies popular with students of the intermediate level of District Abbottabad?

Q2. How do the students of intermediate level in Abbottabad use the vocabulary learning strategies they consider useful to them?

Significance of the Study

Words are the core of a language, and without words we cannot have a proper language. Words are basic building blocks for the beautiful architecture of the language. Learning unfamiliar words is very important to get the linguistic and communicative competences of a language. Students have to face many challenges while learning a foreign language or second language. For any student to be competent and proficient in a language vocabulary is most important because how can a person use and practice a language if he/she does not have a proper knowledge of vocabulary items of that language? Henceforth, vocabulary learning strategies play a significant role in achieving the purpose of learning a language. Meanwhile, it is also very important for them to explore and learn these strategies. This study will not only explore the use of vocabulary learning strategies in different academic and learning contexts moreover it will give new insights for development of effective teaching methodologies and instructional techniques. In addition, the results and findings of this study will also help English language teachers and learners to have a knowledge about vocabulary learning strategies used by intermediate level students in Pakistan. This will also help to identify whether students use the vocabulary learning strategies that they consider important or not, creating a roadmap on how to practice these strategies. This can lead to a new pathway to the process of language teaching and effective vocabulary learning process in the region.

Vocabulary Learning Strategies

According to Nation (1990), from the late 1980s, vocabulary was an area that drew attention of the researchers within the conventional field of L2 acquisition. Linguists understand that various students' hardships, either open or useful, are a result of a lack of knowledge in vocabulary, and when the students are at more significant stages of language ability and execution, they feel the

need to learn vocabulary. Gu and Johnson (1996) convey that the most exploration of vocabulary learning systems has zeroed in on different strategies for vocabulary show, and their effects on maintenance. Hatch and Brown (1995), notwithstanding, find that vocabulary is a very important part of language and has an incredible importance for the language students.

Also, Oxford (1990) sees that language learning techniques energize more prominent self-direction for students. Independent and autonomous students can take care of their own learning and progressively acquire certainty, association and capability. Hence, substitutes need preparing in the vocabulary learning strategies they need most. Research has shown that numerous students do utilize more techniques to learn vocabulary, particularly when differentiated from such coordinated errands like tuning in and talking. However, Schmitt (1997) claims that they are learned to utilize essential vocabulary learning strategies. So, this makes system guidance a fundamental piece of any unfamiliar or second language program. Nonetheless, a more noteworthy information vocabulary learning strategy could be extremely helpful in supporting educators to design their illustrations all the more and give direction to understudies in taking on effective techniques. Throughout the long term, numerous specialists have tried not exclusively to arrange, yet additionally assemble, these techniques to help students' learning.

Vocabulary Strategies Classification

Nation (1990) similarly defines word learning as knowing how to spell a word, how to pronounce it, its associations, and whether it is appropriate for a given circumstance.

Gu & Johnson's Classification

Gu & Johnson (1996) have classified L2 learning strategies pertaining to vocabulary into cognitive, metacognitive, memory and activation strategies. Metacognitive strategies allow the learners to understand the important words and phrases and the situations where combinations of these words and phrases can be used as communication. Most of these strategies are initiation based where learners utilize multiple approaches to learn language through vocabulary usage. Cognitive strategies are usage of guesswork and notetaking. Learners use their previous knowledge of the language and incorporate grammar into it to understand the meaning of new words and phrases. Memory strategies use lists of words lists and associations to compile visual imagery. The words are visualized in prefixes and suffixes. Activation strategies use words in newer contexts. This includes the formulation of new phrases and sentences by using already known words.

Schmitt's Taxonomy

Schmitt's taxonomy (1997) is a catalogue of vocabulary learning strategies divided into two groups. The first category of strategies is incorporated by the learners when a new word or phrase is encountered, and the second category of strategies is incorporated when the learners encounter the word again in a different context. Main learning strategies in the first group are social and

determination strategies whereas the second category includes memory, social, cognitive, and metacognitive strategies. Both categories incorporate social strategies into various forms. The initial discovery of new words allows the learners to utilize the words in various contexts through usage of multiple strategies. Social strategies involve group learning, whereas memory strategies involve recall of previous knowledge. Cognitive strategies involve processing of psychological information by the learner. Usage of repetition in memory access through cards and notebooks allows the learners to acquire vocabulary. Metacognitive strategies allow the learners to self-evaluate their process of language acquisition. It also allows the learners to ascertain when a switch between learning strategies is needed to advance the learning process.

Research Design

In this section, there is a discussion regarding methodology used in data collection for this study. Firstly, there is information and discussion regarding the subjects (population) illustrated and the sampling technique. Moreover, there is a discussion about the process of data collection and the construction and distribution of the questionnaire. Finally, the sampling and data analysis is also presented; how the data collected through the questionnaire is evaluated.

Population and Sampling Procedures

The participants of this study were students of the private sector colleges in district Abbottabad, enrolled in the Higher Secondary classes' degree i.e. intermediate level. Non-random and purposive suitability sampling procedure was used to select 50 intermediate level students (male and female) from the two private sector colleges (i.e. Modernage Public School and Boys College Abbottabad and Modernage Public School and Girls College Abbottabad).

Instrumentation

Based on the work of Gu and Johnson (1996), Nassaji (2004 and 2006), Ye and Wang (2004), and Schmitt (1997), two set of questionnaires were developed and pilot-tested for validity in order to collect data. The items in the questionnaire were be 5-point Likert scale items. Internal consistency reliability of questionnaire after pilot-testing procedures and use in the study will be computed. Vocabulary Learning Strategies Questionnaire Appendix 1 was composed of 20 items. Whereas, Vocabulary Learning Strategies Questionnaire Appendix 2 was composed of 20 items.

Data Collection Procedures

The researcher had submitted the questionnaire to the English Teachers of the institutions online and the teachers distributed them amongst students. The Appendixes were shared with students by the teachers individually and they helped researchers to get the most accurate results.

Details of Questionnaire

There were two different questionnaires in this study

Questionnaire 1

This questionnaire was designed to collect data concerning vocabulary learning strategies used by intermediate level students. The 20-item questionnaire was used to ask about the vocabulary learning strategies used by the students. The following scale was used for this questionnaire:

Strongly Agree, Agree, Neutral, Disagree, Disagree

Questionnaire 2

This questionnaire was designed to collect data for the indication of the factor of whether students practice the vocabulary learning strategies known to them or not. The 20-item questionnaire was asked about the frequency of the use of the known vocabulary learning strategies by the students. The following scale was used for this questionnaire:

Never, Rarely, Sometimes, Usually, Always

Data Analysis

In order to analyze the data collected from the questionnaires; Appendix 01 and Appendix 02, Microsoft Excel program was used. Appendix 01 was to determine the vocabulary learning strategies used by the students of intermediate level, while Appendix 02 was to analyze the frequency of the usage of these strategies. In short, it gives an idea whether the students use these techniques or not. Both the questionnaire was designed to analyze eight strategies that are used for leaning vocabulary. These strategies are:

Metacognitive Strategy

Self-initiation Strategy

Guessing Strategy

Dictionary Strategy

Note taking Strategy

Memory Strategy

Activation Strategy

Social Strategy

The data for these strategies was collected in the questionnaire. There were twenty items in each questionnaire, two or three items were used to analyze each strategy mentioned above. Pie charts were used for data representation of Appendix 01, while bar graph charts were used for data representation of Appendix 02.

Data Analysis of Appendix 01.

Following is the analysis of data collected by the Appendix 01.

Analysis of Metacognitive Strategy:

There were two statements regarding metacognitive strategy.

I: I know which words are important for me to learn.

Q 1	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	23	22	04	00	02
%	46%	42%	08%	00%	04%

II: I make a note of words that seem important to me.

Q 2	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	11	23	13	03	00
%	22%	46%	26%	06%	0%

Analysis of Self-Initiation Strategy

There were two statements supporting self-initiation strategy in the questionnaire.

I: I also seek other readings of my interest beside the course books

Q 3	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	13	21	11	03	02
%	26%	42%	22%	06%	04%

II: I only focus on things that are directly related to my examinations.

Q 4	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	09	18	13	08	02
%	18%	36%	26%	16%	04%

Analysis of strategy Guessing Strategy:

Guessing strategies were analyzed with help of three statements in this questionnaire.

I: I make use of my common sense and knowledge of the world when guessing the meaning of a word.

Q 5	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	20	20	06	02	00
%	40%	40%	12%	04%	0%

II: I seek other words or expression in the passage that might help me to guess the meaning of new words.

Q 6	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	15	25	10	00	00
%	30%	50%	20%	0%	0%

III: I make use of grammatical structure of a sentence to help me with guessing meaning of a new word.

Q7	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	14	19	14	01	02
%	28%	38%	28%	02%	04%

Analysis of Dictionary Strategy:

Three statements in this questionnaire represent the dictionary strategies for leaning of new words

I: When I want to confirm my guess regarding a word, I look it up in a dictionary.

Q8	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	15	18	12	04	01
%	30%	36%	24%	08%	02%

II: When looking up a word in a dictionary, I read sample sentences to understand its different meanings in different contexts.

Q9	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	14	24	06	06	00
%	28%	48%	12%	12%	0%

III: If I have a new word in inflected form. Instead of seeking the inflected form I search for the root form of that word (e.g. for destroyed, seek destroy).

Q 10	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	07	23	15	04	01
%	14%	46%	30%	08%	02%

Analysis of Note taking Strategy:

To analyze the use of note-taking strategies, three statements were included in the questionnaire.

I: I make a note of the word I am seeking if it appears to be relevant to my personal interests.

Q 11	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	06	28	11	04	01
%	12%	56%	22%	08%	02%

II: I write down the English synonym(s) or explanations of word I look up.

Q 12	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	07	16	12	13	02
%	14%	32%	24%	26%	04%

III: I make a note whenever I see a useful expression or phrase.

Q 13	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	06	24	11	07	02
%	12%	48%	22%	14%	04%

Analysis of Memory Strategy:

To analyze the use of memory strategy, three statements were included in the questionnaire.

I: When I try to memorize a word, I repeat its pronunciation in my mind.

Q 14	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	15	24	08	02	01
%	30%	48%	16%	04%	02%

II: I remember the spelling of a word by breaking it into several visual parts.

Q 15	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	15	18	10	07	00
%	30%	36%	20%	14%	00%

III: I learn words better when I put them in contexts (e.g. phrases or sentences).

Q 16	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	12	21	13	03	01
%	24%	42%	26%	06%	02%

Analysis of Activation Strategy:

For the analysis of use of activation strategies by the students, two statements were included in the questionnaire.

I: I try to use newly learned words in real situations.

Q 17	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	18	19	10	03	00
%	36%	38%	20%	06%	00%

II: I try to use learned words in imaginary situations in my mind.

Q 18	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	12	28	09	01	00
%	24%	56%	18%	02%	00%

Analysis of Social Strategy:

Social Strategies are also important for vocabulary acquisition. To analyze these strategies, two statements were included in the questionnaire.

1: When there is a difficult word I ask my teachers to translate it for me.

Q 19	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	10	12	15	11	02
%	20%	24%	30%	22%	04%

II: I seek help from my peers when I cannot understand a new word.

Q 20	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S	10	18	12	07	03
%	20%	36%	24%	14%	06%

Data Analysis of Appendix 02.

Following is the analysis of data collected through Appendix 02. This questionnaire was designed to evaluate whether the students practice the vocabulary learning strategy known to them or not.

Analysis of Metacognitive Strategy:

There were two statements regarding metacognitive strategy.

I: I make use of my common sense and knowledge of the world when guessing the meaning of a word.

Q	Always	Usually	Sometimes	Rarely	Never
S	22	16	10	01	01
%	44%	32%	20%	02%	02%

II: I make a note of words that seem important to me.

Q	Always	Usually	Sometimes	Rarely	Never
S	13	14	10	11	02
%	26%	28%	20%	22%	04%

Analysis of Self-Initiation Strategy:

There were two statements supporting self-initiation strategy in the questionnaire.

I: I also seek other readings of my interest beside the course books.

Q	Always	Usually	Sometimes	Rarely	Never
S	07	13	20	08	02
%	14%	26%	40%	16%	04%

II: I only focus on things that are directly related to my examinations.

Q	Always	Usually	Sometimes	Rarely	Never
S	17	16	06	08	03
%	34%	32%	12%	16%	06%

Analysis of strategy Guessing Strategy:

Guessing strategies were analyzed with help of three statements in this questionnaire.

I: I make use of my common sense and knowledge of the world when guessing the meaning of a word.

Q	Always	Usually	Sometimes	Rarely	Never
S	22	15	12	00	01
%	44%	30%	24%	00%	02%

II: I seek other words or expression in the passage that might help me to guess the meaning of new words.

Q	Always	Usually	Sometimes	Rarely	Never
S	17	18	10	03	02
%	34%	36%	20%	06%	04%

III: I make use of grammatical structure of a sentence to help me with guessing meaning of a new word.

Q	Always	Usually	Sometimes	Rarely	Never
S	09	22	13	04	02
%	18%	44%	26%	08%	04%

Analysis of Dictionary Strategy:

Three statements in this questionnaire represent the dictionary strategies for leaning of new words

I: When I want to confirm my guess regarding a word, I look it up in a dictionary.

Q	Always	Usually	Sometimes	Rarely	Never
S	22	13	07	06	02
%	44%	26%	14%	12%	04%

II: When looking up a word in a dictionary, I read sample sentences to understand its different meanings in different contexts.

Q	Always	Usually	Sometimes	Rarely	Never
S	19	10	14	05	02
%	38%	20%	28%	10%	04%

III: If I have a new word in inflected form. Instead of looking for the inflected form I search for the root form of that word (e.g. for destroyed, look for destroy).

Q	Always	Usually	Sometimes	Rarely	Never
S	10	14	13	09	04
%	20%	28%	26%	18%	08%

Analysis of Note taking Strategy:

To analyze the use of note taking strategies three statements were included in the questionnaire.

I: I make a note of the word I am looking for if it appears to be relevant to my personal interests.

Q	Always	Usually	Sometimes	Rarely	Never
S	14	18	11	04	03
%	28%	36%	22%	08%	06%

II: I write down the English synonym(s) or explanations of word I look up.

Q	Always	Usually	Sometimes	Rarely	Never
S	11	13	13	06	07
%	22%	26%	26%	12%	14%

III: I make a note whenever I see a useful expression or phrase.

Q	Always	Usually	Sometimes	Rarely	Never
S	11	13	12	10	04
%	22%	26%	24%	20%	08%

Analysis of Memory Strategy:

To analyze the use of memory strategy three statements were included in the questionnaire.

I: When I try to memorize a word, I repeat its pronunciation in my mind.

Q	Always	Usually	Sometimes	Rarely	Never
S	20	14	12	04	00
%	40%	28%	24%	08%	00%

II: I remember the spelling of a word by breaking it into several visual parts.

Q	Always	Usually	Sometimes	Rarely	Never
S	24	09	07	05	05
%	48%	18%	14%	10%	10%

III: I learn words better when I put them in contexts (e.g. phrases or sentences).

Q	Always	Usually	Sometimes	Rarely	Never
S	26	09	07	05	03
%	52%	18%	14%	10%	06%

Analysis of Activation Strategy:

For the analysis of use of activation strategies by the students two statements were included in the questionnaire.

I: I try to use newly learned words in real situations.

Q	Always	Usually	Sometimes	Rarely	Never
S	21	10	15	02	02
%	42%	20%	30%	04%	04%

II: I try to use learned words in imaginary situations in my mind.

Q	Always	Usually	Sometimes	Rarely	Never
S	18	16	12	02	02
%	36%	32%	24%	04%	04%

Analysis of Social Strategies:

Social Strategies are also important for vocabulary acquisition. To analyze these strategies two statements were included in the questionnaire.

I: When there is a difficult word I ask my teachers to translate it for me.

Q	Always	Usually	Sometimes	Rarely	Never
S	12	06	15	12	05
%	24%	12%	30%	24%	10%

II: I seek help from my peers when I cannot understand a new word.

Q	Always	Usually	Sometimes	Rarely	Never
S	08	16	08	10	08
%	16%	32%	16%	20%	16%

Findings

In this section, there is a discussion about the findings, discussions and conclusions. Moreover, the conclusion of the whole study and recommendations for future researchers are also included in this chapter.

Question 1:

What are the most popular Vocabulary Learning Strategies used by students of intermediate level in district Abbottabad?

Metacognitive Strategy:

Technique 1

Respondents who apply this technique = 88%

Respondents who do not apply this technique = 04%

Respondents who stayed neutral = 08%

Technique 2

Respondents who employ item number 2=68%

Respondents who do not employ item number 2= 6%

Respondents who stayed neutral= 26%

$$88+68=156/2=76\%$$

According to the average results of both techniques metacognitive strategy is quite famous among the students and is practiced by most of the students.

Self-Initiation Strategy:

Technique 1

Respondents who employ item number 1=68%

Respondents who do not use up item number 1=10%

Respondents who stayed neutral=22%

Technique 2

Respondents who employ item number 2= 54%

Respondents who do not employ item number 2= 20%

Respondents who stayed neutral= 26

$$68+54=118/2=59\%$$

According to the results self-initiation strategy is not that famous among the students and it is used by only a half of them.

Guessing strategies:

Technique 1

Respondents who apply item number 1= 84%

Respondents who do not apply item number 1= 4%

Respondents who stayed neutral= 12%

Technique 2

Respondents who apply item number 2= 80%

Respondents who do not apply item number 2= 00%

Respondents who stayed neutral= 12%

Technique 3

Respondents who apply item number 3= 66%

Respondents who do not apply item number 3= 06%

Respondents who stayed neutral= 26%

$$84+80+66=230/3=76.6\%$$

According to the average results guessing strategies are quite popular among students.

Dictionary strategies:

Technique 1

Respondents who apply this technique= 50

Respondents who do not apply this technique= 35

Respondents who stayed neutral= 15

Technique 2

Respondents who apply item number 2= 76

Respondents who do not apply item number 2= 12

Respondents who stayed neutral= 12

Technique 3

Respondents who apply item number 3= 60

Respondents who do not apply item number 3= 10

Respondents who stayed neutral= 3

$$50+76+60+=186/3=62\%$$

Dictionary strategies are somewhat popular among the students of intermediate level in district Abbottabad.

Note taking Strategy:

Technique 1

Respondents who apply item number 1= 68

Respondents who do not apply item number 1= 10

Respondents who stayed neutral= 22

Technique 2

Respondents who apply item number 2= 46

Respondents who do not apply item number 2= 30

Respondents who stayed neutral= 2

Technique 3

Respondents who apply item number 3= 60

Respondents who do not apply item number 3= 18

Respondents who stayed neutral= 22

$$46+68+60=174/3=58\%$$

According to the results note taking strategy is not that much popular among students and only a half of the students apply this technique for vocabulary learning purposes.

Memory Strategy:

Technique 1

Respondents who apply item number 1= 78

Respondents who do not apply item number 1= 6

Respondents who stayed neutral= 16

Technique 2

Respondents who apply item number 2= 66

Respondents who do not apply item number 2=14

Respondents who stayed neutral= 20

Technique 3

Respondents who apply item number 3= 66

Respondents who do not apply item number 3= 8

Respondents who stayed neutral= 26

$$66+66+78=210/3=70\%$$

Through the analysis of the results we conclude that memory strategies are famous among students and most of the students apply them during their vocabulary acquisition.

Activation Strategy:

Technique 1

Respondents who apply item number 1=74

Respondents who do not apply item number 1= 6

Respondents who stayed neutral= 20

Technique 2

Respondents who apply item number 2= 80

Respondents who do not apply item number 2= 2

Respondents who stayed neutral= 18

$$\underline{74+80=154/2=77\%}$$

If we compare the results of the activities for this strategies most of the students implement these strategies hence they are quite popular among the students.

Analysis of Social Strategies:

Technique 1

Respondents who apply item number 1= 44

Respondents who do not apply item number 1= 26

Respondents who stayed neutral= 30

Technique 2

Respondents who apply item number 2= 56

Respondents who do not apply item number 2= 20

Respondents who stayed neutral= 24

$$\underline{56+44=100/2= 50\%}$$

By the analysis of this strategy, we found it least popular among the students.

Question 2

Do the EFL students of intermediate level in Abbottabad apply the vocabulary learning strategies they consider applyful to them?

Metacognitive Strategy

Activity 1

Students who always apply the item no1: 44%

Students who never apply item no1: 02%

Activity 2

Students who always apply item no 2: 26%

Students who never apply item no 2: 04%

Always $44+26= 70/2= 35\%$

Never $02+04= 06/2= 03\%$

The data shows that only 35% of the student always apply the metacognitive strategies but comparatively 3% don't apply it at all hence it is practiced by most of the students.

Self-initiation Strategy:

Activity 1

Students who always apply the item no1: 22%

Students who never apply item no1: 04%

Activity 2

Students who always apply item no 2: 34%

Students who never apply item no 2: 06%

Always $22+34= 56/2= 28\%$

Never $4+6= 10/2= 05\%$

Students who always apply the strategy are 28% while 10% never apply Self-Initiation Strategy which means it is not that much applied by the students.

Guessing Strategy:

Activity 1

Students who always apply the item no1: 44%

Students who never apply item no1: 02%

Activity 2

Students who always apply item no 2: 34%

Students who never apply item no 2: 04%

Activity 3

Students who always apply item no 3: 18%

Students who never apply item no 3: 04%

Always $44+34+18= 96/3= 32\%$

Never $2+4+4= 10/3= 3.3\%$

The results show that these strategies are applied by the students most of the time as only average 3.3% students never apply these strategies.

Dictionary Strategy

Activity 1

Students who always apply the item no1: 44%

Students who never apply item no1: 04%

Activity 2

Students who always apply item no 2: 38%

Students who never apply item no 2: 04%

Activity 3

Students who always apply item no 3: 20%

Students who never apply item no 3: 08%

Always $44+38+20= 102/3= 34\%$

Never $4+4+8= 16/3= 5.3\%$

These strategies are also applied by students as 34% students always apply the techniques and only 5.3% students never apply them.

Note taking Strategy

Activity 1

Students who always apply the item no1: 28%

Students who never apply item no1: 06%

Activity 2

Students who always apply item no 2: 22%

Students who never apply item no 2: 14%

Activity 3

Students who always apply item no 3: 22%

Students who never apply item no 3: 08%

Always $28+22+22= 72/3= 24\%$

Never $16+14+16 =38/3= 12.67\%$

These strategies are not that much implemented by the students as almost 13% students never apply these strategies.

Memory Strategy

Activity 1

Students who always apply the item no1: 40%

Students who never apply item no1: 0%

Activity 2

Students who always apply item no 2: 48%

Students who never apply item no 2: 10%

Activity 3

Students who always apply item no 3: 52%

Students who never apply item no 3: 06%

Always $40+48+52 = 140/3 = 46.7\%$

Never $0+6+10 = 16/3 = 5.3\%$

Most of the students apply these strategies as we can see almost 47% students said they always apply these strategies

Activation Strategy

Activity 1

Students who always apply the item no1: 42%

Students who never apply item no1: 04%

Activity 2

Students who always apply item no 2: 36%

Students who never apply item no 2: 04%

Always $42+36 = 78/2 = 39\%$

Never $4+4 = 8/2 = 4\%$

These strategies are also applied by students most of the time and only 4% students never apply these and 39% of students always apply these.

Social Strategy

Activity 1

Students who always apply the item no1: 24%

Students who never apply item no1: 10%

Activity 2

Students who always apply item no 2: 16%

Students who never apply item no 2: 16%

Always $24+16 = 40/2 = 20\%$

Never $16+10 = 26/2 = 13\%$

Results show that these strategies are not that much applied by the students as 20% of the students said they always apply the strategy while 13% of them never apply these.

Conclusion

In this study it has been deduced that while learning vocabulary the students of intermediate level of studies in Abbottabad mostly use the Activation, Metacognitive and Guessing strategies. Meanwhile students also prefer to use the Memory strategies as well as note taking for their vocabulary learning along with the usage of Dictionaries as well. However, using Self initiation and Social strategies is not that much popular among the students as they do not take help from their teachers or peers for learning and understanding new words. In this paper after analyzing the appendices, it is also a fact that the strategies that are popular among the students are more frequently used by the students as compared to the strategies that are not that much common. As Activation strategies are most common, they are most frequently used as well on the other hand Social strategies and Note taking strategies are not used frequently.

Though this study is complete and gives a whole review of strategies used by intermediate students in Abbottabad, still, there are many topics that future researchers can cover. This study was on an intermediate level and researchers can carry it out on higher levels. Similarly, for future researchers it is possible to work on the statistical difference of use of vocabulary learning strategies used by male and students. Furthermore, it is also possible to have a study regarding use of vocabulary learning strategies and their impact on language learning process. The future researchers can also conduct research on the effectiveness of the vocabulary learning strategies.

Limitation of the Study

This research is limited to a survey of vocabulary learning strategies used by students of intermediate level of the selected institutions of Abbottabad city of district Abbottabad. Therefore, the results of this study cannot be generalized to other institutions or regions of district Abbottabad.

Another delimitation of this study is that it uses questionnaires for the process of data collection, which will extract results related to observation strategies not the actual use of those strategies.

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