

Significance Of Vocabulary Learning For EFL Learners: A Review

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Abstract

The present study is conducted to understand the significance of vocabulary learning. Vocabulary learning is the root of English language learning which reinforces other skills of English language learning. The study is qualitative in nature, based on the review of the previous studies, and conducted to understand the significance of vocabulary learning of English language in Pakistani context. The findings show that vocabulary learning is extremely necessary for English language learning process in Pakistan but it requires proper planning, revision of traditional methods and the need of teachers' equipment with such techniques that could enable a student's effective learning. Provision of exercises and content can also be helpful in enhancing the vocabulary learning process of English language in Pakistan.

Keywords: English as a Foreign Language; Foreign Language Learning; Pakistani Context; Review; Vocabulary

Introduction

Learners begin to memorize common words in order to acquire desired vocabulary knowledge. But they do not know where to start, which terms must be learnt first, and which later. The only principle of vocabulary selection is frequency. This criterion of how frequently some words are used can enable us to pick which words we should teach. The concept of coverage is another aspect. If a word has multiple meanings as opposed to just one, it should be taught. The usage of words can alter, expand, or

restrict their meaning. Idioms and metaphors are frequently employed to amplify words meaning. Collocations or the words used together, also influence how a word is understood. Students also need to learn how to twist words into various grammatical structures (Cristina & Houston, 2010). The teacher teaches the student all of this information, but what if the student wants to continue learning outside the classroom? Dictionaries are the best tool for helping students learn new words. Majority of the students use bilingual dictionaries where the definition or translation of unfamiliar vocabulary is provided in their own language. However, there is a chance that the translation may not accurately convey the word's meaning. Therefore, the greatest thing we as teachers can do is providing them with an excellent monolingual dictionary. However, this kind of dictionary needs to be suitable for their English proficiency. Recent studies, however, have shown that vocabulary is best learned inadvertently through word exposure. These unintentional exposures can include reading aloud to them, listening to books, and letting them read for themselves. Reading is crucial for long-term vocabulary growth, it is true. Intensive reading exposes readers to words repeatedly and teaches them how to utilize them in a variety of sentences and contexts (Cristina & Houston, 2010). No matter how helpful dictionaries were or how engaged students were, vocabulary acquisition and teaching were not common in the past. Vocabulary was not taken into consideration by linguists; grammar was the only mode of mediation. But after being neglected for a long time, learning and teaching vocabulary in a second language is considered today to be one of the most crucial aspects of language. Furthermore, vocabulary experts maintain that it is crucial for students to study since, it sets up their success even when they do not spend much time doing so. However, studying vocabulary has become one of the most difficult aspects of learning a language, and students spend a tremendous amount of time and energy trying to memorize as many words as they can. It is also now widely acknowledged that learning a second language is largely a matter of knowing more words (Ketabi & Shahraki, 2011).

Pakistani students lack different vocabulary learning strategies which affect their language competence and performance. They carry a lot of difficulties in learning vocabulary. Awareness to the significance of English language vocabulary can enhance their language performance. Gul, et al. (2021) told that lack of lexical competence in Pakistani students exploit the English language vocabulary. There is a strong relationship between vocabulary and its learning strategies. Shah et al. (2022) described that Pakistani students have no routine of practicing vocabulary. According to them, Lack of effective strategies,

determination, memorization, cognitive and metacognitive techniques result in weak language performance.

Statement of the Research Problem

Foreign language learning can be boosted on the basis of its vocabulary learning only. Low attention is paid to English language vocabulary learning at every stage of English language learning in Pakistan. Effective vocabulary learning can lead towards effective learning and usage of English as a foreign language.

Objectives of the Study

- 1) To highlight the significance of vocabulary learning at secondary level in Pakistan.
- 2) To propose supportive vocabulary learning strategies in view of the previous literature.

Research Questions

The guiding questions for this research are:

1. How is vocabulary learning significant in the domain of English as a foreign language?
2. What are the supportive strategies that could be helpful in enhancing the vocabulary level of the secondary level students in Pakistan?

Research Methodology

Present study is qualitative and based on the review of the literature. Gay, et al. (2012) call review of the literature as the method in which the documents are reviewed consisted of the research, opinion and suggestions. The present study consists of such research articles, reviews and studies through which the significance of vocabulary learning and the strategies of vocabulary learning can be obtained.

Literature Review

Vocabulary Learning and its Significance in ESL

The central and typical part of the leaning of English language was the vocabulary of English until recently. Many linguists seem to be neglecting this area (Zimmerman, 1997), but many researchers have researched and studied this field because of the problems as well as the worth of this field (Read, 2000) and tend to be interested in more in-depth phenomena, including syntax and morphological degrees, in order to read English vocabulary effectively. Due to the importance of vocabulary in ESL, much

attention has recently been paid to this field and it is prioritized in all respects due to the fundamental phenomenon of speech. For the exploration of strong foundations of vocabulary learning, curriculum authors, trainees and re-investigators were recognized (Read, 2000). The recent change of emphasis to the acquisition of vocabulary has undoubtedly resulted from knowledge of the value of vocabulary (and vocabulary size) for both native speakers (NSs) and non-native speakers (NNSs). In the case of native speakers, during puberty, the most intense stage of vocabulary growth occurs. When an individual reaches maturity, their vocabulary begins to expand as they experience new ideas and social movements and open up a range of learning opportunities (Read, 2000).

Although researchers vary, it is widely accepted that the average adult native speaker's vocabulary includes tens of thousands of words and can exceed 100,000 words in extreme cases (Sternberg, 1997). Vocabulary has been a central subject in many records that understand the importance of vocabulary learning, as inkling has been used in many ways by native and non-native speakers. Sternberg (1997) also suggests that vocabulary is potentially the best measure of an average academic level of people and is usually an excellent predictor of an overall psychometric IQ test. What if all such proclamations on the relevance of vocabulary in the life of the NSs can be transferred to a debate on how researchers face L₂ vocabulary learners? There are strong contradictions at the core of the interpretation of L₁ and L₂ terms by linguists. As their goals and methods vary from those of the NSs, a different area of study for the learning of L₂ vocabulary is given by NNS activities in their L₂.

Techniques Employed in Vocabulary Acquisition

Lawson and Hogben (1996) discuss the criteria and self-initiated methods of acquiring a second language in their study of vocabulary acquisition techniques. A series of purposeful actions by the NNSs can be triggered by an unknown vocabulary object to ascertain the meaning of the word: guessing the word's meaning, checking the dictionary to compare it with the word's meaning, prediction, rewriting in the margins of the text the meaning of a sentence or a phrase, and recording the meaning of a word. L₂ learners, whatever the method, make it possible when they hear an unfamiliar expression, a decision may be taken to use deliberate methods to remember word meanings, and they do so because the word is believed to be real. The decision to use intentional means would be made when a word is heard from an unknown statement, so it is assumed that the word is true. The utility of the approaches used to teach vocabulary

has a direct effect on a subsequent term and sense of the learner, as the researchers point out (Lawson & Hogben, 1996).

According to Lawson and Hogben (1996), research of those techniques is critical so that the teaching methods of the second language vocabulary do not re-enter in another era of relative neglect. It is also striking in terms of the relationship between the approach and the outcomes of vocabulary learning, especially in that students themselves accept that there are significant vocabulary problems at the most advanced levels. For second language learners, acquiring vocabulary is mostly negligible. Many L₂ students consider the production of vocabulary as their primary cause of difficulty (Meara, 1980). As teachers and scientists, the role of vocabulary teaching is more readily understood and discussed in their role in L₂ research (Richards, cited in Alqqahatani, 2015). Practitioners must face the challenge of recognizing vocabulary skills and the meaning of using a word to define correct goals and select acceptable language instruction.

Knowledge of Identifying Vocabulary: From Receptive to Active and Beyond

The abundance and nuance of potential knowledge about a word is understood by most teachers and students (Schmit, 2000). It is challenging and demanding to establish a systematic, harmonious definition of vocabulary awareness for these and other variables. Richards (1976) says that the role of vocabulary teaching is a fundamental framework that is still returned to ten years later by professionals. He suggests that the way a student learns a word consists of linguistic, psycholinguistic and ten sociolinguistic aspects. The author explains eight conclusions about vocabulary learning in the paper based on the theoretical sense of vocabulary learning:

1. In adulthood, the vocabulary of the mother tongue grows, although there is very little syntax growth in adult life.
2. Knowing a word means knowing to what degree it is possible to experience it. For such words, we all know the most widely used words. It is possibly associated with the expression that is actually it.
3. To understand a word, it is important to know the restrictions of using a word based on the difference in position and rank.
4. It is important to know the syntactic behavior of the word.
5. Knowing a term involves an understanding of the form and knowledge of the word that underlies it and the derivatives that it can be made from.
6. Knowing a word involves an appreciation of the network of relations between the word and the other words of the language.

7. For understanding an expression, a word's semantic sense is important.
8. Knowing a phrase means knowing all the terms that are related.

Challenges in Vocabulary Learning by ESL Learners

Meara (1996) tells us that Richards had no intention of attempting to fix the problem to understand the term or what does it mean, but to offer an account of the language of today. The accuracy aims of Richards (1976) are more concerned with the idea of vocabulary comprehension i.e., its eight assumptions act as a reference framework for vocabulary assessment.

A variety of models have tended to mirror a more complete account of vocabulary knowledge and how pupils have learned it since Richards (1976). The fact that vocabulary learning takes place inside a learner's continuum, is one of linguists' commonly held opinions. Term information moves from less to more. Various researchers have agreed in the field of language development that a transition from receptive to active use of a word takes place in conjunction with an increase in word comprehension (Piggott, 1981).

Faerch, Haastrup and Phillipson (1984) suggest that the continuum between the development of words and the ability to activate an automated word for productive purposes should be conceived as vocabulary awareness.

Since the receptive consciousness of the word is a strong predecessor to active comprehension, education workers typically first concentrate on the student's awareness of the expression before introducing the term. Since automatic creation takes place only after several phrase interactions, a twelve point major vocabulary-building curricula are designed to make it easy for the learner to create vocabulary objects on a regular basis. After Faerch, Haastrup and Phillipson (1984), scientists worked on this subject.

Issues in Assessing Vocabulary Skill as the Language Skill

The study first discusses the significance of vocabulary in L₂ learning, and later examines how to recognize vocabulary awareness, covering the prevalent L₂ vocabulary instruction models described in the different vocabulary evaluation approaches (with a special section dedicated to the collaborative learning model). It discusses the variables that affect the attitude of the student. A strong emphasis is there on the techniques used in this research: interactive style of learning, attitudes and motivation for learning, and comprehension of vocabulary (Mesche &

Paribakht, 1996). A proper evaluation of language competence is important for pupils, teachers, programmed language learning, L₂ test developers, and applied linguistic researchers. It is necessary to allow a sufficient assessment of the knowledge of students in their second language whether it is a high-profile or low-profile test. In their decisions about their current and future lives, the outcomes of placement tests, quizzes and exams are of considerable significance to learners. The learners have access to possibilities. Test developers are looking for the most efficient ways to correctly report to test users to estimate the reliability and accuracy of scores in different circumstances, to determine the validity of the inferences of the score and to constantly review the design being evaluated to improve the quality of the individual tasks and items of the test. It can seem appropriate and fairly straightforward to assess the vocabulary of L₂ learners as Read (2000) notes at first glance. But the issue of vocabulary evaluation is very diverse beyond first sight, and L₂ teachers and researchers must continue to understand it. With regard to the study of vocabulary assessment, substantial progress has been made. Read (2000) seeks to highlight the work of researchers and make the topic of learning vocabulary more serious and reliable. Since the development, as demonstrated by scientific research of a widely accepted structure for knowledge and use of vocabulary, test developers and teachers of language learning all focus on how these programs can be evaluated. When it comes to learning vocabulary assessment instruments, what Read (2000) shows is that while learners may see vocabulary assessments as enticing to the simple opportunity to represent their language skills as a stylish, they are still trying to establish reliability in methods of vocabulary assessment. Because vocabulary comprehension is only one aspect of language skills, a student's language skills in their L₂ require additional factors, not only in terms of their knowledge of the word, but also in terms of their ability to use the term correctly in context (Read, 2000).

Chomsky (1965) insists that a learner requires knowledge of the grammatical laws of a word, giving them infinite possibilities in a variety of syntactic work for creation and comprehension. Hymes (1968) demonstrates that social intelligence is a vital component of what he refers to as expressive abilities in learners in response to Chomsky's purely grammatical notion of linguistic capacity, later considered the socially acceptable use of vocabulary language. Another task for L₂ teachers and practitioners is to establish fair and accurate assessments of the vocabulary mastery of learners.

Read (2000) notes that in today's L₂ teaching approaches, the key contradiction is that teachers emphasize communicative efficacy, focus

on the functions and contexts of a word use and check their vocabulary in an attempt to maintain its effectiveness. Directness and objectivity are structured to treat words discreetly and are primarily the basis of students' responses. 'Language difference' as a distinct concept, has raised fundamental concerns about the validity and authenticity of tests, isolated from those with language skill, and has drawn greater attention to a large range of vocabulary over the past decade. Laufer and Goldstein (2004) contend that vocabulary tests, based on basic components of knowledge, measure only one sub-knowledge, but are challenging and say that they represent the entire vocabulary of the learner.

The problem with evaluations arising from the evaluation of a certain sub-information is that it measures only one element of the term awareness; these tests represent the misconceived knowledge of the learner's phrase, and therefore of the word's know-how. Another approach to the development of word knowledge stems from the fact that several simultaneously present and congruent vocabulary acquisition representations are returned (reflected in the previous section on the meaning of vocabulary knowledge) in which both the inadequate knowledge of the learner and his vocabulary descriptions are created.

Vocabulary's Comprehension Scale (VKS)

By marking one of the five stages of their language knowledge with each word, VKS learners are expected to report on their individual lexical subjects in an automated manner. For the first two stages, the VKS goes from stage one to stage five, which only enables the learner to enclose the level of the pupil:

1. I regret not listening to this word before
2. So I didn't know what it means before so I heard this word.
3. This is a phrase I've heard before and I believe it means...
4. Okay, I know this word. I know this term. It says...
5. In a sentence, for example, I can use the word.

In steps from three to five, students need to demonstrate their familiarity with a word. The accuracy of students' statements can be computed (Wesche & Paribakht, 1996).

The VKS has faced heavy criticism from critics in spite of Wesche and Paribakht's attempts to assess vocabulary comprehension. Meara (1996) says that VKS does not consist of five information levels, but only four, as the first stage indicates that the student does not know the word at all. As he lacked a deeper semantic and sociolinguistic understanding that was necessary for the language skills of the vocabulary learner, Meara went on to claim that the scale was too easy for fixed development.

The criticism on Wesche and Paribakht (1996) of the scale of awareness did not preclude VKS from being used in vocabulary learning studies or growth and it seems that the VKS contest is intended to record first phases or stages of word learning that are subject to self-reporting or efficient demonstration and are sufficiently accurate to reflect gains over a scale.

An extension of the scale would definitely be used to examine (more detailed) aspects of knowledge, but the administrative feasibility could be greatly reduced if carried out in vast quantities of terms (Wesche & Paribakht, 1996). Many scholars (Laufer and Nation, 1999) have been recruited in recent years. It suggested that another dimension be included in the vocabulary evaluation to do with how the learner can execute a task that relates to the target wording fluently or quickly by recalling the learner automatically and producing long word lists.

Speaking of vocabulary evaluations from an immersive point of view, some (Read & Chapelle, 2001) suggested how to evaluate the communicative skills of the students and their distinct understanding of the term. The variance in evaluation methods and their continuous development often imply that applied linguists are still exploring the utility of second language learning vocabulary. Further approaches are also needed in assessing vocabulary awareness and usage.

Core Strategies of Vocabulary Learning

For language learners, linguistic vocabulary is essential and of great importance. Words are a language's building blocks, and they mark objects, actions, and ideas without which it is difficult to express the desired meaning. The influential position of second-hand vocabulary knowledge and learning foreign languages has recently been noted by theoreticians and scholars in the field. A variety of methods, techniques, research and practice have also been implemented in the area of vocabulary education (Hatch & Brown, 1995).

Strategies for language learning are in turn part of general strategies for language learning (Nation, 2001). This is the case for language learning approaches. Students therefore need to learn the vocabulary strategies that are most needed. Research has shown that more vocabulary strategies are being used by many students, especially compared to joint tasks such as listening and talking. However, they tend to use plain language learning methods (Schmitt & McCarthy, 1997). Tactical teaching is now an integral part of every education in a foreign or second language. Knowledge of words is an important part of communicative competence and is necessary for both the production and understanding of foreign languages. Knowing a word means knowing:

a great deal about its general frequency of use, syntactic and situational limitations, the sort and forms underlying this method, the network of semantic functions, and various meanings of objects. A word's understanding is often referred to as knowledge of its pronunciation, grammar, collocation and suitability (i.e., the words it co-occurs) (Nation, 1990).

The ability to explain certain words is much superior to lexical competence and involves a wide variety, which in turn requires a number of information acquisition techniques. To achieve the target language word, a number of techniques may be used by foreign language learners. With this question in mind, second and foreign students tried to distinguish between foreign and L₂ (F & SLLs) students vocabulary learning in different ways. For example, taxonomies of these classifications were suggested by Gu & Johnson (1996), Schmitt (1997) and Nation (2001). The Gu and Johnson (1996) L₂ vocabulary learning techniques are classified as metacognitive, emotional, recall and activation strategies.

Metacognitive approaches consist of selective concentration and self-initiation processes. The vocabulary needed to learn is familiar to F & SLLs that use selective focusing techniques and they must learn to read a passage. A number of self-initiation approaches are used by learners to clearly illustrate the meaning of the objects in the vocabulary.

The cognitive taxonomy methods of Gu & Johnson include system strategies and skillful dictionaries. Speculation techniques are used by learners to use linguistic cues such as phrase grammatical structures to determine a word's understanding of its contextual information. Encoding methods include methods of correlation, image, graph, sound, semantic, and sense encoding, as well as word structure (i.e., prefix, stem, and suffix analysis). Techniques for activation include techniques in which new terms are used in different ways by learners. Pupils can use the vocabulary they have gained in sentences to begin with. All of these methods can be summarized in the following table:

Strategies			
Metacognitive	Cognitive	Memory	Activation
* Selective attention: recognition of the critical	* Guessing: Triggering of context information, linguistic features usage	* Rehearsal: lists of phrases, repetitions, etc.	* Using new vocabulary

terms for interpretation	* Using dictionaries	* Encoding: association (imagery, video, audio, etc.)	in multiple contexts
* Self-initiation: using a variety of ways to make clear the meaning of words	* Note-taking		

It divides the techniques into two groups, the ones that in the first place evaluate the meaning of new terms and the ones that in the first place consolidate significance.

The first calls for concepts and procedures, the second calls for technology that is perceptual, metacognitive, reminiscent and social. Schmitt (1997) uses relational techniques of all groups, so they can be used for both purposes. For Schmitt, classification strategies are used when “learners are confronted with the discovery of the meaning of a new word without recourse to the experience of another person” (p. 205). Students also begin to explore the importance of a new word by devaluing it with the aid of understanding the structural sense of vocabulary and reference material.

The second way to discover Schmitt’s latest meaning is to ask others for guidance using immersive techniques in unknown terms. In addition to word exploration, learners need to use a range of strategies to practice and maintain vocabulary.

This helps learners use a mixture of emotional memory, understanding and metacognition techniques to consolidate their vocabulary. Cooperative group learning, in which students research and practice the meaning of new words in a group, is an example of social technology, historically called mnemonics, to consolidate the term remembering strategies, including the connection of the word to knowledge previously obtained by certain imagery or groups.

In a more recent attempt, Nation (2001) proposes a taxonomy of ‘planning’, ‘source’ and ‘process’ for different vocabulary learning methods. The foundation of references, including dictionaries, glossaries and other languages, is the definition of the word itself. The last stage is the preparation of the national vocabulary taxonomy. It includes the development of word knowledge through notice, retrieval and strategic usage. The word item to be learned involves seeing. Techniques now include inserting the term in a notebook or list.

It consists of the processing of information in the same way that it was originally processed. The key generation techniques are instantiation (i.e., representation of word samples), analysis of language, semantic

mapping, and use of sizes and grids (Nation, 2001). Development of tactics include the generation of rules, such as the formulation of meaning, colloquia, and sentences.

Logical Teaching Method for Vocabulary Acquisition

In many of the studies, it was suggested to teach students how to learn a way to speed up second or foreign language learning quicker and more easily. In the end, teachers are required to learn a range of learning techniques from their students. EFL students will be able to grow better by training in learning technical skills. In addition, academic credentials have made students independent, constructive learners.

However, in the second category, students followed an unstructured approach relied mostly on their material. They did not review them and often lost them when they made a list of vocabulary items. It is concluded that students with a formal style (students who use an unstructured approach) made use of vocabulary learned in classrooms. Research shows that it is necessary to help students gain control over their own procedures of lexis management, study and teach vocabulary in L₂ classes. The scientific evidence that the method can use in reading through literature can therefore be found better learning and recalls of vocabulary among students of L₂ is the result. That in essence, encourages teachers to engage in strategic planning.

Consideration for Vocabulary Teaching Training

Until strategic planning can be completed, a number of issues need to be addressed: first, teachers need to recognize the approaches that can be learned and in particular, what combination of strategies can help. Second, students should identify and take into account methods of learning that are recognized and desired. Third, some students need to be persuaded that strategic planning is for themselves (Ellis, 1994). Fourth, after choosing strategies to offer priorities, teachers should determine how much time they spend educating students on technique and develop a syllabus for each technique that includes the knowledge needed and that provides a large degree of independent practice (Nation, 2001). Fifth, is deciding which teachers should bear in mind that the guidelines for acquiring vocabulary shoulder (Chamot & Rubin, 1994). At the end of the day, teachers should take into account the intent of the learners and the circumstances under which it suits best. To be confident and able to use techniques, apprentices need adequate practice. Teachers are also expected to have appropriate training time (Nation,

2001). Teachers should use vocabulary learning methods as an effective structure to educate students.

Related Studies

Lin, Chan and Hasio (2011) did a study on the measurement of the students' perception towards learning English vocabulary through computer supported collaborative environment at the elementary level. The selected sample for the study was 91 students of the 8th class and the students at a high school in Taiwan. The study was experimental in its nature and the experimental group was taught vocabulary with the computer mediated instruction. The results of the study describe that there is effectiveness of the computer mediated instruction and supportive environment on learning of the English vocabulary. The posttest describes that 70% effective learning of vocabulary is noted by the students of experimental group (Lin, Chan, & Hsio, 2011).

Vsu and Dhanavel (2015) investigated the attitude understanding of the ESL learners to learn vocabulary. The objective of the study was to investigate the attitude of the intermediate students towards the importance of vocabulary and choices of sources of learning English vocabulary. The study was conducted at the Anna University of India on 730 students as the sample of the study. The data had been collected with two different questionnaires regarding importance of vocabulary and new ways of English language vocabulary learning adopted by the students. The results of the study illustrate that the students acknowledge the importance of English language vocabulary as it is the essential part of the language learning while there is recording of the gender influences on the new ways of English language learning. The study also describes that there is great impact of digital media on vocabulary learning and is adopted by the students as well (Vasu & Dhanavel, 2015).

Chanuria and Webb (2016) conducted a research study on teaching vocabulary in the EFL context in which the researchers made a thorough study on the issues of L₂ vocabulary learning. The study desires that the learning of L₂ is the major aspect of tendency of the students regarding English language but there is need of more effective approaches for the purpose of learning English vocabulary. The things which are of the high importance are the modifications of the teaching methodologies and the instruction. The study proposed that the learning of vocabulary of foreign language would be taught with the student-centered methods (Chanuria & Webb, 2016).

Galti (2017) made a study on the perception of the students towards vocabulary learning in Suggestopedia class which was conducted on the students after teaching them vocabulary with Suggestopedia methods. The selection of 18 students was made which were given questionnaire to respond. The analysis of the data was made with the descriptive statistical method and thematic analysis method. The results of the study describe that the students are more motivated and intended to learn vocabulary with the Suggestopedia method which is being employed with the cards, images and figures etc. The students seemed in the state of more ease with the Suggestopedia method to learn vocabulary.

Nematollahi, Behjat and Kargar (2017) investigated on the meta-analysis of EFL vocabulary learning strategies. 30 projects studies were analyzed to construct the results. The results of the study described the different strategies of vocabulary learning which could be used by students as in the following order: willpower, reasoning, recollection, meta-cognitive as well as the strategies of the social level. It is seemed that contextual guessing and the dictionary usage are main strategies of the learning having most favored and adopted by the prominent and successful students. It is also observed that the connection between context of the lexis or situation, actions taken, and adopted methodologies had also been studied in this regard. It seems clear that different strategies are employed and used by the people of the different contexts; as teachers have to be concerned with the syllabus so they use different strategies. The suggestion in the study made was that a larger body of studies can be taken for the purpose of making teachers aware of the suitable techniques and strategies for language learners to step forward and enhance the level of vocabulary among the students (Nematollahi, Behjat, & Kargar, 2017).

Conclusion

From the above thorough review and discussion, it can be asserted the vocabulary of English as a foreign language helps to understand the complex sources of knowledge. It can enhance the sources of knowledge, technological competences and can enable to learn advanced knowledge as well. There are different stages of vocabulary learning in Pakistan which can help to enhance the language competency but it requires proper strategies and the exercises to be expert in the field. Lack of proper strategies and proper material result in the shape of low competency of vocabulary learning. Different cognitive, metacognitive, memorization and strategic techniques can be adopted at different levels to enhance the vocabulary competency.

Recommendations of the Research

- Policy makers would revise the strategies and would involve more exercises regarding vocabulary learning in the syllabus at all levels.
- Specific vocabulary standards would be introduced of every level and the proper check and balance can support to enhance the vocabulary learning process.
- As the foreign curriculum is embedded with the speleothem type of tests and different readable content is given to the students, so in public schools there would also be strategies of vocabulary learning.
- Teacher training can also be conducted to reinforce the teaching techniques of vocabulary learning.
- Oral, memorization, cognitive strategies and metacognitive strategies would be adopted in vocabulary teaching and proper provision of such exercises content can lead towards effectiveness of learning.
- Markaz, tehsil and district level competitions can also be helpful in enhancing the vocabulary competency in Pakistani educational institutes.

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