



A Review of Relationship between Vocabulary Learning Strategy and CEFR Levels of Proficiency in Pakistan

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Abstract

This study conducts a systematic review to investigate the intricate relationship between vocabulary learning strategies (VLS) and the Common European Framework of Reference (CEFR) levels of proficiency among language learners in Pakistan. The research synthesizes existing literature to analyze the effectiveness of various VLS at different CEFR proficiency levels, aiming to contribute to a deeper understanding of language learning strategies and their impact on proficiency outcomes. The review begins by outlining the conceptual framework of VLS and CEFR, establishing a foundation for exploring their interconnectedness. It then probes into empirical studies and theoretical frameworks that have examined VLS utilization and its correlation with CEFR levels in the Pakistani context. Key themes such as vocabulary acquisition, retention, and usage strategies are analyzed within the framework of CEFR proficiency descriptors. Through a critical analysis of the literature, this review identifies trends, gaps, and challenges in VLS research in Pakistan, highlighting the need for context-specific strategies aligned with CEFR proficiency benchmarks. Furthermore, it discusses implications for language teaching pedagogy, curriculum development, and assessment practices to enhance vocabulary learning and proficiency attainment in Pakistani language learners. The study offers valuable insights into the relationship between VLS and CEFR levels of proficiency, shedding light on potential avenues for future research and practical applications in the Pakistani language-learning context.

Keywords: *CEFR, Vocabulary Learning Strategy, Proficiency, ESL*

I. Introduction

Pakistan is a parliamentary republic with a federal government, which ranks as the sixth most

populated nation on earth with a population of over 208 million. When Pakistan was not yet officially established, the British adopted English as a second language (L2) in the 16th century. English is a mandatory subject in Pakistani schools from the very first grade on because it is the country's official language (Rahman, 2008). From the researcher's perspective as an English instructor within the framework of Pakistani education, it is clear that students at the university level in Pakistan make an effort to learn and memorise English vocabulary (Gurmani et al., 2022). The classroom instructor (Yusoff et al., 2022) has more heavily influenced English instruction in Pakistan. Furthermore, cultural and competitive influences lead undergraduate students in Pakistan to place a higher level of trust in their instructors. Students of second languages require instruction and supervision in language learning tactics and vocabulary learning strategies to meet their goals in this area.

The Pakistani Ministry of Education is working hard to improve the country's educational system. However, due to a lack of research training and stakeholders in the textbook publishing industry, vocabulary research in Pakistan remains insufficient (Memon, 2007; Gurmani et al., 2021). There is a need for exhaustive research on vocabulary and English learning, as this type of learning is expected to aid students, teachers, researchers, and policymakers in the context of Pakistani ESL.

Demographics of Pakistan

With nearly 208 million citizens, Pakistan ranks fifth in the world in terms of the country (Government of Pakistan, 2017). Roughly, 200 million Muslims are living in Pakistan, who constitutes a large portion of the country (Miller, 2009). Pakistan now has the second-largest Muslim population in the world (96% of the total



population). While English is taught as an L2, Urdu is Pakistan's official language. There are more or less currently 72 local languages in Pakistan, according to estimates. Like most South Asia, Pakistan had been a British colony for two centuries after the East India Company established trade parts there in the early 17th century. In 1947, British colonial rule came to an end. However, the British left a lasting legacy in South Asia that continues to grow in terms of trade, language, culture, religion and education (UNDP, 2011).

National Language

For many centuries, during British rule, Urdu has frequently been connected to the language of the Muslims (Rahman, 1999). Up until 1880, the British colonial government in the Indo-Pak subcontinent followed the two-language policy. A few elite local administrators and rulers had access to English education. Urdu was used as the primary medium of education for Muslims. The implementation of this policy resulted in English becoming the language of the gentry and the powerful people, while Urdu and other regional languages received little attention. However, after Pakistan gained independence from the British Raj, Urdu became the nation's official language and is now widely spoken and used, but still, English enjoys the status of being the official language of Pakistan. This very clearly, establishes the importance of the English language in Pakistan, particularly and around the globe in general.

ESL in Pakistan

Authors such as Coleman (2010, 2011), Wedell (2011), Seargeant and Erling (2011), and others have highlighted the importance that English plays in developing nations such as Pakistan. Pakistan is an example of one such country. For example, Coleman (2010) carried out an in-depth study on the process of learning English as a second language in Pakistan. The report consists of a demographic profile of the Pakistanis, information on the official language of the Nation, and an analysis of English as an L2. The British Council in Pakistan carried out the study in order to propose new recommendations that would make studying English more effective.

Linguistically, language is ubiquitous, and this phenomenon makes it all the more important and inevitable. All the languages of the world have their own place, but the English language in this regard has got much attraction around the globe. The importance of the English language has urged its speakers and learners to enhance their

knowledge of the English language. The knowledge of any language can be stored by any means. Vocabulary learning has got an undeniable paramount importance. Vocabulary plays a vital role in language learning and proficiency in the same language.

The importance of teaching and learning vocabulary in the field of second language acquisition (SLA) has been grossly underestimated throughout the numerous stages it has gone through, all the way up to the present day. Richards (1976) was one of the first linguists to bring attention to the fact that vocabulary is often neglected in the process of teaching a foreign or second language. Learners of English as a Foreign Language in Pakistan are included among those who use learning methods to study the language and expand their vocabulary.

Considering that English is used at such high levels of government, military, and language in Pakistan, it is safe to say that it considerably influences daily life there. Since the language's independence in 1947, it has been used as the language of authority and the ruling elite. In 2010, Coleman divided Pakistani schools into four categories. Elite private schools that model the British educational system only use English as their primary language of instruction and communication. However, state schools, non-elite English-medium schools, and education-run institutions follow the Pakistani educational system. Owing to the government's new policy, they also utilize English as their primary teaching medium. The government of Pakistan passed the rule in 2010 that science and math classes in schools must be taught in English, which boosted the need for teachers' education and training to align with the new policy.

English literacy is now considered a required component of education from Kindergarten through a bachelor's degree due to current regulations and the role of English. As a required module, students must pass English literacy. English is also the mode of communication for the other courses. Due to globalization and current events, the English language is essential in Pakistan to succeed in school, get a decent career, and maintain good ties abroad.

Applied Linguistics in Pakistan

Applied linguistics research is lacking in Pakistan, according to Capstick (2011), who identified a study of the country's requirements and present research. This lack is attributed to a lack of



research as well as a lack of education and training in this area. Although linguistics courses are offered in English Literature departments throughout Pakistan, Rahman (2009) identified that the country lacks applied linguistics departments comparable to those found in well-known universities in other parts of the world. Owing to this, the majority of Applied Linguistics research conducted by local academicians in Pakistan may not be up to the mark and fall short of international standards (Capstick, 2011).

A Master's degree in English is one of the qualifications for employment as an English teacher in Pakistan. Due to the aforementioned constraints and Pakistan's emphasis on rote learning and literature, teachers who have just a passing familiarity with applied linguistics frequently teach English literacy. Since acknowledging the value of applied linguistics, the Pakistani government has increased its emphasis on the field by approving additional money for the Higher Education Commission. Despite being a relatively new discipline in Pakistani universities, English Applied Linguistics is taught there at both the undergraduate and graduate levels in some institutions. The Higher education Department (HED) and Punjab Public Service Commission (PPSC) have provided English instructors to public sector institutions and post-graduate programmes.

Vocabulary Learning Strategies (VLSs)

The acquisition of essential vocabulary items and phraseology of the target language is typically the first step in learning a new language from scratch. Learning a new language is challenging. This makes developing effective methods for learning new words and phrases a never-ending challenge. Vocabulary development is difficult for all but the most advanced students. Learning a new vocabulary can be time-consuming and strategic because each word or phrase must be absorbed separately. The term "strategic learning" refers to a method whereby students are actively engaged in a dynamic process that helps them solve learning issues, accelerates their progress, and guides them towards the most effective possible outcomes (Gu, 2018). Vocabulary learning tactics are a subset of the broader idea of Language Learning Strategies (LLS), although they can be useful for acquiring new words. A comprehensive survey on Vocabulary Learning Strategies (VLSs) has been validated by Gu (2018) is now being used to collect data on learners' vocabulary learning strategies.

The change in the field of language learning away from an emphasis on teachers and teaching methods and towards an emphasis on students and learning processes has led directly to the development of these tactics (Alsaif, 2011). Cohen (1998) proposed a definition of LLS as "processes which are intentionally selected by learners and which may result in action to increase the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language." Over time, many different taxonomies and classifications of LLS have been proposed (Oxford, 2016). Among the various taxonomies referenced in the study of vocabulary acquisition, Oxford's (1990) LLS taxonomy stands out (Bremner, 1999).

The system incorporates both overt and covert methods of acquiring a foreign tongue. Memory (making mental associations), cognitive (analysing and reasoning), and compensating techniques are all examples of direct tactics (guessing effectively). Metacognitive (like learning planning), emotional (like anxiety reduction) and social tactics are all examples of indirect methods (cooperating with others). Oxford (2016) provided a revised taxonomy of LLS that included only three broad categories-emotional, intellectual, and social-cultural a departure from the original taxonomy of six. The latter are split into two categories: meta-strategies, which involve things like reflecting on one's own strategy use, planning ahead, and processing one's emotions; and strategic strategies, which are actively implemented to improve learning or task completion (LaBontee, 2019).

VLS was defined by Oxford (2016) as teachable, dynamic thoughts and behaviours that learners deliberately select and apply in specific circumstances to increase their self-regulated, autonomous L2 vocabulary development (Oxford, 2016). Diverse VLS taxonomies have been presented as a result of the numerous studies conducted on students' VLS utilization (Nation, 2013). The extensive vocabulary learning questionnaire (VLQ) created by Gu and Johnson (1996) assumes a VLS taxonomy with two broad categories: meta-cognitive (self-organization and study planning) and cognitive techniques. The VLQ consists of 180 items based on a Likert scale (including guessing, dictionary use, note taking and memory strategies).

The cognitive category of the VLQ has recently been updated to cover language reinforcement and activation strategies (Gu, 2013; LaBontee, 2019). The four categories of Nation's



(2013) VLS taxonomy for learning new lexical items are as follows:

planning, or the ability to choose what to focus on and when (selecting words, strategies or aspects of one's knowledge about words); source strategies or the ability to find information about words (guessing from context); processing strategies, or the ability to consolidate one's newly acquired knowledge.

Many factors led to the selection of Gu's (2018) taxonomy of VLSs as the major taxonomy for this study. First, it is aimed squarely at ESL students, the population under investigation here; the study's foundation is an exploratory analysis of VLSs implementation among Pakistani ESL students in light of the Common European Framework of Reference for Languages. Second, it is a popular VLS taxonomy that draws from the prior classifications and categories established by Oxford (1990) and Nation (1990), Waldvogel, 2013).

This research looks at how different vocabulary-learning tactics used by ESL students affect their overall vocabulary proficiency as measured by the Common European Framework of Reference (CEFR).

The Origin of the CEFR

Although internationalism has been practiced for a significantly longer period, the Council of Europe and the United Nations both trace their origins to the immediate aftermath of World War II. Both organizations were founded in the spirit of internationalism and rejecting excessive nationalism. The current Secretary-General has brought up this topic several times. The United Nations was able to partly displace the League of Nations, which had been established in a way somewhat similar to that of the United Nations following World War I. It is possible to interpret the establishment of the Council of Europe as a response to the fact that the Second World War began as a war that was fought in Europe, with the Council of Europe having European purposes and the United Nations having Global aspirations. This interpretation would signify that the Council of Europe has European purposes and the United Nations has Global aspirations. Hence, the Council of Europe does not reject all forms of nationalism; the rejection of nationalism is just as vital, if not more so, in today's society.

The European Cultural Convention (ECC), which first appeared in 1954, was a major statement in the establishment of the Council of Europe. In the first article of the ECC, a country's

"appropriate actions to conserve and stimulate the development of the national contribution to Europe's shared cultural heritage" are mentioned. The Council of Europe's declared mission is to "create greater solidarity among its members for the purpose, among others, of conserving and realizing the goals and principles which constitute their common legacy". Furthermore, it argues that "a deeper understanding of one another among the peoples of Europe" would be the most effective approach to achieve this aim.

As Fulcher (2010) pointed out, if language acquisition is to be prioritized, this is certainly the juncture to start. It is the beginning point for learning a language and a culture. After all, it is a cultural language, and it has been established that the study of other nations' languages, history, and civilization with the peculiar implication that each of those other countries has several languages but just one history and civilization. Fulcher (2010) presents some background material on why language learning and teaching did not become a priority until a decade later, but there is not enough space for a complete historical examination. Trim surely gives a detailed description of the evolution of numerous initiatives and programmes beginning in the 1960s, but a new project named was introduced in 1990 "Language Learning for European Citizenship" was introduced. The CEFR was formed due to this initiative, even though it was built on many previous works. In response to the political disorders throughout Europe in 1989 and 1990, the European Centre for Modern Languages was formed in Graz in 1996 as part of the programme, which also acted as a center for a range of activities outside of those linked to the CEFR.

In other words, the programme was created in reaction to political change, and Trim reflects the political viewpoints of people who participated in previous Council of Europe Language Programmes (2012). According to him, the project group created in the 1970s decided that the project's mission as a Council of Europe initiative was to encourage language acquisition to achieve the Council's larger political goals rather than as a means. Nevertheless, this may be a substantial incentive for many students, especially those who are more toward learning. It should encourage approaches that reinforce democratic practices, boost intercultural understanding and collaboration, and assist students in developing their freedom of thought, action, and social responsibility.

Van Ek (1986) makes other objections that are still relevant today. For example, the claim that



accurate descriptions are limited to learning content descriptions and that many curriculum documents consist of a few pages proclaiming sublime educational ideals followed by long and detailed lists of words, structures, and facts that the learners are required to master. We may no longer use structure lists, but such observations that the relationship between the first few pages and all the rest is, in most cases, far from transparent as well as the question of whether the CEFR has inspired a methodology and approach to curriculum that addresses these charges, remain relevant.

A study of the usage of the CEFR across Europe and beyond has begun, laying the groundwork for a possible research programme. A complete response would need rigorous data collecting and analysis (Byram&Parmenter, 2012). Another way to approach the same topic is to ask if the CEFR represents van Ek's vision, which he divides into three parts the promotion of autonomy, the development of critical faculties, and the development of communication ability. The first two are political concepts, or, to put it another way, they may serve as the foundation for political acts.

Using the term "political" with caution is important, so take a moment to analyze its multiple connotations and how to use it in this text. In the Oxford English Dictionary, the phrases politics and politicians have various definitions. "Relating to or concerned with public life and events as they relate to concerns of power and governance; connected with or linked to the theory or practice of politics" is the definition of "political" in the fifth place. The fourth meaning of politics is the political views, beliefs, or convictions of a certain person, organization, or group.

The CEFR addresses the third component of van Ek's vision, "improvement of communication ability," but nothing regarding autonomy and key abilities are highlighted. The book only mentions autonomy when addressing "independent learning" and "learning to learn" in the context of language acquisition. According to van Ek, autonomy, which is another name for *Selbstständigkeit*, "may, rightfully or unfairly, be viewed as expressing political predisposition" (p. 25), just as "critical powers" do. The term "critical" is used only in the sense of "critical assessment of proposals or literary works" in the CEFR (Council of Europe, 2001, 62). The use of "critical" in another Council of Europe framework, which will be explained and analyzed more below, may be compared to this since "criticality" is a significantly more powerful concept.

The question of learners' intercultural awareness or their understanding of the parallels and differences between their world and others needs to be addressed. "Knowledge of how one group seems to the other, frequently in the shape of national stereotypes" should also be highlighted (Council of Europe, 2001). However, no mention has been made of van Ek's "critical capabilities" or what has already been previously pointed to as critical cultural awareness the capacity to critically assess various points of view (Byram, 1997).

Possible Future of the CEFR

As far as the CEFR's future is concerned, it was determined that the success of the CEFR may render a model for devising a framework for "Competences for Democratic Culture and Intercultural Dialogue" or "Competences for Democratic Culture". Contrarily, the phrase "intercultural and democratic competence" was first used. A model with 20 different competencies was developed and eventually elevated to a key Council of Europe initiative. This model is at the center of the project, but it also contains several articles that explain it and shows how it may be used to create a curriculum, pedagogy, a model for the school as a whole, teacher development, and evaluation procedures, which can be equally beneficial for the counties where English is counted as target Language.

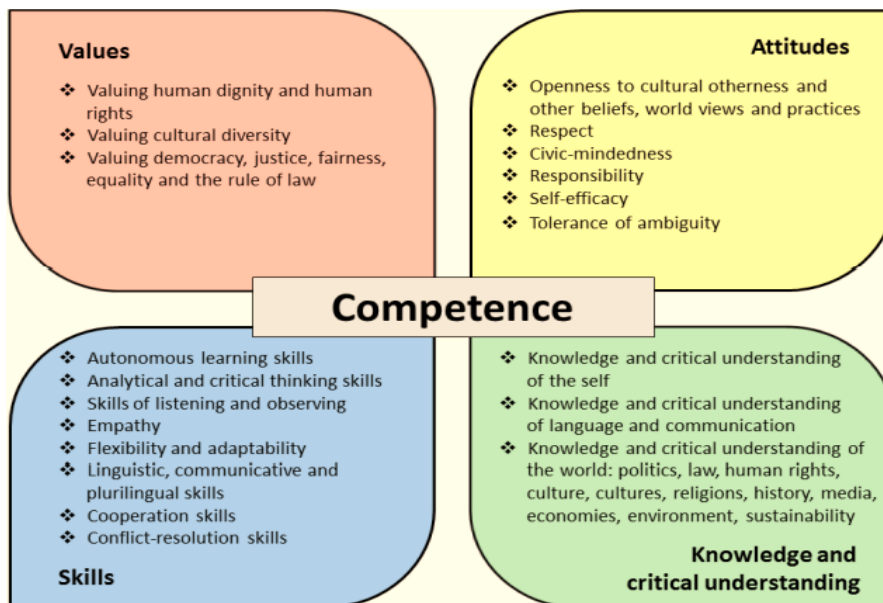


Figure Error! No text of specified style in document. 1. Future of the CEFR

The model identifies twenty different competencies, one of which is "linguistic, communicative, and plurilingual skills." The Common European Framework of Reference (CEFR) will serve as the basis for this explanation. Pertaining to the CEFR, this constitutes a single new context.

The other angle is that the explanation of the (Reference Framework of Competences for Democratic Culture) RFCDC model states that, similar to the majority of other types of learning, the acquisition of democratic competence depends on language competence, more specifically, proficiency in the language(s) of competence.

Knowledge of the target language is another requirement for CDC acquisition. It could be a predetermined part of a course of study, or it could be the focus of an educational institution specifically designed to encourage participation on the part of students. No matter the circumstances, teachers have the competence to place a significant language of emphasis on students' linguistic abilities. Learners also develop a heightened awareness of language and the value of their linguistic skills in the language of developing their democratic and intercultural competencies (Council of Europe, 2018).

The category of "knowledge" is included in the list of required competencies and within this subcategory, "Knowledge and Critical Understanding of Language and Communication" can be found. There is a significant opportunity for additional clarity in the CEFR Companion Volume

specifically through the consideration of the idea of mediation (Council of Europe, 2017).

When participating in mediation, the learner takes on the role of a social actor who helps to use connections and adds to the construction or communication of meaning, sometimes within the same language and other times across languages (cross-linguistic mediation). The focus is on the role that language plays in processes such as laying the groundwork and creating the conditions for communication and learning, collaborating with others to create new meaning, motivating others to create or comprehend new meaning, and supplying new information in an appropriate manner (Council of European Language, p.99).

Declarative knowledge is one of the many "Knowledge and critical understanding" types the RFCDC includes. Although this is only one type of competence and is described in indicators that emphasize skills, the capacity to perform mediation at various levels, it is reasonable to assume that such skills are improved by declarative knowledge. Acquiring declarative knowledge of language and communication is one of the aims of teaching awareness of language this is one of the goals of teaching awareness of language. The development of students' criticality their capacity to recognise how language and communication are infused with power and power differentials is a pivotal point of some of the vocabulary learning strategies used to teach these concepts (Males, 2000).

Teachers of foreign languages may include van Ek's educational goals and objectives in their



curricula to encourage and provide their learners with opportunities to apply their linguistic and intercultural skills to be indulged in the world to become intercultural citizens (Byram, 2022). This refers to actions that are of utmost importance in their immediate community and the international communities where they actually originated from. The Common European Framework of Reference (CEFR) should be applied in a way that approves the claims of those who designed it and simultaneously also envisaging the educational and social issues of today and the future of their nations.

CEFR in Pakistan

The Common European Framework of Reference for Languages (CEFR) is a set of standards and models of education that characterize the accomplishments of language learners from various backgrounds and languages. Without any discrimination or differences between boards, The Council of Europe designed it between 1989 and 1996, and its major goal is to provide an approach to learning, teaching, and evaluating that applies to all European languages. A European Union Council Resolution from November 2001 suggested applying the CEFR to create methods for achieving language proficiency. The six reference levels are quickly attaining nod as the approved benchmark for assessing language competency in Europe and in other corners of the globe. The Common European Framework classifies students into three main groups that may be further divided into six levels. Each level outlines the reading, listening, speaking, and writing expected proficiency for students at that level. Following are the levels of the Common European Framework of Reference for Languages (CEFR) Figure 1.2:

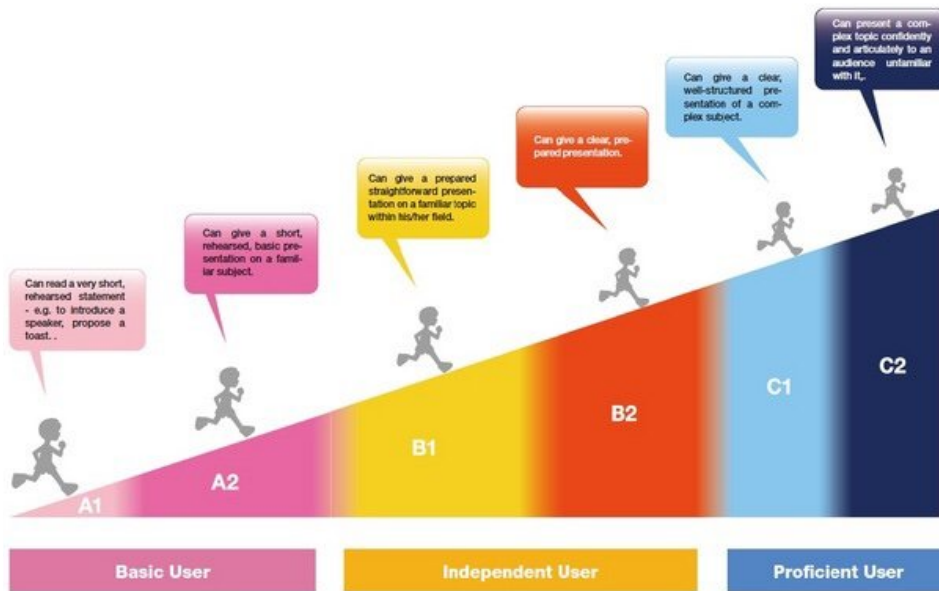


Figure Error! No text of specified style in document..2. Levels of the Common European Framework of Reference for Languages (CEFR) (<https://www.abcenglish.nl/english-levels/english-levels-2-2/>).

There are only a few studies that virtually researched to measure the students' vocabulary proficiency levels. Yusoff et al. (2022) conducted a study at a public sector university in Pakistan to determine the vocabulary proficiency level of students and suggested learning vocabulary through digital ways from the academic wordlists for specific purposes. Gurmani et al. (2021) conducted a large-scale study to evaluate the intermediate English textbooks taught in Punjab, Pakistan. They came up with the conclusion that books taught in Punjab are not up to the CEFR English Vocabulary Profile (EVP) level. Most of the words used in the textbooks were unlisted in the CEFR corpus. They suggested that policymakers and textbook developers need to uplift the standard of the textbooks agreeing with the CEFR profile, as CEFR-aligned textbooks are being used in most Asian countries.

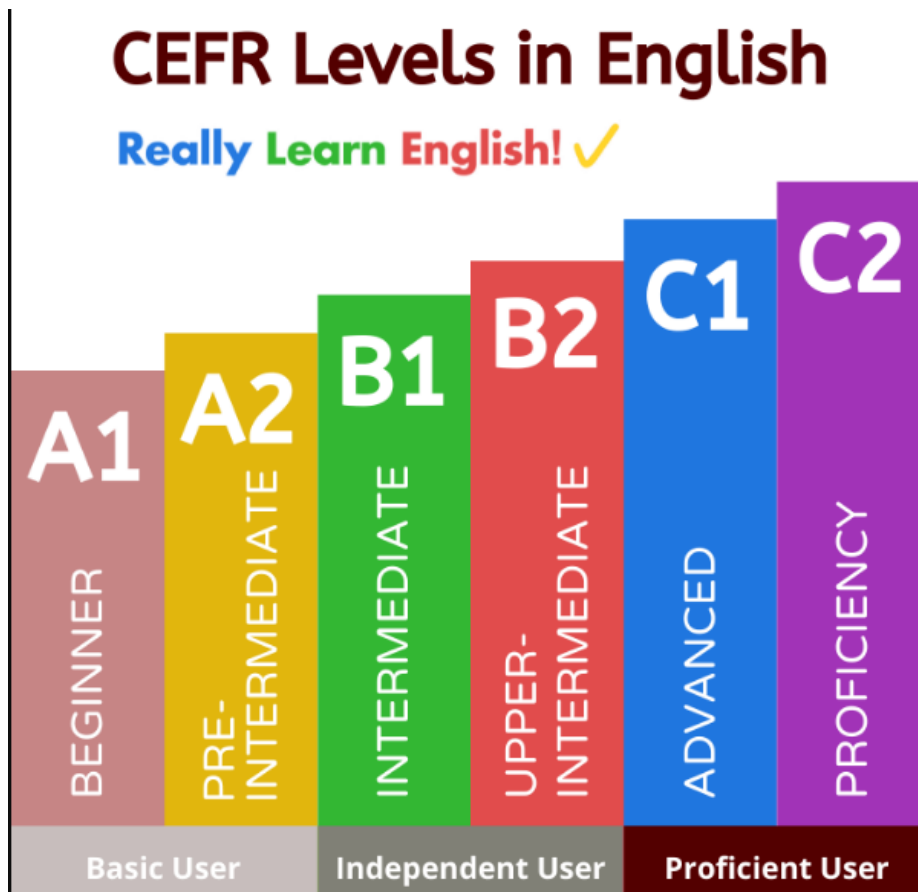


Figure Error! No text of specified style in document..3.CEFR Levels in English (<https://school.really-learn-english.com/wp-content/uploads/CEFR-Levels-in-English-2.png>).

Challenges for Vocabulary Learning

Through all levels of skill, building a strong command of vocabulary is a continual need while learning a language (Gurmani et al., 2022). According to Read (2000), words are the basic building blocks of language from which bigger structures like sentences, paragraphs, and full texts are formed. Read (2000) says that while native speakers experience fast language growth in their early years, their vocabulary usually expands as they get older due to new experiences, inventions, ideas, social norms, and learning opportunities. Vocabulary acquisition is often more difficult and time-consuming for L2 learners (Yusoff et al., 2022). L2 learners confront vocabulary gaps; for instance, they sometimes come across words they are unable to understand or thoughts that they cannot express in their first language (L1).

Learners of a second language often learn and get frustrated while attempting to master the challenging vocabulary required to communicate effectively (Gu, 2018). Vocabulary is a constant source of challenges for language learners, starting

in the early phases of vocabulary learning. To overcome these difficulties in learning vocabulary, learners employ vocabulary learning strategies (VLSs) (Gu, 2018). It is inviting and conceptually thought-provoking to explore learners who adopted VLSs to learn vocabulary and gauge the worth of applied strategies. This is because ESL learners face continual hurdles with vocabulary learning and the potential utility of VLSs for their learning (Gu, 2018).

According to Schmitt (2000), teaching techniques are changing from teacher-centered approaches to more communicative learner-centered learning, where learners may choose their learning methods and styles with maximum autonomy. These learner-centered communicative techniques taught L2 learners how to independently absorb vocabulary, preparing ESL students for communicative circumstances outside of the English classroom. Research on second language learning strategies (O'Malley et al., 1990) and vocabulary learning strategies was inspired by the principle of self-directed learning of language and



vocabulary (Ahmad, 1989; Tsai & Chang, 2009; Van-Zeeland & Schmitt, 2013). These VLS investigations have mostly used a descriptive or experimental approach. These VLSs-related researches either emphasized the importance of VLSs or explored the patterns of VLSs that successful and otherwise learners adopted. Schmitt (1997) highlighted comparatively that a few studies have concentrated on the group of vocabulary learning strategies as a whole, with much of the research on vocabulary learning strategies focusing on individuals or small groups of vocabulary learning strategies. According to Gurmani et al. (2022), students' vocabulary development measured by proficiency level of the Common European Framework of Reference for Languages (CEFR) may aid students in learning L2 vocabulary and make them independent L2 vocabulary learners.

VLSs and other behaviours that learners consciously or subconsciously engage in are part of vocabulary learning (Nation, 2001). It is suggested that one-way teachers can help with this is by making sure learners know about and practice using a variety of VLSs. Research shows that many learners employ vocabulary learning tools (Schmitt, 2007, p. 755). Not all students employ VLSs to acquire their vocabulary, according to the types of learners established in earlier studies (Gu & Johnson, 1996; Gu, 2003a). Compared to students who use VLSs less often, it seems that the learners who employ VLSs have a greater degree of proficiency in learning vocabulary. According to research (Ahmad, 1989; Sanaoui, 1995), successful learners often use a variety of tactics, organize their vocabulary learning, audit, and practice target words, and pay attention to the semantic relationships between new and previously learned words. This research examined the learning methods used by students concerning CEFR proficiency levels.

II. Conclusion

Not a significant amount of published research in vocabulary learning strategies (VLSs) has been assessed using CEFR proficiency levels. In the Pakistani and wider English as a second language (ESL) contexts, the researcher is unaware of any study that has coupled vocabulary learning strategies (VLSs) with the CEFR proficiency levels. Regarding the Pakistani ESL environment, this may be caused by a lack of funds and inadequate research training in Pakistan. Gu (2012b) hypothesizes that such a research gap might be caused by the difficulty in creating an

accurate vocabulary size measure and that only a meager number of studies have examined the influence of VLSs on the development of vocabulary concerning the overall ESL setting. The study may suggest some recommendations for teachers and educators in the line with previous research findings.

Recommendations for ESL Learners and Teachers

The researcher suggests the following in light of the aforementioned findings:

- First, in order to increase the quantity and breadth of their vocabulary, ESL students should be taught vocabulary, and the aesthetics of vocabulary learning should be developed in them.
- Since the beginning of initial classes, the learners should be encouraged to use flash cards, take notes, and repeat new words repeatedly to help them stick in their minds.
- When teaching vocabulary, teachers need to understand the value of vocabulary learning strategies and how to use them in the classroom.
- ESL learners should get thorough knowledge on how to use dictionaries to expand their vocabulary. For instance, utilizing a dictionary to determine word components, the proper pronunciation, word families, collocations and phraseology.
- When reading textbooks, students should be taught how to infer meaning from context by using contextual clues.
- Students should understand the value of social strategy, but they should not constantly rely on questioning their peers since they sometimes provide incorrect explanations.
- It is strongly recommended that ESL learners should listen to native speakers; if not possible, they should utilize alternatives like watching English-language movies, listening to news podcasts, or joining groups that are replete with English, speech filled community.
- It is advised to write the new word down many times (at least five times), and speaking the new words aloud may help the learners remember them.
- Learners should understand the value of keeping a vocabulary notebook and the new words such as their pronunciation, part of speech, sense relationship, idioms, and sample sentences. The notebook has to be well structured.
- Since the learners are very much used to keeping mobiles nowadays, they should keep such applications in their android phones, which suggest some lexical enhancement in an easy way. Some of



the applications are following1. Langira Vocabulary Builder 2. Ultimate English Vocabulary 3. Word of the Day Vocabulary 4. GRE Vocabulary Flashcards etc.

➤ ESL learners should know the reality that knowledge does not end with passing an examination and should not limit their attention to subjects that are test-related.

➤ Using the aforementioned strategies, vocabulary from the English Vocabulary Profile of the CEFR may be accepted and used.

➤ It is highly recommended that the vocabulary learning strategies (VLSs) should be introduced to the learners since the very beginning of their academic learning.

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