

EXPLORING VOCABULARY LEARNING APPROACHES OF UNDERGRADUATE EFL LEARNERS AT UNIVERSITIES IN SINDH: A META-ANALYSIS

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Abstract

When it comes to second language (L2) learning, it is difficult to learn vocabulary or remember many words to speak them fluently. Many researchers across the globe have conducted research in this field to establish how vocabulary learning is possible; nevertheless, no authentic solution in this regard has been suggested so far. Without lexical knowledge and understanding, it is hard to get a command of the second language or even speak it fluently. Consequently, this study aims at conducting a meta-analysis of 18 studies to explore the utility of various strategies and approaches suggested in this research project regarding vocabulary learning or lexical knowledge.

The findings showed that the approaches adopted by the learners about lexical knowledge included cognitive, meta-cognitive, social, determination, and memory methods. Moreover, the efficacious individuals preferred the approaches of referring to dictionaries and guessing from the perspective and situation. Besides, in this study, it was also investigated to find the rapport amongst the background, situation, methodology, context, and treatment through vocabulary learning strategy. Results showed that the L2 beginners having different backgrounds and contexts, while the instructors adopted specific strategies or approaches as per their curriculum favored different strategies. This study concluded that the instructors are required to be fully cognizant of the significance of applying a suitable strategy to undertake English language teaching (ELT) in Sindh Universities and choosing the easiest way for the new EFL learners to encourage them to improve their vocabulary effectively.

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INTRODUCTION

Vocabulary can be defined as “a set of vocables which an individual remembers for a specific language,” or it can be defined as “a list of terms which is used by people to communicate with others in a particular language” (Macalister & Nation, 2019). Vocabulary is a collection of words that a person is aware of (Muzajidah, 2018). Vocabulary or lexical knowledge is indispensable for having the ability to speak a foreign language. Without vocabulary, one cannot speak any of the languages of the world, including the English language. This lexical knowledge yields a base for language learning.

After having a good vocabulary of L2, one can get a good command of all four components of a language: speaking, reading, writing, and listening. No doubt, vocabulary has much importance in learning the English language in the Pakistani context, and it is considered an imperative factor in getting all the skills of a language. Subsequently, vocabulary covers lexical items that beginners are required to be aware of to cater to their several academic and wide-ranging needs.

According to Mutalib (2014), an individual with an inadequate vocabulary could never speak, understand, read, and write a language efficiently. Acquaintance with vocabulary is possible through teaching strategies that communicate various learning practices (Browne, 2014). Except that for having policies for gaining different words and terms, academics and researchers generally obtain not more than their probable about educational advancement.

According to Nation (2006), an important number of words or vocabulary can be gained with the help of lexical knowledge or vocabulary-learning strategies, these strategies have proved to be useful for language learning students with innumerable linguistic phases. Consequently, by using word-learning strategies, the learners can be made capable of starting to learn the language and shoulder their language learning responsibilities. Several definitions in context with approaches are there which eminent researchers have proposed.

Further, Brown (2007) defines approaches as “the unambiguous occurrences which are made upon a prearranged delinquent that are different

largely within everybody.” Chamot (2005) says that approaches are the techniques that expedite the learning process, and these procedures are insightful and objectively motivated. Naveh et al. (2011) identified that a strategy for vocabulary is an exceptional instructional tool. It is a method of transacting in a straight line along with the liberated term learning abilities which are mandatory to mug up words self-sufficiently” (Dansereau, 1988). Besides it, one can find many other descriptions for vocabulary learning approaches recommended by Nation (2001), Schmith (1997), and Oxford (1990). All these three scholars first described the approaches more easily and then recommended categorizations for language learning approaches (Schmitt, 1997).

According to Nation (2006), numerous researchers have been suggesting different classifications for language learning approaches since 1960. By the way, innumerable taxonomies of vocabulary erudition approaches exist, but which the most beneficial for this study is the recommendation given by Schmitt (1997).

This study classified the learning approaches into two significant strategies, which include consolidation and discovery. In determination and societal approaches, he included cognitive, meta-cognitive, memory, and social approaches coupled with their disadvantages. Instructors seldom use several methods to teach lexical items or vocabulary, while the learners single out a different variety of approaches to their erudition background, learning phase, age, acuity, perception, gender, observation, level of ability, skills, culture, proficiency, needs, talent, requirements, and other determinants. Usually, the teaching and learning of vocabulary can take place in various methods coupled with advantages and disadvantages.

The outcomes of many studies regarding vocabulary-learning strategies show that all the approaches recommended by researchers can be useful in word learning and erudition only when these strategies are applied appropriately. The learners who are fully cognizant of the approaches and bring them into use when needed have proved that they are good linguistic learners.

This study aims to make generalizations and overview of the word ‘erudition approaches’ for learners of English as a foreign language (EFL). Keeping it into consideration, this study has compared instructional procedures' helpfulness about two significant determinants, which include accomplishment conclusions and competitive environments for the learners of English as a foreign language (EFL) or second language (L2). Therefore,

a meta-analysis metric has been applied for comparing the outcomes of each test (experiment) rather than a pragmatic interventional study (quasi-experiment study).

THEMATIC LITERATURE REVIEW

Categorization of Vocabulary Learning Approaches

As stated earlier, several classifications of language learning or vocabulary erudition of L2 is presented, which have been suggested by different researchers. Still, this study will follow the research pattern of Schmitt to jump to the findings. Oxford Dictionary (1990) suggests two kinds of approaches: direct and indirect. Both. Still, Schmitt opted for the strategies recommended by Oxford (1990), which can be divided into different groups. Still, Schmitt opted for the strategies recommended by Oxford (1990), which include cognitive, meta-cognitive, memory, and social strategies.

Schmitt (1997) developed a new classification, which is said to be a discovery strategy. So this classification is used to find out the connotation or meaning of new terms except seeking somebody's assistance. As a result, students try their best to comprehend the senses and meanings of the words while employing the background, fundamental understanding of language and orientation tools (Zimmerman, 2001). Hence, the second key set of approaches in this taxonomy is consolidation, wherein a term is consolidated at the time once it is stumbled upon. The researcher divided both groups into 5 (five) sub-categories/approaches that are given below:

- (a) Determination approaches help understand an additional lexical item or a new word. Language learning students can distinguish the fresh terms' part of speech that can prove helpful in guessing procedure. Many approaches are there for this kind of stratagem; for instance, evaluating part of speech, scrutinizing roots, origins, and affixes, testing for a native language (L1) equivalent, examining images or signs, predicting from the word-based framework, employing a dictionary of polyglot (bilingual) or a monolingual, bringing term lists in use (Schmitt, 1997).

Outcomes of various types of research discovered that language learners do not think alike some of them choose one approach at their convenience, while some opt for other different approaches. Having applied their favorite strategy in the language learning method, they can increase their knowledge and understanding.

- (b) Societal or social approaches consist of both strategies, including consolidation and discovery. When a language learner knows the connotation of certain words, asks others to explain the meaning of those words, and finally gets an interpretation of the native language, a substitute of words, rewording, sentences having the novel vocabulary, or some combining such techniques. Then the learner will try to discern the connotation of the words. Moreover, in the case of the consolidation approach, it stimulates lively information handling.

In a societal background, when terms are used, it encourages language-learning students and makes them ready for discussion in groups outside of the classrooms. Schmitt (1997) established that due to the diminished role of instructors in this process, the learners would manipulate or use the second language (L2) or target language in their classrooms.

According to Ahmed (1989), instances of such sort of approach comprise requesting the instructor for a native language translation or interpretation, rephrasing or telling the substitute of the new term. In addition, it contains inquiring about the meaning from other class fellows, discerning new connotation or sense via group discussion. It also includes reading and practicing connotation of words in a grouped activity, assessing the students' flashcards or the terms' list for correctness by the instructors, and connecting the learners with L1 or native orators.

- (c) Memory approaches are meant to relate language learners' erudition of new terms to conceptual treating by linking what is previously known or acknowledged to the novel or fresh terms of the second language. This contains an extensive variety of methods, which is as below: reading terms with a vivid explanation in terms of connotation, meaning, sense, illustrating terms' objectives, linking terms of L2 with a particular occurrence, relating the terms through their matches, coordinates or synchronizes, linking the term with its substitutes or synonyms and opposite word or antonyms, using semantic charts, employing measures for gradable adjectives (i.e. very, more, less, big, happy, expensive), Loci strategy, spike (peg) structure, grouping terms to inspect them, grouping terms or expressions locally upon a sheet, retaining new terms in a paragraph or a sentence, stating terms laid-back within a line of some story, reading spelling of certain terms, reading the sound of certain terms,

spelling a term or terminology loudly at the time of reading, imaging term usage, underscoring first letter of a word or term, formation, configuration, structure, pattern, utilizing keyword strategy, rewording, rephrasing or paraphrasing the connotation, meaning, sense, parts of speech, utilizing equivalents, cognates or associated words, learning or understanding the terms or terminologies of a phrase and idiom jointly, employing corporeal feat, and utilizing semantic distinctive networks (Schmitt, 1997).

- (d) Cognitive approaches are described in a way that those strategies and methods help an individual achieve a specific goal or aim (Rubin, 1987). Another researcher Oxford (2002), defined that cognitive approaches empower the L2 learner to control the linguistic substantial in unswerving methods which take place in the form of note-taking, exploration, analysis, scrutiny, outlining, charting, knowledge structures, configurations, synthesizing, combining, restructuring material to improve stronger patterns, reasoning, thinking, involving in realistic backgrounds, working structures or configurations, and sounds properly. This group involves utilizing perfunctory resources, for instance, notebooks and dictionaries, for improving vocabulary and learning new terminologies or terms.
- (e) Meta-cognitive approaches control, achieve, standardize, direct, arrange, normalize, and regulate language erudition way (Rahimi, 2012). Such kinds of approaches incorporate considering with considering erudition way, arranging, checking, evaluating, and assessing the language learning process. Meta-cognition may be a type of cognition or reasoning, and it is regarding the high-level discerning or thoughtful procedure. The advanced efficacious language learning students are fully conscious of their learning achievement, and such learners put on different approaches while they cope with a new term in dissimilar backgrounds.

As suggested by Schmitt (1997), there are many meta-cognitive approaches, which include carrying on reading English words from time to time, avoiding neglecting the new terms when the learners come across them, employing spaced terms' rehearsal, analyzing oneself with terms' assessment and utilizing and taking advantages from the news, telecast, films, big screens and songs of English language via television channels and social media which is easily accessible to everybody in this contemporary era.

Meta-Analysis

According to Cherry (2012), meta-analysis can be defined as ‘it is some sort of numerical or statistical procedure which contains interpreting, translating and mixing the results of many dissimilar studies of a specific topic. This procedure allows research scholars to have a look at all the aims and objectives and identify imaginable ties, which may exist. The researcher scholars may seldom identify the tendencies, which might not be experienced in smaller scale studies or explorations because a meta-analysis resorted to mixing many smaller components to amply larger statistics (data). Consequently, a meta-analysis is particularly useful if certain determinants have been interconnected to a particular occurrence and is generally utilized to make it thin upon the most significant subsiding portions. Moreover, a meta-analysis may be used at the time when one gets weaker or inconsistent outcomes established by micro research.

Meta-analysis is aimed at seeking quasi-experiments or statistical techniques to contrast, compare, combine, and syndicate findings from numerous tests (experiments), pinning hope to obtain an outcome of every effect size. Therefore, when it comes to statistics, the effect size can be called a quantitative dimension (measurement) of the specialty and strength of every test or experiment.

According to Toyama (2010), this measurement elaborates the metamorphosis between the learner’s results in the capacity of treatment and control groups in the order that is separated by the concluding standard deviations or aberrations. Glass (1976) established that the meta-analysis approach possesses fundamental points, which are five in total. The first stage or point is to formulate and articulate the issue by defining what problems the meta-analyst expects to reply to and what kinds of proofs to experiment and investigate. The second point deals with the collection and accumulation of statistics or data after looking at all the explorations carried on for sorting out a particular issue in each possible way. The third stage is to assess the data, decide which one of the gathered data is correct, accurate, exact, and helpful and eradicate the considerations and contemplations, which are unable to meet these standards, criteria, or benchmarks.

Therefore, the fourth point uses statistical methods similar to the potentials, possibilities, makings & effect sizes, or results to resolve and combine, unlike issues. Eventually, this is the exact time when the results should be presented, and the subsequent analyses or analysis ought to be reported in a bid to the people of the broader research world by providing

information, statistics, data, *modus operandi*, strategies, and approaches utilized.

Empirical Studies on Learners' Vocabulary Erudition Approaches

According to Afshar (2010), vocabulary or word familiarity plays a vital role in second language (L2) acquisition and gaining. Here, the literature review demonstrates that lexical knowledge teaching or learning shows a discrepancy for every single research. The learners can find massive research studies on vocabulary and the ways to learn it. Several research articles and studies have been made available through publications regarding different approaches and strategies for vocabulary learning of the international language, English. The conclusions of this research are opulent, enriched, and assorted about the objective of the study. Consequently, some rich research is cited here in this part of the current study.

Sarani and Shirzaei (2016) established that EFL students, undergraduate, graduate, and postgraduate adopt dissimilar ways and approaches to vocabulary or word erudition. Having assessed 162 male and female EFL students at BS, MA, and MS studying at universities, it was discovered that there was a momentous metamorphosis between highly motivated EFL students and low-motivated EFL pupils as they were found employing different sorts of approaches to learning the language. At the same time, their ages ranged from 17 to 38 years old. The participant's gender and enthusiasm, motivation, and inspiration were also interrelated in the study (Anderson, 1980).

Alyami (2016) also conducted a similar study asking as many as eight EFL learners of BS studying at universities to tell the approaches they adopted for learning vocabulary. The findings disclosed that the approaches adopted seldom or least frequently were those which need greater order discerning (thinking) abilities which include consolidating terms through connotation group, and the dimensions employed the least frequently included the means of bringing the transcripts together while often or the most frequently employed was the causes for not adopting approaches (Nyikos, 2007). Memory approaches lend a hand to EFL learners to extend support and assist their reminiscence (memory). EFL students aim to ameliorate indoctrination or encoding effectively by linking prevailing and previous material that is already existent or present in their minds.

Fatima and Pathan (2016) also studied the same subject. Their samplings were 180 EFL learners hailing from undergraduate courses. On

the questionnaire developed by the researchers, the students responded to 45 (forty-five) close-ended things upon four wide-ranging words' erudition approaches. The study concluded that the cognitive regulation approach and stimulation (motivation) approach materialized by employing the most dominant source of erudition of newly read English terms or adding new words to one's vocabulary by memorizing the same.

Moreover, Uzun (2013), in a similar study, concluded that no statistically important metamorphoses or changes were established in adopting and practicing word erudition approaches between EFL learners of BS classes at two different institutions of higher learning. It is equally beneficial for students of other disciplines than English at the universities to improve and ameliorate their lexical knowledge and enhance their vocabulary to get a command of this international language. When English is seen from the Pakistani perspective, it has much importance in an individual's success in all the fields of both the private and public sectors. No matter if, a student is studying BS in a discipline other than English, he is required to learn the English language at every cost to be triumphant in his career. This is due to the increasing demand for this international language in Pakistan.

In Sindh universities, undergraduate students usually face a lot of trouble learning the technical terminologies existing in their particular textbooks, especially in the faculty of natural science, engineering, and health sciences, but once they learn those words by heart after taking an all-out interest, it becomes easier for them to utter these difficult swaggering terms.

Tahriri and Fallah (2013) examined the utilization of approaches to learning and memorizing new words in the English language among 20 students studying engineering. The findings discovered that the said engineering students were average (medium) approach adopters who opted for the memory approach as the most frequently or often employed method, while the meta-cognitive approach by way of least frequently or seldom employed approach. So far as the rapport between the participant's skill level and their consensus towards vocabulary erudition approaches is concerned, the findings of the "Pearson relationship expressed no statistically important rapport in any of the approaches" (Alamdari, 2010).

Nacera (2010) conducted a study exploring the affiliation between English language erudition approaches and lexical items or vocabulary size. The findings suggested that the learners employed direct approaches, which

affected the information processing and data handling. Moreover, meta-cognitive approaches were found to be the most frequently used approaches. Besides, the learners who had the bigger lexical items or vocabulary were told that they employed the approaches that required sufficient time. Still, the same strategies led them to effectively learn new words (Nacera, 2010).

RESEARCH METHODS

The research scholars in their meta-analysis contained within those research which have convoluted or elaborated the treatment and handling upon the vocabulary erudition approach, where mechanism, control, switching, experimental groups, contrivance, and investigations were included, and the influence of words, erudition approach utilization was nothing but an at the mercy of movable (dependent variable).

The data or statistics gathered from several research papers were considered because it was almost hard to openly relate various studies with the rough and rutted data accessible there and the group dimension. In this study, a systematic review (meta-analysis) has been performed, and the conclusion of certain leading approaches upon the words' erudition has been measured. Mediator flexible (moderator variable), for instance, age or phase of life, was measured upon minimal or minor gauge. Consequently, in these research papers, several experiments were conducted to know the effect of interference on the students of English as Foreign Language (EFL) regarding their words' erudition.

In this regard, SPSS lent a hand in ensuring the measurement of means as well as average aberrations (standard deviations) alongside illustrative influence size. Apropos the fact that the maximum research incorporated influence dimensions (effect sizes); this study reported and testified the information was only deliberated. For having one illustrative dimension for each research, the influence dimensions (effect sizes) were averaged and standardized. According to Glass (1976), a systematic review (meta-analysis) is meant by a huge group of investigation outcomes for the objective of assimilating the conclusions. Bringing this argument under contemplation, a detailed report consisting of former studies employing statistical methodology and exploration was furnished. A narrative review's fundamental topographies are employing a statistical approach and give additional aims and accurate findings than a meta-synthesis.

Investigating the consequence dimensions (effect sizes), the wide-ranging systematic review software settled by Bio-Stat was utilized via the

internet; the link to the software is as below: (www.meta-analysis.com). By utilizing this tool, the kinds of statistics or data were delivered, and the procedures of the investigation were ascertained, as this study was required to choose what data it looked for and by what means it ought to investigate them.

The stimulus dimensions (effect sizes) were diverse as the topics and interferences of the research were unlike. So the study's objective was to compute and determine the mean of the dissemination of stimulus dimensions (effect sizes), which is the outcome of every approach to the erudition of vocabulary or words. Up to this conclusion, the means and average aberrations were employed as the main descriptive data applied in the unaccepted research. The statistics were taken to mean qualitatively to seek the reply to the second research question.

With the purpose to lessen prejudice and raise the legitimacy of revising various instructional procedures, a systematic review was applied in this study. By this method, the findings of some research were synthesized and analyzed about learning vocabulary the EFL students. The systematic review employed effect size employing standard metrics to compare and relate the findings from investigational (experimental) or mock investigational (quasi-experimental) research.

RESEARCH FINDINGS

This portion of the study is envisioned to yield and investigate the data acquired for the objective of this research. It has been isolated into three main parts: discussion, comprehensive depiction of research questions, and outcomes. Thus, the first part presents tabulation and investigates the data utilizing Statistical Package for Social Science, Version 19 (SPSS) software for numerical processes (statistical operations) of measurable statistics (quantitative data). In contrast, the second part displays the level to which the research questions might be responded. This part evaluates the legitimacy or validity of the research questions. However, it is extracted by the measurable investigation of the stimulated statistics. The descriptive data of average as well as means aberrations for five classifications were chosen to comprehend words' erudition approaches favored by the partakers.

The First Research Question

Does a systematic review or meta-analysis on the influential vocabulary approaches illustrate what leads to easy word erudition for EFL learners

either through the direct or indirect method? To respond to this research question, descriptive data has been used for the five most repeated word erudition approaches. This can be seen in the following table:

TABLE-1
**Descriptive Measurements for the five Most Repeated Words’
Erudition Approaches**

Method <i>SD</i>	M
Determination 5.42	31.76
Cognitive 4.16	26.95
Meta-Cognitive 3.51	13.92
Social 3.73	10.66
Memory 4.28	25.5

Table 1 shows all five approaches or methods: determination, cognitive, meta-cognitive, social, and memory. These strategies affect the words’ erudition.

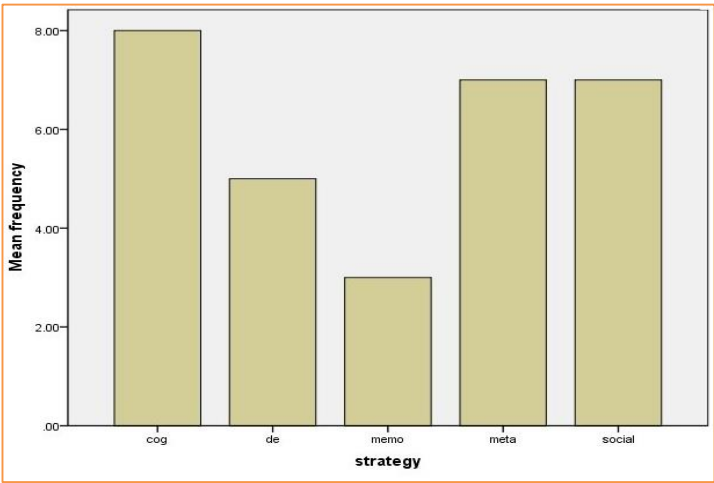
The means of the approaches include (31.76), (26.95), (13.92), 0.66, and (25.5) in order. Hence, their average aberrations can be termed as (5.42), (4.16), (4.28), (3.73), and (3.51), respectively, which might be experienced after putting a glance at Table 1. Some metamorphosis between these five approaches collections are there about average aberration and mean.

Likewise, the mean of the determination approach was found to be the supreme, demonstrating that the approach can be termed a direct method, and this one is more than the remnant approach. Generally, using bearing in mind the mean table, the conclusion that appears is memory and cognitive approaches, which are at an adequate and reasonable extent because the two approaches’ mean is approximately identical to each other.

The above-mentioned table also demonstrates that the two approaches, including social and meta-cognitive, possess the bottommost extent of the mean.

Nonetheless, the mean of the memory approach proved to be greater than that of the social approach. As a result, it can be termed to be at the low, moderate extent while the social approach is falling at the slightest extent. This points out that this approach cannot be keenly employed or utilized by the partakers. Hence, it can be termed to be the indirect approach. This entire procedure is shown in the following figure:

Fig-1. Descriptive Measurements for five Most Repeated Vocabulary Erudition Approaches



In the current narrative review, the effect sizes have been revealed or considered employing average aberrations (SD) and Mean.

Figure 1 demonstrates which of these approaches is the most effective (direct) and which one is the least effective (indirect) in order.

Hence, it is rightly quantified that the most effective or direct method paves the way towards a gorgeous erudition of English vocabulary, while the determination method can be termed as the direct strategy.

In general, certain such approaches were utilized by all the partakers in diverse research that were classified into five main approaches, which include cognitive, meta-cognitive, determination, social, and memory methods. The concerned standard aberrations and means were achieved. For results, Table # 2 can be seen.

Table 2 shows that guessing or surmising from a word-based setting has the uppermost standard deviations or average aberrations and mean of (4.21)

as well as (1.00), and it hails from the determination approach. Subsequently, it is at the uppermost extent out of all five approaches. Consequently, the second top mean [M=3.98] falls in the category of determination approach referring to one language (monolingual) dictionary or wordlist. At the same time, its average aberration (AA) or standard deviation (SD) is [SD=0.93]. Again, the third approach recaps the terms vocally of cognitive stratagem, alongside the standard deviation of [SD=0.98] and mean of [M=3.93]. Thus, the fourth strategy is investigating the parts of speech. This method is also a determination approach; its standard deviations and mean are [SD=0.97] and [M=3.84], respectively.

TABLE-2

The Maximum and Minimum Reported Vocabulary or Words' Erudition Approaches

Description	Classification	Mean	SD
Surmising (guessing) from word-based background	Determination	4.21	1.00
Employing a monolingual wordlist (dictionary)	Determination	3.98	0.93
Recapping the term vocally	Cognitive	3.93	0.98
Investigating the parts of speech	Determination	3.84	0.97
Reviewing the sound of the English term	Memory	3.80	1.03
Having words' notepad	Cognitive	3.78	0.93
Utilizing English tags for things	Cognitive	1.98	1.00
Requesting the instructor for creating a sentence	Social	1.72	1.02
Requesting the instructor for native language conversion	Social	1.56	0.99
Extrapolating the new English terms' connotation	Meta-cognitive	1.83	0.8

Utilizing self-taught insights or flashcards	Meta-cognitive	1.80	0.83
Remembering preliminary letters of terms	Memory	1.99	0.93

The fifth method is reviewing the sound of the English term. It contains a memory approach; its standard deviation and mean are [SD=1.03] and [M=3.80]. Again, the sixth group has the words' notepad. It falls in the category of cognitive approach alongside mean [M=3.78] and standard deviation [SD=0.93]. The seventh category is utilizing English tags for things. It is a cognitive approach with a standard deviation of [SD=1.00] and a mean of [M=1.98].

Similarly, the eighth group requests the instructor to create a sentence that falls in the category of a social approach, alongside a standard deviation of [SD=1.02] and the mean of [M=1.72]. Likewise, the ninth point is about requesting the instructor for native language conversion. This falls in the category of a social approach alongside standard deviation [SD=0.99] and the mean of [M=1.56]. Again, the tenth narrative extrapolates the new terms' connotations. This falls in the category of meta-cognitive approach, alongside the standard deviation of [SD=0.8] and the mean [M=1.83].

Thus, the eleventh narrative talks about utilizing self-taught insights or flashcards, which is a meta-cognitive approach, alongside the standard deviation [SD=0.83] and the mean of [M=1.80]. In contrast, the twelfth narrative refers to remembering preliminary letters of English terms. This belongs to a memory approach, alongside the standard deviation of [SD=0.93] and the mean of [M=1.99].

Table 2 also demonstrates that approaches that possess extraordinary means comprised the first six narratives, for instance, surmising from the word-based background, employing a monolingual wordlist (dictionary), recapping the term vocally, investigating the parts of speech, reviewing the sound of the English term, having words' notepad while the rest six narratives such as utilizing English tags for things, requesting the instructor for creating a sentence, requesting the instructor for native language conversion, extrapolating the new English terms' connotation, utilizing self-taught or insights or flashcards and remembering preliminary letters of terms possess a small amount of the standard deviation and the mean. It once more indicates what accurately the most effective and the least effective (direct and indirect) approaches the students of English as a foreign language (EFL) employ in the erudition of new English words or lexical items. Hitherto, it

stipulates that the most effective (direct) approaches be mainly employed in order to learn vocabulary or new words.

SECOND RESEARCH QUESTION

Does the use of vocabulary erudition approaches have any relationship with diverse learning settings, treatments, actions, and research procedures based on a narrative review (meta-analysis)?

For responding to the second research question, the studies were reassessed and reevaluated concerning the rapport between the envisioned variables and words erudition approaches. It was carried out qualitatively to know the relationship. Again, the rapport between vocabulary learning or words' erudition and action or treatment was revealed in certain research (O'Malley & Chamot, 1990) because the utilization of many treatments and actions is found to be based on established values within a nation.

According to Zohrabi (2012), instructor-spotlighted content had been stated in a study, whereas a rapport was detected concerning joint works in the classroom words' erudition in some republics. It underscored the most effective or direct rapport in the usefulness of diverse dealings, treatments as well as actions, and students' vocabulary erudition. Alemi (2011) concluded that the EFL students' efficacious practices of approaches to the erudition of English terms were grounded upon their outlooks, attitudes, viewpoints, motivation, and enthusiasm.

Cohen and Aphek (1981) established that the rapport flanked by vocabulary learning approaches or English words' erudition and study procedures was found in several research. The paramount probabilities of the contribution could be detected in settings comprising erudition undertakings, physiognomies of EFL students, linguistic chores, and students' flair favorites, apprentice approaches, utilization of diverse tools, responsibility objective (task purpose), and undertaking at several heights and extent of approaches and stratagems of dissimilar vocabulary learning or English language erudition. Therefore, every determinant functioned together within a specific erudition situation.

Bearing all these 30 (thirty) research under analysis in mind, it was found that the twelve types of research out of that 30 studies were based upon descriptive statistics and data and independent sample T-test, in connection with requesting the instructor for the translation and interpretation of native language. Mugheri, N. A., Lohar, S. A., & Kalyar, J. M. (2019) described that

“requesting the instructor for the rendition of native language (L1) in the capacity of a social approach had been employed infrequently by the EFL learners studying at the universities.

DISCUSSION AND ANALYSIS

The outcomes of this current research revealed that the determination approach was the maximum preferred and employed method, while it was also found that the second category was cognitive approaches. This study revealed that the memory approach was found to be third, and the meta-cognitive approach was fourth. The social stratagem was found to be fifth. Surmising from the background alongside the mean of [M=4.21] and the utilization of the dictionary alongside the mean of [M=3.98] had been the maximum favored approaches. These strategies were rated to be the uppermost chosen approaches.

The findings of the first question revealed that the systematic review (meta-analysis) of English as foreign language apprentices' words erudition approaches demonstrated the direct methods led towards healthier words erudition (vocabulary learning) while the outcome of the second question discovered a rapport between the diverse erudition settings, actions, treatments as well as research strategies as per meta-analysis or narrative review and the usefulness of vocabulary erudition approaches.

The findings further unearthed that several EFL learners were not even acquainted with some of the erudition approaches, which include carrying out-group work goes-on. It was concluded that it highlighted the role of approach-teaching skills in lecture halls, which were recommended by Nation (2001). The researcher stated that it augmented the fundamental knowledge of English language erudition because it manufactured a chance for becoming independent and self-sufficient in learning vocabulary or erudition of new words while it fell in the category of direct approach.

This research was a systematic review (meta-analysis) of EFL students' word erudition approaches. Hence, it is extensively believed that knowing the logic or rationale behind the erudition of an L2 (second or foreign language) words are the elementary extent of learning and understanding it. One of the objectives of this study was to find and discover the rapport between determinants, including background, context, setting, situation, treatment, action, research technique, words' erudition, and approach utilization. This, therefore, can be called an indirect approach.

CONCLUSION

In this current study, a systematic review (meta-analysis) of as many as 30 studies on the efficiency and usefulness of word erudition approaches used by the learners of English as a foreign language (EFL). Such approaches or methods are contained within cognitive, meta-cognitive, social, memory, and determination. These strategies are linked with diverse techniques; the EFL students single out to hit the books concerning vocabulary items or English words at unlike stages, for dissimilar objectives and within altered settings.

Descriptive measurements, ultimately average aberrations (standard deviation) and mean have been employed to obtain the discoveries. Therefore, in this prevailing research, all the conclusions (effect sizes) were either testified or considered elevated. In all thirty-research projects, two collections of the control group and investigational or experimental were there. The investigational (experimental) groups acknowledged teaching in words erudition approaches, as well as rheostat collection, possessed outmoded teaching upon English word stuff while in certain other research projects, the rapport between several autonomous variables including content, action, treatment, feat, and usage using vocabulary learning or English words erudition had also been explored and expected.

People in Pakistan now pay full heed to learning the English language as it is enjoying much status in the country. Learning the English language as L2 in the country is still a stimulating procedure that the students in the majority cope with within the course of their studies. English, due to being an international language, has become indispensable in Pakistan for the youth to learn and speak it for their success. It has got the status of being a lingo of exchange of information and communication among the populaces of various nations.

Like, all other languages, English also possesses a huge catalog of vocabulary, lexical items, and words. Terminologies are an important determinant of linguistic expertise and ability and arrange the foundation for knowing the fact in what way EFL students write, read, speak, and listen. To obtain novel English words, various approaches are there to be acted upon, except which the EFL students frequently attain below their perspective about educational triumph. Employing diverse English words is affiliated with the diversity of settings and talkative undertakings. Overall, an unblemished indication of English word erudition approaches may provide a beneficial timeline for the EFL learners who are required them.

Based on the findings, this could be detected in the 5 words' erudition approaches of Schmitt's classification, which were witnessed in all the research projects discussed above. In conclusion, the results of this prevailing research, as mentioned earlier, pointed to that there are certain metamorphoses among the five approaches collection with regards to standard deviation (SD) and mean (M). Therefore, the present study displayed the approaches that which approach or methods were found to be direct or indirect in the order given. It was shown that the limitation approach was direct as it was brought into being more than the rest approaches. Therefore, this can be established that the memory and cognitive approaches or methods had not been used, while the utilization of social approaches using an indirect approach was found to be the lowermost one.

However, there were twelve portrayals for the above said five approaches and the first six methods were convoluted surmisings (guessing) from the word-based background, referring to a one-language dictionary or wordlist, recapping the term orally, investigating the parts of speech, reading as well as learning the sound of the English words, and carrying a words' notepad.

Thus, the second instructor for 6 methods in erudition comprised employing English tags for items, requesting the creating a sentence, requesting the instructor for the interpretation of native language (L1), frolicking new phrasing, utilizing the flash card, badges, or indexes, and remembering terms preliminary letter. Concerning the pedagogical and educational repercussions, instructors can apprise their apprentices to become fully cognizant of erudition approaches. The instructors can help their EFL students use more suitable approaches, which raise their aptitude and ability level.

Moreover, it appears that an instructor at advanced stages of schooling ought to be aware of all wide-ranging approaches to English erudition to cause the EFL learners to be aware of every related wide-ranging approach. Another restriction might be that the researcher carried out the prevailing study on the research projects gathered. Inaccessibility and unreasonable charges disallowed this investigator from retrieving certain other pertinent research projects. So, if there had been a greater sample collection, the findings probably would have become even more imperative. A considerable additional fact is that investigating the influence of action and treatment upon singling out a distinct approach was found to be a difficult one.

There were diverse hindrances in the way that ought to be further considered for the new study. Consequently, the restricted exploration knowledge and understanding of a systematic review (meta-analysis) may be the notion as an additional restriction of the prevailing research. Healthier translation abilities on the subjects will increase this research. Notwithstanding the limitations or restrictions mentioned above, the findings of the prevailing research pointed out certain guidelines for conducting further research in this regard. Therefore, further study ought to be conducted with such a technique that it might charm many students who are learning English as a foreign language (EFL) and contemplate the growth and progress of English words' erudition approaches into account. Hence, future study needs to explore a narrative review of this technique alongside EFL learners at different levels of edification based on diverse stages of English aptitude. It is therefore recommended that further research upon the utilization of systematic review (meta-analysis) should be carried out to assess English words' erudition approaches.

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