



## Vocabulary Learning Strategies: The Case of English for Business and Financial Reporting

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**Abstract**

*Among the essential challenges faced by students in foreign language learning processes is vocabulary learning. Lexical competence has been acknowledged as critical to the use of language in which the students' inadequate knowledge of the vocabulary causes problems in learning a second language. Therefore, learners require being educated with vocabulary in learning strategies when learning a second language. Contemporary research has not scrutinised to the fullest the categories of strategies of vocabulary learning used by learners who are majoring in Accounting. Established on the objective of the investigation, it was recognised that the finest way for this study to better comprehend the usage of strategies of vocabulary learning by these specific learners is by adopting the design of qualitative research. Therefore, the technique that was used was an open-ended interview and was done individually with fifteen learners. The strategies that were concluded include the monolingual and bilingual dictionary use, usage of several media of English language, learning a word by specific texts, and application of new words in everyday conversation, interrelated to memory, strategies of metacognitive, and determination. These are common strategies and have keenly been used by students.*

### 1. INTRODUCTION

Different areas have been involved in learning a second language – viz., learning environments, learning strategies, student needs, language awareness, and motivation. It has become progressively challenging not to disregard the strategies of learning a second language. Chamot and Kupper (1989) established that learning strategies are methods learners use to understand, recall, and store skills and information.

Nevertheless, for numerous years, strategies for learning have been used. Oxford (1990) stated that memory tools or mnemonics were used in prehistoric eras to enable speakers to recall their lines. In the mid-1960s, research on language learning strategies started to evolve. Consequently, the past two decades have seen progressively rapid improvements in the area of

second language learning strategies (O'Malley & Chamot, 1990; Oxford, 1990). Nonetheless, language learning strategies were defined by Oxford (2003) as precise actions that students undertake to make learning more enjoyable, more adaptable to new circumstances, faster, easier, more effective, and more self-directed.

Therefore, there has been a noticeable change in teaching and learning languages over the past two decades, with an increased focus on learning and students instead of teaching and teachers. In comparison to this renewed change of interest, the key concern of researchers dealing with foreign language learning fields has been finding out how students process new information and the categories of methods they use to recall, understand, and learn new information.

Learning a foreign or second language is a challenging task. There has been increased interest in discovering the nature of learning strategies and identifying these techniques in the last decades. Different kinds of students have commonly used these strategies. Language learning methods assist students in storing and retrieving materials, facilitating and accelerating their proficiency in the language. Language learning techniques are behaviours or the conscious stages used by students to improve the storage, use, acquisition, recall, and retention of renewed information (Oxford, 2011). Language learning methods play a critical role in facilitating an understanding of the processes involved in learning a language and the skills learners develop when learning a foreign language. Language learning strategies have been established to be vital in the determination of educational accomplishment. They are perceived to be a shift from concentrating on teaching and teachers to learning and students.

Nevertheless, foreign language students use specific approaches for the acquisition of new words. These approaches are referred to as vocabulary learning strategies (Gu, 1994), which are a subgroup of language learning strategies (Nation, 2001).

Language learning strategies are precise steps, methods, behaviours, and actions used by learners to improve their progress in understanding, adopting, and using a foreign language (Oxford, 1990). The results of the studies supporting the efficiency of language learning strategies for productive language students show that using suitable techniques for language learning often leads to enhanced expertise or general or specific field achievement (Oxford, Park-Oh, Ito & Sumrall, 1993; Thompson & Rubin, 1993). Thriving language students have a habit of selecting effective strategies in an exceptionally orchestrated manner and custom-made to the task of language requirements (Chamot & Kupper, 1989). These students may easily clarify the approaches they use (O'Malley & Chamot, 1990). The metacognitive (such as organising and planning) and the cognitive (such as analysing and translating) approaches are frequently used together, and they support one another.

Learning methods can foster student independence in learning a language and assist them in promoting their achievement in language expertise (Green & Oxford, 1995; Griffiths, 2003). The strategies, thus, assist students to be proficient in language learning and usage. Oxford (1990) states that learning strategies may be explicit activities taken to ensure that learning is more effective, transferable to other situations, simpler, more self-directed, more enjoyable, and faster. On the other hand, Oxford (2003) considers that language learning styles and approaches are the key aspects that assist in determining how students learn a foreign or second language. When consciously selected, approaches to language learning can be critical in purposeful self-regulating, deliberate, and active learning. Hence, a way of accelerating academic language learning is to teach students how to learn efficiently and effectively.

Current studies tend to emphasise vocabulary learning strategies instead of language learning strategies. Numerous studies have created classifications of vocabulary learning strategies (Fan, 2003; Gu, 2003; Nation, 2001; Schmitt, 1997; Schmitt & Schmitt, 1993). Schmitt and Schmitt (1993) divided vocabulary learning strategies into learning new words and remembering the words learnt. Gu (2003) categorised learning vocabulary strategies for second language acquisition as metacognitive, memory, activation, and cognitive strategies.

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Schmitt (1997) enhanced the approaches to vocabulary learning founded in Oxford (1990) into social determination through the category of remembering and consisting of metacognitive, social, cognitive, and memorisation strategies. Lastly, Fan (2003) advanced the classification of Gu (2003), characterising vocabulary learning strategies into a ‘primary’ classification that comprises the strategies related to guessing and dictionaries and a ‘remembering’ classification that includes analysis, repetition, groupings, known words, and association strategies.

This paper aims to provide insights into how students employ vocabulary learning strategies. In the following section, we start by describing the most common types of strategies. Next, in section 3, we look into the broader field of language learning strategies before describing, in the following section, how these two types of strategies can be combined. Section 5 presents the methodology used in this study, and in the following section, we discuss the results of our research. Next, we end with some conclusions and recommendations.

## **2. VOCABULARY LEARNING STRATEGIES**

In the course of classifying and recognising the strategies of language, various studies indirectly dealt with approaches related to vocabulary learning. O’Malley et al. (1985) noted that there was limited training investigation concerning second language learning strategies. Research has been almost exclusive to rational applications using vocabulary tasks. Regardless of this, a small number of individual vocabulary strategies have been studied in some depth, the key exclusions being guesstimating from the setting and context (Huckin, Haynes & Coady, 1993), as well as specific mnemonics such as the ‘keyword technique’ (Pressley, Levin & Miller, 1982). However, combining the outcomes of comprehensive studies on learning strategies with vocabulary-specific further research allows us to develop several tentative broad inferences regarding vocabulary learning strategies.

It appears that numerous students use vocabulary learning approaches, particularly when associated with tasks that are more cohesive. Chamot (1987) established that ESL students in high school stated more usage of learning vocabulary strategies than for any other language learning activity, together with social communication, oral presentation, and listening comprehension. This may be due to the comparatively distinct nature of vocabulary learning paralleled to more assimilated language activities, such as effectively employing the techniques and making oral presentations. Also, it can be caused by the fact that classrooms have a habit of accentuating discrete actions and activities over integrative ones. The usage of higher strategy can be because of responsiveness of the student’s vocabulary importance. Horwitz (1988) established that many ESL learners completing their survey agreed or strongly agreed that the most significant part of foreign language learning is vocabulary learning.

There are also several ideas regarding the approaches to vocabulary that are commonly used. Cohen and Aphek (1981) designed a longitudinal experiment that involved several learners attempting to remember unknown words. Ahmed (1989) described the various student categories and established that several students were taking notes on the vocabulary. O’Malley et al. (1985) determined that one of the most cited techniques was repetition, and some approaches needing more active information manipulation (such as the ‘keyword method’, inferencing, imagery) were less recurrent. Therefore, it appears that more mechanical approaches are favoured rather than complex techniques.

The tendency toward a more rudimentary strategy category may be frustrating, bearing in mind that the indication from the cognitive psychology field specifies the activities needing a deep and more involved information manipulation to stimulate more active learning ( Craik & Lockhart, 1972; Craik & Tulving, 1975). Certainly, the study of some deeper vocabulary approaches to learning, such as the ‘keyword method’ (Pressley et al., 1982) and forming associations Cohen & Aphek (1981), have improved target words retainment. However, this needs to be well-adjusted alongside the fact that moderately shallow approaches may also be efficient. Nation (1982) conducted a survey and concluded that word lists are an efficient manner of learning several vocabularies in less time. Repetition may be effective if learners are

familiar with the usage of the O'Malley & Chamot (1990) method. Shallower undertakings can be more appropriate for a novice if an overview is made. This is because they comprise less material that can distract a beginner, whereas the advanced or the intermediate students may gain from the framework typically encompassed in profound activities (Cohen & Apeh, 1981).

The occurrence of word frequency is relevant in selecting strategies for vocabulary learning. Nation (1994) proposes that it is significant to teach students the strategies when dealing with low-frequency words. He claims that vocabulary may be reflected from a perspective of cost/benefit. High-frequency words are so vital that the subsequent value warrants their teaching cost; however, the low-frequency words will not normally be met sufficiently to warrant their explicit teaching. He suggests teaching three techniques to assist learners in dealing with them since the time of teaching is not warranted on low-frequency words. The strategies include using word parts, mnemonic techniques, and guessing from context Nation (1990).

The approaches to vocabulary learning, simply put, are steps that the students have undertaken to obtain new words in English. There is a wide variety of strategies for learning vocabulary, as revealed by various researchers' categorisation approaches to vocabulary learning (Gu, 2003; Nation, 2001, Stoffer, 1995). There is also a comprehensive inventory of approaches to vocabulary learning established by Schmitt (1997). Although a diversity of strategies of vocabulary learning definitions have been recommended, this research has made use of the definition proposed by Schmitt. Schmitt saw the definition as two key strategy groupings:

- Discovery approaches: the students use these strategies to learn words.
- Consolidation strategies: when a word is encountered, it is consolidated.

Schmitt divided vocabulary learning techniques into five sub-groupings:

- Memory strategies: students link learning new words with mind processing by relating them to the background or existing knowledge.
- Determination strategies: These are the individual learning strategies.
- Cognitive strategies: the techniques do not involve the students in mind processing. However, it is more of a mechanical nature.

- Metacognitive strategies: the tactics are interrelated to processes involved in evaluating, decision-making, and monitoring an individual.

- Social strategies: the students learn new words by interacting with each other.

As the foundation of the study, this research has used the Schmitt taxonomy and subsequently studied different classifications. The study was focused on the classification of language learning strategies made by Oxford (2003). The classification techniques are possibly beforehand the most comprehensive strategies for learning vocabulary that are used. However, Schmitt's five key techniques upheld their English as a Foreign Language / English as a Second Language (EFL/ESL) environment application because he defined his taxonomy using Japanese L2 students. Correspondingly, the current research has made use of the language samples study of the students. The vocabulary learning strategies used depend on several aspects, such as culture, motivation, and proficiency (Schmitt, 2000). This is because the environment and culture may impact their fondness for exacting specific learning strategies.

Nevertheless, there has not been any study on the vocabulary learning strategies used by the undergraduate students of English at the Lisbon Accounting and Business School (LABS). The drive of the research was to define the categories of vocabulary learning strategies that a specific group of these learners uses.

The cognitive orientation describes learning the second language as a complex cognitive skill, and it involves cognitive systems, such as processing information and perception to overcome the restrictions of human mental capacity, which may prevent performance (Ellis, 2000). The learning strategies are among the essential cognitive theory concepts that impact vocabulary learning techniques. This research has been conducted to

scrutinise the vocabulary learning strategies that offer considerations on what these vocabulary learning techniques are all about.

### **3. LANGUAGE LEARNING STRATEGIES CLASSIFICATION**

Since language learning strategies started to be studied in 1975, the primary concern of this field of studies has been terminology and definition. Even though there are various terms and definitions for language learning strategies in the education literature on second language learning, there is no agreed-upon definition. Amongst the diverse definitions, the broadest definition of language learning strategy to date was developed by Oxford (2003). Following Oxford, learning strategies are particular techniques, steps, actions, or activities students employ to improve their skills in new linguistic items. The approaches may aid the usage, storage, internalisation, or retrieval of a new language. Oxford widened her explanation of this definition to consist of all the four language skills in the strategies of learning a language.

In accordance with the learning strategy studies, various aspects influence the students' usage strategy. The features consist of gender (Atai & Tahririan, 2003; Ghee, Ismail & Kabilan, 2010; Green & Oxford, 1995; Hashemi, 2011; Kafipour, Noordin & Pezeshkian, 2011; Kaylani, 1996; Vandergrift, 1997), student beliefs (Nyikos & Oxford, 1993; Wenden, 1986), nationality/culture (O'Malley & Chamot, 1990; Politzer & McGroarty, 1985), age (Griffiths, 2003; Peacock & Ho, 2003), anxiety (Gardner & MacIntyre, 1993), attitude (Bialystok, 1981; Ely, 1989), proficiency (Green & Oxford, 1995; Griffiths, 2003; Lai, 2009; Oxford & Nyikos, 1989; Radwan, 2010), and learning styles / personality type (Ely, 1989).

There are several possible classifications of language learning strategies. In the US, (O'Malley, Chamot, Stewner-Manzanares, Kupper & Russo (1985) verified that ESL students used 24 approaches. Subsequently, they separated the approaches into three key categories – socio-affective, cognitive, and metacognitive. As recommended by Oxford (1990), there is another acknowledged taxonomy. She distinguished amid the indirect and direct approaches. She added that the direct approaches comprise compensation, cognitive, and memory strategies, whereas the indirect approaches comprise social, affective, and metacognitive strategies. Every one of them is subdivided into several subscales. Oxford distinguished a number of learning strategies characteristics:

- i. They interrelate to the competence of communication
- ii. They allow students to be self-directed
- iii. They expand the teacher's role
- iv. They are problem-oriented
- v. They are the student's unique behaviours
- vi. They include numerous learners' aspects and the cognitive method
- vii. They support learning indirectly and directly
- viii. They are not constantly noticeable
- ix. They are teachable
- x. They are flexible
- xi. They can be subjective to a diversity of factors

Oxford and Crookall (1989) defined language learning strategies as learning skills, techniques, activities, or problem-solving abilities. They concluded that despite what learning strategies are called, they could make learning extra effective and efficient, and the approaches used by students might trigger more competence and expertise in a foreign language. Oxford established a wide-ranging classification of language learning strategies under dual superordinate groupings defined as the indirect and the direct methods.

The direct strategies incorporate memory, cognitive, and compensation strategies. They are more interrelated with target language usage and learning in making the best decision needed in the language processing of the mind: compensation strategies allow students to use the language even with their frequently significant knowledge gaps; cognitive strategies enable students to produce and comprehend new language through numerous diverse means; memory

strategies retrieve and store renewed information (Oxford, 1990). On the other hand, indirect strategies assist in the process of learning internally. They handle and help language learning with no requirement of the target language. They include affective strategies that aid in regulating attitudes, motivations, and emotions; social strategies that assist learners to learn through interacting with one another; and, lastly, metacognitive strategies that permit the students to take control of their cognition. Nevertheless, Schmitt categorised the vocabulary learning strategies established on Oxford's taxonomy (Schmitt, 1997).

#### **4. ASSOCIATIONS BETWEEN VOCABULARY LEARNING STRATEGIES AND LANGUAGE LEARNING STRATEGIES**

In general, strategies for learning a language create a 'learning strategies' subclass, while the strategies for learning vocabulary form a 'language learning strategies' subclass. Some investigators (Oxford & Scarcellat, 1994; Schmitt, 1997) have recognised that in looking at the strategies of learning vocabulary, an individual ought not to lose view of its relationship with the strategies of learning the language.

Several researchers (O'Malley, J. M. & Chamot, 1990; Oxford, 1990; Schmitt, 1997; Wenden & Rubin, 1987) declared that vocabulary learning strategies produce a language learning strategies framework sub-class. They are applied in an extensive diversity of language learning tasks (LL), seeing the further isolated ones, like pronunciation, grammar, and vocabulary, to integrative tasks like oral communication and reading comprehension.

A small number of studies, which consist of a broader study conducted by Schmitt (1997), have established that language learning strategies are not characteristically noble for several aspects. For instance, the backgrounds where the approaches are used, the mixture with other approaches, the proficiency level of language, the characteristics of the language, the usage frequency, the knowledge background, the texts, the portability of language, and the target language.

The popularity and significance of the approaches to learning vocabulary in the language learning strategies group concerning their actual usage are revealed by the fact that the vibrant preponderance of language learning strategies presented in classifications like in the Oxford's are vocabulary learning strategies or may be used for tasks regarding vocabulary learning. Regardless of this, the study of the approaches to learning a language has inclined to abandon vocabulary learning strategies, emphasising language learning altogether. Nevertheless, vocabulary learning strategies are among the important present debates in language learning strategies connected to the current study and will be elucidated in the subsequent segment.

Vocabulary is the key pivotal point of achievement in learning whichever language. McCarthy (1992) put forward that lack of words to state a wide variety of communication meanings in a foreign language cannot occur in whichever meaningful manner. Vocabulary has slowly been acknowledged as critical to the usage of language in which inadequate knowledge on the vocabulary of the students causes problems in learning a foreign language.

Nation (2000) defines a word's 'learning burden' as the extent of determination put by a student in learning a specific word. He claimed that for students with diverse backgrounds, several words have a different learning burden. The learning burden may be caused by every characteristic of what is meant by knowing a word. Therefore, when learning vocabulary in a second language, learners require education with the strategies of learning vocabulary. They are regularly persuaded to use rudimentary vocabulary learning strategies (Schmitt, 2000). Nonetheless, teachers can assist in reducing the students' learning burden by providing specific well thought-out approaches to learning vocabulary.

## **5. METHODOLOGY**

This study examined the use of vocabulary learning strategies by English for specific purposes undergraduate learners who were third-year students of Accounting at LABS in the course English for Business and Financial Reporting. Therefore, caution needs to be applied to the study's nature (qualitative study) and small sample size. This is because the outcomes of the study cannot be extended to other students of EFL. The current research tries to discover the usage of experiences of approaches to learning vocabulary in the process by EFL undergraduate learners. This research aims to answer the following question: 'What are the vocabulary learning strategies actively used by undergraduate learners studying the English language in the English for Business and Financial Reporting course?'

Thus, the current study analyses the usage of vocabulary learning strategies by university-level learners to comprehend how these strategies are applied to acquire new English terms and expressions.

Adoption of the qualitative research design is the best technique that was decided for the study to better apprehend the usage of vocabulary learning strategies. Cresswell (2008) recognises that qualitative research is an analytical way of understanding an occurrence founded on distinct procedural traditions of investigation that stimulate social challenges or human conditions. Additionally, the critical device of data analysis is the researcher. In our view, the researchers are interested in the topic because they have been teaching in a context of English for Specific Purposes where it is not easy to acquire materials for learning and teaching the English language concerning their specialisation in accounting.

The study was conducted at LABS, the Lisbon Accounting and Business School. The School is located in Lisbon and offers several degrees, most notably the degree in Accounting and Administration, whose plan of studies includes the English for Business and Financial Reporting course in the sixth semester.

Apart from studying the interaction in foreign language learning, qualitative interviews have often been used as speech samples from language students. To acquire a picture of the student's foreign language development, these samples were transcribed and recorded. Two research studies examine the data of learner's interviews to understand acquisition (Dietrich, Klein, & Noyau, 1995; Lardiere, 2007). Lardiere analyses the case study of fossilised English of a Chinese student. On the other hand, Dietrich and his associates examined the speech of the students through interviews. They studied the acquisition of expressions that are time-related in many languages. For two years, the investigators met and discussed with the subjects for about four to six weeks. This permitted the naturally occurring speech elicitation on a diversity of subjects.

Interviews may provide an insight into foreign language awareness of the students apart from their speech samples usage. This is occasional; however, there is a case found in the study of learners in France and the United States (Kinging, 2008). Based on previous results of the impact experienced by studying abroad that are lesser expected to encourage the acquisition of grammar than the proficiency of sociolinguistic competence, Kinginger developed native language interviews and questionnaires to examine foreign language knowledge of sociolinguistic matters on the foundation of everyday situations of social interaction.

Therefore, it is observed that interviews permit researchers of second language learning both to find all social life aspects representation and examine the usage of the foreign language. It is acknowledged that interviews are events of speech, and they have their norms. They are understood by language communities that use them. Besides, by nature, discussions are interactional. The researchers have become participant observers. Their contribution in communication is also subject to examination. It is worth noting that the warning given by Pavlenko (2007) that interview narratives need to be critically examined instead of just being replicated by investigators as apparently accurate accounts. Regardless of these problems, the qualitative interview is advantageous since it may be employed to cause language as the scientific inquiry focus. It is also useful because of its usage in creating an interaction in a

foreign language, in which emotions, identities, ideologies, and attitudes are linguistically positioned.

According to the explanation of Merriam (1988), the use of interviews is among the key bases to acquire qualitative statistics from the subjects. Therefore, one of the widespread ways of inquiring, researching, and investigating data from a phenomenon is the technique of interviews. Fifteen students were involved in the interviews, which were conducted individually. It included eight females and seven males. In 2019 between November and January, the participants were selected randomly at LABS from groups taking the English for Business and Financial Reporting course. This method was chosen because it allowed us to understand the diverse backgrounds of the subjects in learning vocabulary and the approaches used in learning new English terms and expressions.

## **6. RESULTS AND DISCUSSION**

### **6.1 Usage of Vocabulary Learning Strategies**

In the current study, the outcomes indicated that the learners are not conscious of the majority of the stated vocabulary strategies in this analysis. They frequently use vocabulary learning strategies in a small or medium frequency. The strategies that the participants commonly and precisely use will be presented in the subsequent segment.

### **6.2 Usage of Common Strategies**

Schmitt's classification of vocabulary learning strategies (Schmitt, 1997) was employed in the VLS categorisation revealed by the present study data. The results of the research showed that learners used social, determination, metacognitive, and cognitive strategies that are the common approaches utilised broadly by the current research participants. Consequently, all students employed at least one prevalent strategy, e.g., the monolingual and bilingual dictionary, learning the language through the media, and context guessing.

The approaches that needed dependable tools and materials are also among the extensively utilised group – e.g., use of media, watching television, and reading specialised language texts. In the study, several of the subjects' approaches only require a low mental processing level where the subjects appear to depend on the tactics that regularly need preparation and meaning determination devoid of any kind of deeper processing. The approaches stated by the participants are recorded by their classification and will be clarified in the next segment.

### **6.3 Learning New Terms and Expressions by Reading**

Guessing from the text of the context is one of the first common approaches that have been employed by the participants and is under the classification of determination. This is the strategy of determination where an individual makes assumptions from the text of the context.

One likely reason for the results may be related to the system and methods of education. In several classrooms, lecturers use the same teaching approach, such as exploring newspapers in English to enhance and help in acquiring and learning new vocabulary. The outcomes are consistent with Haggan's research (Haggan, 1990). He established that the usage of newspapers in language classes is a productive technique. Nevertheless, the most satisfactory clarification for the usage of this approach which is correspondingly correct for the current investigation has been delivered by Oxford & Scarcellat (1994) by stating that the most advantageous method is guessing from the given context.

### **6.4 Dictionary Usage**

An additional common approach was the usage of monolingual and bilingual dictionaries. This is under the classification of strategies of determination and has been revealed by students A, C, E (female), and J and M (male) to be among the shared strategies they have employed. This strategy's popularity is predictable as it uses dictionaries, which is a widespread practice among the students of the course. These dictionaries provide comprehensive pronunciation guidance, usage with clarifications



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printed in an organised way, basic vocabulary (and translations in the case of bilingual dictionaries), and grammar. Besides, the dictionaries likewise offer instances of words employed in numerous contexts (Carter, 1987).

Monolingual dictionaries are, in principle, intended for native users. However, publishers have established second language dictionaries for learners (Oxford & Scarcellat, 1994). A description of the commonly utilised dictionaries among the learners is that the new syllabuses are founded on the Bologna process and focused on a more autonomous student. The technique is extensively used in the classes of English as a foreign language. Nevertheless, the outcome is consistent with Noor & Amir's (2009). findings that exposed the frequently used dictionary strategies among other learners. Besides, classroom lecturers often inspire learners' use of the dictionary as a reference, and the learners are expected to acquire new terms individually. The other reason is that the outcome is interrelated to the language learning process as the subjects become mature and more advanced. This is supported by the study conducted by Ahmed (1989) on good and poor language students amongst foreign language learners.

In other words, in this investigation, the usage of the dictionaries is the same as that of Ahmed (1989). In the research, he offered a description that is factual for the subjects of this study. He stated that the successful students at higher levels of proficiency have progressed from the use of bilingual dictionaries to monolingual dictionaries because the translation of the term alone would not suffice. By doing so, they utilise selected information in these dictionaries further than just the translations and definitions.

## **6.5 Application of New English Terms and Expressions in Everyday Communication**

Therefore, the most important results from this investigation were that the participants applied new words in their day-to-day specialised communication among their peers. It may be considered as an approach to the social category. They rehearse new words amongst their peers, and in other specialised accounting courses (ten subjects stated this), they asked questions in the classroom (stated by two subjects), as well as intermingle with speakers of the native language (revealed by three subjects). The likely reason for this can be that learners gained knowledge from the productive and receptive vocabulary learning information.

These outcomes are similar to those of Nation (2001) and Webb (2005). They established the productive and receptive purpose of learning vocabulary in a foreign language. Nevertheless, Monderia & Wiersm (2004) clarified the receptive learning of vocabulary as knowledge of the second language word meaning to target language. On the other hand, productive vocabulary learning enables the student to interpret a term from the first language to the foreign language. Webb (2005) recognised a new likely description for this matter. He specified that the better part of vocabulary items is acquired receptively by listening or reading and production by conversing and writing

## **6.6 Media Usage**

An additional significant result of this study presented the English language usage through media such as the internet, computer games, songs, TV shows, and films, which is also amongst the high-frequency strategies utilised by the learners. Moreover, the employment of resources encompassing authentic language utilisation is also recorded amongst the frequently used approaches. A potential explanation is that recognising this metacognitive strategy can interrelate to the availability of the materials. Besides, authentic resources are helpful to learn new terms and expressions in specific contexts. As mentioned previously, strategies encompassing authentic language utilisation are established by Stoffer (1995 and after that, Schmitt (2000) included the approach to his classification as the subgroup of metacognitive strategies. The outcome can be justified since technology is a key element of learning vocabulary and the process of learning a foreign language

## **6.7 Social Strategies**

In all the fifteen subjects of this investigation, it is interesting to notice that not a single learner described learning terms and expressions with the assistance of the others to learn new words. They just shared their difficulties with others if they could not discover any other resources to study the unidentified words. The outcomes are the same as the study findings conducted by Schmitt (1997). The

study revealed that social strategies utilisation is popular. The data of this study also exposed that study subjects frequently use social strategies.

## 7. CONCLUSION AND RECOMMENDATIONS

This research has exposed that learners identify vocabulary as a language learning branch. Nevertheless, some approaches like monolingual and bilingual dictionary usage, learning a term by reading, the utilisation of several media in English, as well as the application of new words in day-to-day communication are interrelated to metacognitive strategies, determination, and memory. They are prevalent tactics, and the students are attentive in how they use them. The study participants do not state the approaches that necessitate cognitively profound processing, such as writing down new words and the definitions on cards, placing English tags on objects, and hearing audio files with word lists.

Founded on the outcomes, selected implications may be perceived. The benefit of the investigation is that the survey will lead to an increment of the public consciousness of the vocabulary learning strategies' significance in learning and teaching English as a foreign language and in a specific Accounting context. As revealed in Oxford (2003), in most language courses, vocabulary is not taught explicitly.

The present research results may help language teachers in the improvement of their teaching methods. Secondly, teachers concerned about learners' performance in learning specific vocabulary in English may present the vocabulary learning strategies and methods by designing valuable tasks and providing appropriate assignments. Thirdly, it is unfortunate that based on the conducted interviews, several learners are not aware of the various approaches utilised in learning terms and expressions instead of dictionaries usage and memorisation.

Future research on these strategies may be conducted from more than one perspective. Research on the individual distinctions of language students from lower primary level to higher education may be carried out with quantitative and qualitative methods. Studying the impact of peer group culture, classroom atmosphere, home environment, and efficient teaching methods on learning vocabulary strategies can also be instrumental in acquiring an enhanced understanding of relevant approaches.

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