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# Investigating Vocabulary Learning Strategies of ESL Undergraduate Learners in Karachi Pakistan

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## *Abstract*

*This research aimed to better understand how vocabulary is taught and learned in a variety of Pakistani classrooms. The primary purpose of this research was to employ VLS to evaluate the linguistic competence of undergraduate ESL students. The intended readers were undergraduates studying English as a Second Language or English as a Foreign Language at universities in Karachi, Pakistan. This study set out to debunk the idea that university ESL students lack lexical knowledge and reflectiveness despite having studied English for over ten years. Furthermore examined was the impact of VLS on the university experience of ESL graduates. The study also looked at how much knowledge undergraduate ESL students had of vocabulary acquisition strategies, how they felt about those strategies, and what effect those feelings had on their learning outcomes. With this in mind, the research took place in Karachi, a big city where the vast majority of students were urbanites whose first language was Urdu. The sample population was comprised of management personnel from four separate private organizations (English Non-major). The survey tool included the Vocabulary Teaching Strategy and the Vocabulary Learning Strategy, both of which focus on phonemic awareness. The survey included questions about techniques for increasing phonologically-aware vocabulary. However, the questions provided in VLSQ were prepared with the target demographic in mind. It was also taken into account that the target demographic was culturally and linguistically varied, with English serving as the common language of instruction. The researchers, with a focus on cultural diversity and the necessity of a method for learning the vocabulary of one's target second language, formulated the statements that make up the Vocabulary Learning Strategy, which include a focus on phonological awareness. SPSS, version 22, was used for the statistical analysis, and the study's findings were presented as means and percentages. The main results showed and indicated that the subjects did not have phonological awareness. Furthermore, the study suggested additional research into vocabulary acquisition methodologies in various educational contexts in Pakistan.*

**Keywords:** Vocabulary Acquisition, English Language Learner, Phonological Awareness, Comprehension, English as Second Language.

## Introduction

Learning a second language, and especially expanding one's lexicon, is a crucial part of becoming fluent in English. Learning English as a second language is highly valued in Pakistan's academic and professional communities. Vocabulary expansion has been linked to enhanced communication abilities in second language learners, particularly in speaking fluency (He, & Luo, 2023). Teachers of languages other than English also noted a lack of vocabulary as an issue. Listening comprehension, classroom participation, and the ability to articulate thoughts and feelings were all adversely affected by the severity of the vocabulary gap (Khan, Radzuan, Shahbaz, Ibrahim, & Mustafa, 2018). The situation remained equivalent to that of Pakistani students. Students in Pakistan have always struggled in this area because of the country's complex cultural mosaic. Yet, despite non-conducive circumstances for English language acquisition in Pakistan, there had been substantial growth in the

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area of teaching and studying English. This was especially accurate with regards to the outlying regions of our provinces. Inadequate qualified and untrained teachers have been teaching, Moreover, our faculty members' grasp of the English language was very lacking, and they lacked information on many aspects of teaching and studying the language, especially when it came to vocabulary. To conduct language instruction and impart English language knowledge to students coming from varied cultural backgrounds has become more demanding on the English language knowledge, teaching-learning methodologies, and pedagogical abilities of teachers Ali, Mankash, & Ullah, (2022). Moreover, the ESL/EFL students' performance was negatively impacted because to their lack of knowledge of the words, their classes, and their functional role in texts and contextual viewpoint. In order to actively use words as functional components to represent thoughts, ideas, and emotions during communication, a firm conceptual grounding in the lexical items of the target language with different dimensions was necessary. According to Teng (2014), students' skill and competence were reflected in their capacity to grasp the many meanings of lexical objects.

English, the global lingua franca, is increasingly important in Pakistani daily life. IT has made the world dynamic and fast-moving. Lexicon helped connect language. Due to its speed, English is important in trade, education, economy, and culture at the national and international levels. Due to its widespread use and development, English is valued worldwide. Since its invention, Pakistan has taught it from elementary to university level due to its applicability. Language learning, especially vocabulary acquisition, is crucial to second language learning for all academic levels, especially for school students. For pupils to learn English, they must change their semantic aptitudes, especially in vocabulary, dictionary use, and English language expressions, both verbal and written. Vocabulary study is important not only to understand the meaning of words but also its parts and usage. Many learners struggle with word postures due to use implications. Aitchison (2012) claimed that words were not randomly placed in our brains but rather linked by an unpredictable component. This mental dictionary association helped second language learners to learn words.

This study examined vocabulary acquisition methodologies and their effects on English language learning and application. The study also examined how vocabulary learning tactics affect ESL/EFL learners' communicative competence, awareness, and comprehension. The study covers learning theories, viewpoints, models, and various social, psychological, educational, and other elements that affect college ESL learners' language learning and communicative skills. Wilhelm (2007) suggested using ritual frameworks to help pupils understand academic language. He added that "Ritualizing" meant naturally incorporating the approaches into teaching and teaching students how to apply them. Previous studies showed that lexical closeness and familiarity always helped vocabulary development. Mason and Krashen (2004) found that engaging in lexical acquisition improved vocabulary acquisition.

**Vocabulary Acquisition**

For students outside of the English major, public speaking is a particularly challenging aspect of the language. This is because it is crucial that pupils learn to construct meaningful phrases before they can confidently pronounce them. They need to learn a plethora of new vocabulary and practice pronouncing it correctly just to generate a simple sentence. Lack of grammar, poor pronunciation, and a limited vocabulary are common linguistic issues (Tantri, Romadlon, & Nurcahyo, 2023). Vocabulary Acquisition had been an intricate process in which regardless of various theories about vocabulary learning processes, memory had ever remained the most significant component. The commonly known general principles of objective teaching and learning vocabulary included aim, need, frequent exposure and repetition of words of target vocabulary, besides meaningful presentation clarifying denotation and connotation in respect of words in focus. Word knowledge primarily involved its form and meaning, where meaning referred to the relation of word to an object or the context and usage implied its connotation, collocation, idiomatic usage and style. Moreover, words formation as an ability of learners to speak and spell words in a correct manner, even if affixes were attached to stems or roots. There is no denying the fact that increase in word knowledge and words stock added to the language development and ability of learners, which ultimately led to vocabulary acquisition thus, enhancing language competence. The methods of teaching vocabulary included dictionary method, reading method, use of library, reading stories, novels, role plays, gestures, graphics, pictorial method, drawing, phonology, Computer Assisted Vocabulary Acquisition mnemonics etc. But asking questions was of vital importance besides, comprehension and memory.

**Dictionary Method**

Dictionary had been the most authentic source for gaining lexical knowledge about the words and development phonological awareness and usage. The class instructions while conducting a language class, included use of dictionary to know the meaning and implications of target words. By doing so, the learners unconsciously tended to see the adjacent words, which helped them to add to their stock of words. According to some studies conducted earlier, the understanding of contextual meaning of words by using dictionary had increased word knowledge (Laufer & Hill, 2000). Knight (1994) expressed that acquisition of incidental vocabulary through contextual guessing had been beneficial. The previous studies revealed that those who used a dictionary as well as guessed through context, learnt more words and remembered them.

**Engaging Learners in Conversational Activities**

Vocabulary and word acquisition during communication, which includes listening and taking part in talks, were aided by engaging in conversational activities. Beals (1997) found that young children whose parents used more "strange words" at the dinner table had larger vocabularies and later reading achievement than other children. Consequently, it was important for the students to actively participate in constructive dialogue. So, as proposed by Roy Killen, teachers must plan and structure lessons to help students acquire a second language successfully, with an emphasis on developing students' phonological awareness as a vocabulary learning strategy (2003). While students weren't in class, they needed help keeping up with their vocabulary by having meaningful conversations, reading books, and participating in other interactive learning activities (Koskinen, Phillips, Creamer, & Baker, 2000). Vocabulary development among ESL students can be aided by exposure to a variety of media, including television shows, documentaries, talk shows, English films, etc.

**Raising Word Consciousness**

Conscious effort to know the new words were referred as word consciousness (Graves & Watts-Taffe, 2002). Learners could be motivated and encouraged through various word games, songs, and jokes etc., which would provide them special characteristics of new words. The intrinsic motivation and learning environment along with reinforcement and encouragement to speak always assisted acquisition of vocabulary and language competence. Teaching of English as Second Language focused to equip the under graduate ESL / EFL learners to have adequate knowhow about the language, particularly achieving acceptable degree of productive language skills, which included speaking and writing, based on sound comprehension about the words, their usage and contextual implications.

**Literature Review**

**The Significance of Vocabulary Learning**

The vocabulary knowledge is part and parcel of literacy and high priority component of language acquisition. Generally speaking, if language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and flesh. Vocabulary is developed as a by-product of engaging and involving oneself in interactions with the immediate environment, which is the parents, family and friends (Vadasy & Nelson, 2012). The limitation of learners not finding appropriate words for expression. This led to identifying the strategies and methods, as to how many ways could be there for a learner to develop and devise the vocabulary acquisition. It was argued that vocabulary was basic to communication and known as a greater source of problems, Language learners (Segler, Pain, & Sorace, 2002).asserted that grammar errors resulted in understandable structures, and communication gets disrupted because of vocabulary errors. Broadly speaking, the vocabulary may be categorized as receptive (passive and productive), consists of words that are understood by learners during listening or reading Productive(active), implies knowing different aspects of words for use during speaking and writing.

Vocabulary is the key to success in learning English as the second language. In a wider sense, vocabulary refers to the knowledge of words explained and understood with meanings; alongside alphabets in combination (words) manifest sound patterns and is used for communication. Word knowledge implies meanings, register, association, collocation, grammatical behavior, written form, spoken form, and frequency. Vocabulary is the total number of words that make up a language. However that vocabulary is of the view is all the words of the language, in words lists including phrases, defined or translated and arranged in alphabetical order. It may, therefore, be concluded that vocabulary comprises of words and phrases arranged in an alphabetical, which make up a language

and used for communication. They are henceforth debilitated from making the vast majority of such language learning open doors as listening to the radio, listening to local speakers, utilizing dialect as a part of diverse connections, or sitting in front of the TV. Vocabulary's part had been inclined to changes in language showing methodologies and strategies (Stubbs, 2001). The vocabulary instructing is subjected to the crowd, who are learners, societies they have a place with and societal prerequisites. Keeping in mind the end goal to keep up a pace with the quick changing element world, obtaining of satisfactory vocabulary is unavoidable.

It is realized that authority of vocabulary is a slow process and needs an exertion contributed by the learners. To the second language learners, adapting new vocabulary has dependably been testing. It may not be workable for understudies to realize all the new vocabulary things in a classroom setting. It is basic for the instructor to offer understudies some assistance with learning how to gain new vocabulary on their own. Learner autonomy has long been perceived imperative by various language specialists during the process of vocabulary acquisition (Hamzah, Kafipour, & Abdullah, 2009). Learners who utilize self-initiation methodologies may utilize a range of resources to comprehend the importance of vocabulary. If learners are furnished with a scope of VLSs, they may have the capacity to manage the new vocabulary items without trouble as VLSs improve the new vocabulary learning procedure for them. VLSs be that as it may, may not be considered characteristically great. The adequacy of the methodologies may rely on various variables, for example, capability level, setting of learning and learners' qualities. There are numerous elements that may influence the learners' VLS use regarding their decision and recurrence.

**Language Learning Strategies**

Vocabulary, however, is central to language and of great importance to language learners. Words are the fundamental building blocks of any language since they serve to identify concepts, processes, and events without which communication would be impossible. Experts in the field of second and foreign language education have recently come to recognize the vital role that vocabulary data plays in the process. Furthermore, many other approaches, techniques, actions, and routines have been used to teach vocabulary. Noprianto and Purnawarman, (2019) explains, that Vocabulary Learning Strategies and knowledge of affixes have long been considered to have influence on learners' vocabulary**.** Therefore, students need instruction in effective vocabulary-building strategies. It has been found through research that many students employ a wider variety of strategies when learning new vocabulary, especially when compared to more unified activities like listening and speaking. Teachers would benefit greatly from having access to more significant data on vocabulary acquisition strategies so that they can better plan courses and guide students towards acquiring effective processes. Many researchers over the years have tried to catalogue and organize these techniques with the purpose of bolstering students' education. In light of their unique perspectives, several experts have proposed a variety of different interpretations of VLSs.

Vocabulary learning systems (VLSs) are arrangement of methods or learning practices, which language learners reported utilizing in a request to find the meaning of another word, to retain the information of recently learned words, and to extend their vocabulary. Hamzah, Kafipour, and Abdullah's (2009) study of VLSs have their own unique perspectives. As a starting point, any action taken by the students can aid in the process of acquiring new language. Second, these exercises should improve students' ability to acquire new words. In the third place, variable length encodings (VLSs) are deliberate student actions that consolidate vocabulary. Based on the definitions of "vocabulary acquisition strategies" given above, we can infer that the word "VLSs" has been used to refer to the planned actions, tasks, or mental processes that students employ with the purpose to improve their vocabulary. These methods result in mediations that increase lexical competence in the target language.

**Empirical Studies and Phonological Awareness**

Tong, Chiu, and Tong (2023) conducted a study tracking the development of reading comprehension among 227 Chinese-English bilingual kids in Hong Kong's second and third grades over the course of three years. Strong relationships were found between phonological and lexical abilities and reading comprehension across all languages tested. Masrai (2022) looked at the correlations and predictabilities of two phonological vocabulary measures with scores on L2 listening comprehension. One hundred native Arabic speakers studying English as a foreign language at the university level had their receptive and productive vocabulary knowledge (RPVK and PPVK) evaluated using word

frequency-based vocabulary measures. The study participants were also given a test of their second language listening comprehension. The study's findings provide insight into the roles played by various facets of phonological vocabulary knowledge on L2 listeners' ability to understand speech. Another study by Roepke and Brosseau-Lapré (2023) shows that children with a lot of segmental variability also tend to have a limited grasp of phonology. This is presumably due to the mutability of their phonological representations.

**Methodology**

This research utilized a quantitative strategy, which entailed a survey design that incorporated a cross-sectional survey (Creswell, 2014). To acquire and analyze data, the quantitative method relies on scientific inquiry conducted in a systematic manner. The inferential power of the descriptive design was increased by the combination of a readily accessible population of interest and a number of illustrative indicators. In their descriptions, the authors provided both real data on various demographics and more theoretical issues about the phenomenon. Undergraduate students learning English as a second or foreign language were the subjects of this study, and their learning strategies and outcomes were included in the research design. Consequently, the purpose of this research is to apply a research instrument to the question of how Vocabulary Learning Strategies (VLS) affect its users. A questionnaire and a brief summary of the theoretical framework were the research instruments. Participating undergraduates studied for degrees including BBA, B.Com, BE, B.Sc., BA, etc. in English as a Second Language programs at four Karachi institutions. Third- and fourth-year BBA and B.Com students made up the bulk of the study's participants. In order to address the following research question, SPSS version 22 was used to do the necessary data analysis, which included the use of descriptive statistics.

**Research Question**

What perceptions and understanding undergraduate ESL learners have about phonological awareness as a vocabulary learning strategy used in this study and impact upon their learning outcomes?

**Data Analysis and Results**

The researchers used SPSS, version 22, to analyze the demographics and perceive the response of undergraduate ESL learners to the questionnaire; and to find the minimum and maximum range given by the participants on Likert Scale, in addition to determining learners' knowledge about vocabulary learning strategies and their achievement level. Learner responses on a 5-point Likert scale, where 1= strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=strongly agree, are tabulated and analyzed, and the results are discussed in light of the analysis presented in the following tables. These tables detail the sample's demographics and other variables results.

Response of participants to Vocabulary Learning Strategies

Table 1: *Response to statement 1 of Phonological Awareness Strategy*

Cross tabulation Statement 1: I watch TV programs and pickup new words

| Demographic Factors | 1(SD) | | 2(D) | | 3(UD) | | 4(A) | | 5(SA) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *f* | % | *f* | % | *f* | | *f* | % | *f* | % |
| Gender | | | | | | | | | | |
| Male | 6 | 3.1 | 6 | 3.1 | 9 | 4.7 | 98 | 50.8 | 74 | 38.3 |
| Female | 3 | 1.9 | 5 | 3.2 | 7 | 4.5 | 83 | 52.9 | 59 | 37.6 |
| Age | | | | | | | | | | |
| 18-22 Years | 6 | 1.8 | 9 | 2.8 | 15 | 4.6 | 174 | 53.4 | 122 | 37.4 |
| 23-27 Years | 2 | 16.7 | 2 | 16.7 | - | - | 5 | 41.7 | 3 | 25.0 |
| 28-31 Years | 1 | 12.5 | - | - | - | - | 1 | 12.5 | 6 | 75.0 |
| 32 Years & Above | 9 | 2.6 | 11 | 3.1 | 16 | 4.6 | 181 | 51.7 | 133 | 38.0 |
| Mother Tongue | | | | | | | | | | |
| Urdu | 7 | 2.9 | 9 | 3.7 | 12 | 4.9 | 130 | 53.3 | 86 | 35.2 |
| Sindhi | - | - | - | - | 2 | 4.9 | 20 | 48.8 | 19 | 46.3 |
| Punjabi | - | - | 2 | 10.0 | 1 | 5.0 | 9 | 45.0 | 8 | 40.0 |
| Pushto | 2 | 11.8 | - | - | - | - | 8 | 47.1 | 7 | 41.2 |
| Others | - | - | - | - | 1 | 3.6 | 14 | 50.0 | 13 | 46.4 |
| CGPA | | | | | | | | | | |
| Less than 2.5 | - | - | 2 | 14.3 | 1 | 7.1 | 5 | 35.7 | 6 | 42.9 |
| 2.51 to 2.75 | 3 | 7.5 | 2 | 5.0 | 2 | 5.0 | 22 | 55.0 | 11 | 27.5 |
| 2.76 to 3.0 | 2 | 2.8 | 2 | 2.8 | 4 | 5.6 | 42 | 59.2 | 21 | 29.6 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 3.01 to 3.25 | 2 | 1.4 | 1 | 0.7 | 8 | 5.7 | 74 | 52.5 | 56 | 39.7 |
| 3.26 to 3.50 | 2 | 4.9 | 2 | 4.9 | 1 | 2.4 | 20 | 48.8 | 16 | 39.0 |
| 3.51 to 3.75 | - | - | 1 | 5.0 | - | - | 12 | 60.0 | 7 | 35.0 |
| 3.76 & above | - | - | 1 | 4.3 | - | - | 6 | 26.1 | 1 | 69.6 |

n = 350

According to the data presented in the table that is located above, 172 (89.1%) of the male respondents and 142 (90.5% of the female respondents) agreed with the statement. On the other hand, a total of 12 (6.2%) of the male participants and 08 (5.1%) of the female participants disagreed with the statement. Yet, among respondents whose ages ranged from 23 to 27 years, only 66.7% agreed with the statement. But, among respondents whose ages ranged from 18 to 22, the percentage of respondents who agreed with the statement was 90.8%. On the other hand, 4.6% of the respondents who fell within the age bracket of 18–22 years and 33.4% of the respondents who were within the age range of 23–27 years were in opposition to the aforementioned statement. In addition, 88.5% of participants who provided a positive reaction were from the group of participants who speak Urdu, and 92.2% of participants fall within the range of a CGPA of 3.01 to 3.25.

Table 2: *Response to statement 2 of Phonological Awareness Strategy*

| Cross tabulation of Statement 2: The sound patterns help me understand and I pronounce words correctly | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Demographic | 1(SD) | | 2(D) | | 3(UD) | | 4(A) | | 5(SA) | |
| Factors | *f* | % | *f* | % | *f* | | *f* | % | F | % |
| Gender | | | | | | | | | | |
| Male | - | - | 11 | 5.7 | 15 | 7.8 | 90 | 46.6 | 77 | 39.9 |
| Female | - | - | 4 | 2.5 | 15 | 9.6 | 88 | 56.1 | 50 | 31.8 |
| Age | | | | | | | | | | |
| 18-22 Years | - | - | 12 | 3.7 | 30 | 9.2 | 163 | 50.0 | 121 | 37.1 |
| 23-27 Years | - | - | 2 | 16.7 | - | - | 8 | 66.7 | 2 | 16.7 |
| 28-31 Years | - | - | 1 | 12.5 | - | - | 3 | 37.5 | 4 | 50.0 |
| 32 Years & Above | - | - | - | - | - | - | 4 | 100.0 | - | - |
| Mother Tongue | | | | | | | | | | |
| Urdu | - | - | 11 | 4.5 | 20 | 8.2 | 132 | 54.1 | 81 | 33.2 |
| Sindhi | - | - | - | - | 4 | 9.8 | 19 | 46.3 | 18 | 43.9 |
| Punjabi | - | - | - | - | 4 | 20.0 | 7 | 35.0 | 9 | 45.0 |
| Pushto | - | - | 2 | 11.8 | - | - | 7 | 41.2 | 8 | 47.1 |
| Others | - | - | 2 | 7.1 | 2 | 7.1 | 13 | 46.4 | 11 | 39.3 |
| CGPA | | | | | | | | | | |
| Less than 2.5 | - | - | - | - | - | - | 9 | 64.3 | 5 | 35.7 |
| 2.51 to 2.75 | - | - | 3 | 7.5 | 4 | 10.0 | 18 | 45.0 | 15 | 37.5 |
| 2.76 to 3.0 | - | - | 3 | 4.2 | 9 | 12.7 | 38 | 53.5 | 21 | 29.6 |
| 3.01 to 3.25 | - | - | 4 | 2.8 | 10 | 7.1 | 76 | 53.9 | 51 | 36.2 |
| 3.26 to 3.50 | - | - | 3 | 7.3 | 4 | 9.8 | 21 | 51.2 | 13 | 31.7 |
| 3.51 to 3.75 | - | - | - | - | 4 | 9.8 | 21 | 51.2 | 13 | 31.7 |
| 3.76 & above | - | - | 2 | 8.7 | 1 | 4.3 | 4 | 17.4 | 16 | 69.6 |

n = 350

According to the data presented above, 167 (86.5% of the sample) of the men and 138 (87.9% of the sample) of the women agreed with the statement, whereas 11 (5.7%) of the men and 4 (2.5%) of the women did not. While 87.1% of those surveyed between the ages of 18 and 22 agreed with the statement, just 83.4% of those surveyed between the ages of 23 and 27 did so. However, 3.7% of those in the 18–22 age range and 16.7% of those in the 23–27 age range strongly disagreed with the statement. In addition, 87.3% of those who answered positively were members of the Urdu-speaking group, and 90% of respondents have a CGPA of 3.01 to 3.25.

Table 3: *Response to statement 3 of Phonological Awareness Strategy*

| Cross tabulation Statement 3: Watching documentary films on TV add to my phonological awareness. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Demographic | 1(SD) | | 2(D) | | 3(UD) | | 4(A) | | 5(SA) | |
| Factors | *f* | % | *f* | % | *f* | | *f* | % | *f* | % |
| Gender | | | | | | | | | | |
| Male | - | - | 9 | 4.7 | 30 | 15.5 | 107 | 55.4 | 47 | 24.4 |
| Female | - | - | 7 | 4.5 | 30 | 19.1 | 81 | 51.6 | 39 | 24.8 |
| Age | | | | | | | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 18-22 Years | - | - | 15 | 4.6 | 57 | 17.5 | 174 | 53.4 | 80 | 24.5 |
| 23-27 Years | - | - | - | - | 1 | 8.3 | 8 | 66.7 | 3 | 25.0 |
| 28-31 Years | - | - | - | - | - | - | 5 | 62.5 | 3 | 37.5 |
| 32 Years & Above | - | - | 1 | 25.0 | 2 | 50.0 | 1 | 25.0 | - | - |
| Mother Tongue | | | | | | | | | | |
| Urdu | - | - | 10 | 4.1 | 36 | 14.8 | 141 | 57.8 | 57 | 23.4 |
| Sindhi | - | - | 3 | 7.3 | 11 | 26.8 | 16 | 39.0 | 11 | 26.8 |
| Punjabi | - | - | 1 | 5.0 | 5 | 25.0 | 7 | 35.0 | 7 | 35.0 |
| Pushto | - | - | - | - | 2 | 11.8 | 10 | 58.8 | 5 | 29.4 |
| Others | - | - | 2 | 7.1 | 6 | 21.4 | 14 | 50.0 | 6 | 21.4 |
| CGPA | | | | | | | | | | |
| Less than 2.5 | - | - | 1 | 7.1 | - | - | 9 | 64.3 | 4 | 28.6 |
| 2.51 to 2.75 | - | - | 3 | 7.5 | 3 | 7.5 | 2 | 65.0 | 8 | 20.0 |
| 2.76 to 3.0 | - | - | 6 | 8.5 | 17 | 23.9 | 33 | 46.5 | 15 | 21.1 |
| 3.01 to 3.25 | - | - | 6 | 4.3 | 27 | 19.1 | 75 | 53.2 | 33 | 23.4 |
| 3.26 to 3.50 | - | - | - | - | 4 | 9.8 | 27 | 65.9 | 10 | 24.4 |
| 3.51 to 3.75 | - | - | - | - | 6 | 30.0 | 7 | 35.0 | 7 | 35.0 |
| 3.76 & above | - | - | - | - | 3 | 13.0 | 11 | 47.8 | 9 | 39.1 |

n = 350

From the data presented above, we can conclude that 154 (79.8%) of male respondents and 120 (76.4%) of female respondents found the statement to be true, whereas a total of 9 (4.7%) of male participants and 7 (4.5%) of female participants found the statement to be false. While just 29.9% of those surveyed in the 18-22 year old age range agreed with the statement, 91.7% of those surveyed in the 23-27 year old age range did. On the other hand, 4.6% of the respondents in the 18-22 year old age bracket and 25% of the respondents in the 32+ age bracket strongly disagreed with the statement in question. And among those who responded positively, 81.2% are native Urdu speakers, and 76.6% have a GPA between 3.01 and 3.25.

Table 4: *Response to statement 4 of Phonological Awareness Strategy*

Cross tabulation of Statement 4: The talk shows and movies are great sources for improving vocabulary and pronunciation.

| Demographic Factors | 1(SD) *f* | % | 2(D) *f* | % | 3(UD) *f* | | 4(A) *f* | % | 5(SA) *f* | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Gender | | | | | | | | | | |
| Male | 2 | 1.0 | 5 | 2.6 | 13 | 6.7 | 82 | 42.5 | 91 | 47.2 |
| Female | 2 | 1.3 | 2 | 1.3 | 10 | 6.4 | 84 | 53.5 | 59 | 37.6 |
| Age | | | | | | | | | | |
| 18-22 Years | 4 | 1.2 | 7 | 2.1 | 22 | 6.7 | 156 | 47.9 | 137 | 42.0 |
| 23-27 Years | - | - | - | - | 1 | 8.3 | 5 | 41.7 | 6 | 50.0 |
| 28-31 Years | - | - | - | - | - | - | 2 | 25.0 | 6 | 75.0 |
| 32 Years & Above | - | - | - | - | - | - | 3 | 75.0 | 1 | 25.0 |
| Mother Tongue | | | | | | | | | | |
| Urdu | 3 | 1.2 | 5 | 2.0 | 19 | 7.8 | 129 | 52.9 | 88 | 35.1 |
| Sindhi | - | - | 2 | 4.9 | 2 | 4.9 | 13 | 31.7 | 24 | 58.5 |
| Punjabi | 1 | 5.0 | - | - | 1 | 5.0 | 9 | 45.0 | 9 | 45.0 |
| Pushto | - | - | - | - | 1 | 5.9 | 4 | 23.5 | 12 | 70.6 |
| Others | - | - | - | - | - | - | 11 | 39.3 | 17 | 60.7 |
| CGPA | | | | | | | | | | |
| Less than 2.5 | - | - | - | - | 2 | 14.3 | 7 | 50.0 | 5 | 35.7 |
| 2.51 to 2.75 | 1 | 2.5 | 2 | 5.0 | 4 | 10.0 | 19 | 47.5 | 14 | 35.0 |
| 2.76 to 3.0 | - | - | 1 | 1.4 | 5 | 7.0 | 37 | 52.1 | 28 | 39.4 |
| 3.01 to 3.25 | 1 | 0.7 | 2 | 1.4 | 7 | 5.0 | 70 | 49.6 | 61 | 43.3 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 3.26 to 3.50 | - | - | 2 | 4.9 | 3 | 7.3 | 18 | 43.9 | 18 | 43.9 |
| 3.51 to 3.75 | 1 | 5.0 | - | - | - | - | 8 | 40.0 | 11 | 55.0 |
| 3.76 & above | 1 | 4.3 | - | - | 2 | 8.7 | 7 | 30.4 | 56 | 56.5 |

n = 350

According to the data presented above, 143 (91.1%) of the female participants and 173 (89.7%) of the male participants agreed with the statement, whereas 7 (3.6%) of the male participants and 4 (2.6%) of the female participants were in disagreement. For example, 89.9% of those who identified as being between the ages of 18 and 22 agreed with the statement, while 91.7% of those who identified as being between the ages of 23 and 27 also agreed with it. Yet, just 3.3% of responders were between the ages of 18 and 22. In addition, 88.2 percent of those who answered positively were members of the Urdu-speaking group, and 92.9% have a grade point average (GPA) between 3.01 and 3.25.

Table 5: *Response to statement 5 of Phonological Awareness Strategy*

| Cross tabulation of Statement 5: I remember new words which I hear during conversation. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Demographic | 1(SD) | | 2(D) | | 3(UD) | | 4(A) | | 5(SA) | |
| Factors | *f* | % | *f* | % | *f* | | *f* | % | *f* | % |
| Gender | | | | | | | | | | |
| Male | - | - | 20 | 10.4 | 23 | 11.9 | 94 | 48.7 | 56 | 29.0 |
| Female | - | - | 13 | 8.3 | 25 | 15.9 | 89 | 56.7 | 30 | 19.1 |
| Age | | | | | | | | | | |
| 18-22 Years | - | - | 32 | 9.8 | 46 | 14.1 | 16 | 50.0 | 84 | 25.8 |
| 23-27 Years | - | - | - | - | 1 | 8.3 | 10 | 83.8 | 1 | 8.3 |
| 28-31 Years | - | - | - | - | 1 | 12.5 | 7 | 87.5 | - | - |
| 32 Years & Above | - | - | 1 | 25.0 | - | - | 2 | 50.0 | 1 | 25.0 |
| Mother Tongue | | | | | | | | | | |
| Urdu | - | - | 25 | 10.2 | 36 | 14.8 | 128 | 52.5 | 55 | 22.5 |
| Sindhi | - | - | 2 | 4.9 | 5 | 12.2 | 22 | 53.7 | 12 | 29.3 |
| Punjabi | - | - | 4 | 20.0 | 3 | 15.0 | 9 | 45.0 | 4 | 20.0 |
| Pushto | - | - | 1 | 5.9 | 2 | 11.8 | 11 | 64.7 | 3 | 17.6 |
| Others | - | - | 1 | 3.6 | 2 | 7.1 | 13 | 46.4 | 12 | 42.9 |
| CGPA | | | | | | | | | | |
| Less than 2.5 | - | - | 2 | 14.3 | 3 | 21.4 | 7 | 50.0 | 2 | 14.3 |
| 2.51 to 2.75 | - | - | 2 | 5.0 | 5 | 12.5 | 22 | 55.0 | 11 | 27.5 |
| 2.76 to 3.0 | - | - | 10 | 14.1 | 8 | 11.3 | 35 | 49.3 | 18 | 25.4 |
| 3.01 to 3.25 | - | - | 12 | 8.5 | 18 | 12.8 | 79 | 56.0 | 32 | 22.7 |
| 3.26 to 3.50 | - | - | 4 | 9.8 | 8 | 19.5 | 19 | 46.3 | 10 | 24.4 |
| 3.51 to 3.75 | - | - | 1 | 5.0 | 2 | 10.0 | 13 | 65.0 | 4 | 20.0 |
| 3.76 & above | - | - | 2 | 8.7 | 4 | 17.4 | 8 | 34.8 | 9 | 39.1 |

n = 350

According to the data presented above, 77.7% of the male participants and 75.8% of the female participants agreed with the statement, whereas 10.4% of the male participants and 8.3% of the female participants were in disagreement. Respondents between the ages of 18 and 22 were 75.8% in agreement, while those between the ages of 23 and 27 were 92.1% in agreement. However, 25% of those 32 and up and 9.8% of those 18 to 22 disagreed with the assertion. 75% of those who answered positively were native Urdu speakers, and 78.7% have a cumulative grade point average (CGPA) of 3.01–3.25.

Table 6: *Response to statement 6 of Phonological Awareness Strategy*

| Cross tabulation of Statement 6: Alphabet 'C' confuses most students during learning English. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Demographic | 1(SD) | | 2(D) | | 3(UD) | | 4(A) | | 5(SA) | |
| Factors | *F* | % | *f* | % | *f* | | *f* | % | *f* | % |
| Gender | | | | | | | | | | |
| Male | 27 | 14.0 | 80 | 41.5 | 37 | 19.2 | 33 | 17.1 | 16 | 8.3 |
| Female | 22 | 14.0 | 50 | 31.8 | 37 | 23.6 | 38 | 24.2 | 10 | 6.4 |
| Age | | | | | | | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 18-22 Years | 48 | 14.7 | 122 | 37.4 | 65 | 20.9 | 64 | 19.6 | 24 | 7.4 |
| 23-27 Years | - | - | 5 | 41.7 | 3 | 25.0 | 3 | 25.0 | 1 | 8.3 |
| 28-31 Years | - | - | 2 | 25.0 | 2 | 25.0 | 3 | 37.5 | 1 | 12.5 |
| 32 Years & Above | 1 | 25.0 | 1 | 25.0 | 1 | 25.0 | 1 | 25.0 | - | - |
| Mother Tongue | | | | | | | | | | |
| Urdu | 33 | 13.5 | 94 | 38.5 | 52 | 21.3 | 52 | 21.3 | 13 | 5.3 |
| Sindhi | 4 | 9.8 | 12 | 29.3 | 10 | 24.4 | 8 | 19.5 | 7 | 17.1 |
| Punjabi | 4 | 20.0 | 9 | 45.0 | 3 | 15.0 | 2 | 10.0 | 2 | 10.0 |
| Pushto | 1 | 5.9 | 7 | 41.2 | 3 | 17.6 | 5 | 29.4 | 1 | 5.9 |
| Others | 7 | 25.0 | 8 | 28.6 | 6 | 21.4 | 4 | 14.3 | 3 | 10.7 |
| CGPA | | | | | | | | | | |
| Less than 2.5 | - | - | 5 | 35.7 | 5 | 35.7 | 2 | 14.3 | 2 | 14.3 |
| 2.51 to 2.75 | 5 | 12.5 | 9 | 22.5 | 13 | 32.5 | 9 | 22.5 | 4 | 10.0 |
| 2.76 to 3.0 | 4 | 5.6 | 29 | 40.8 | 14 | 19.7 | 17 | 23.9 | 7 | 9.9 |
| 3.01 to 3.25 | 21 | 14.9 | 52 | 36.9 | 36 | 25.5 | 26 | 18.4 | 6 | 4.3 |
| 3.26 to 3.50 | 6 | 14.6 | 21 | 51.2 | 2 | 4.9 | 7 | 17.7 | 5 | 12.2 |
| 3.51 to 3.75 | 7 | 35.0 | 6 | 30.0 | 2 | 10.0 | 5 | 25.0 | - | - |
| 3.76 & above | 6 | 26.1 | 8 | 34.8 | 2 | 8.7 | 5 | 21.7 | 2 | 8.7 |
| n = 350 | | | | | | | | | | |

A total of 49 males (25.4%) and 48 females (30.6%) agreed with the statement, while 107 males (55.5%) and 72 females (45.8%) disagreed. While just 27% of those polled in the 18-22 year old range agreed with the statement, 33.3% of those in the 23-27 year old range did so. In contrast, 52.1% of those who identified as being between the ages of 18 and 22 and 41.7% of those who identified as being between the ages of 23 and 27 strongly disagreed with the statement in question. In addition, the Urdu-speaking population accounts for 26.6% of the affirmative responders, and 22.7% of the population has a grade point average (GPA) between 3.01 and 3.25.

Table 7: *Response to statement 7 of Phonological Awareness Strategy*

| Cross tabulation of Statement 7: The words started with alphabets 'C' have different shades. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Demographic | 1(SD) | | 2(D) | | 3(UD) | | 4(A) | | 5(SA) | |
| Factors | *f* | % | *f* | % | *f* | | *f* | % | *f* | % |
| Gender | | | | | | | | | | |
| Male | 14 | 7.3 | 35 | 18.1 | 74 | 38.3 | 50 | 25.9 | 20 | 10.4 |
| Female | 12 | 7.6 | 13 | 8.3 | 59 | 37.6 | 51 | 32.5 | 22 | 14.0 |
| Age | | | | | | | | | | |
| 18-22 Years | 23 | 7.1 | 46 | 14.1 | 124 | 38.0 | 95 | 29.1 | 38 | 11.7 |
| 23-27 Years | 2 | 16.7 | 1 | 8.3 | 6 | 50.0 | 2 | 16.7 | 1 | 8.3 |
| 28-31 Years | 1 | 12.5 | - | - | 1 | 12.5 | 4 | 50.0 | 2 | 25.0 |
| 32 Years & Above | - | - | 1 | 25.0 | 2 | 50.0 | - | - | 1 | 25.0 |
| Mother Tongue | | | | | | | | | | |
| Urdu | 14 | 5.7 | 31 | 21.7 | 101 | 41.4 | 73 | 29.9 | 25 | 10.2 |
| Sindhi | 2 | 4.9 | 7 | 17.1 | 12 | 29.3 | 12 | 29.3 | 8 | 19.5 |
| Punjabi | 1 | 5.0 | 6 | 30.0 | 7 | 35.0 | 2 | 10.0 | 4 | 20.0 |
| Pushto | 2 | 11.8 | 1 | 5.9 | 7 | 41.2 | 5 | 29.4 | 2 | 11.8 |
| Others | 7 | 25.0 | 3 | 10.7 | 6 | 21.4 | 9 | 32.1 | 3 | 10.7 |
| CGPA | | | | | | | | | | |
| Less than 2.5 | - | - | 0 | 7.1 | 5 | 35.7 | 7 | 50.0 | 1 | 7.1 |
| 2.51 to 2.75 | 3 | 7.5 | 4 | 10.0 | 18 | 45.0 | 12 | 30.0 | 3 | 7.5 |
| 2.76 to 3.0 | 3 | 4.2 | 7 | 9.9 | 27 | 38.0 | 19 | 26.8 | 15 | 21.1 |
| 3.01 to 3.25 | 10 | 7.1 | 22 | 15.6 | 61 | 43.3 | 33 | 23.4 | 15 | 10.6 |
| 3.26 to 3.50 | 3 | 7.3 | 10 | 24.4 | 12 | 29.3 | 12 | 29.3 | 4 | 9.8 |
| 3.51 to 3.75 | 3 | 15.0 | 2 | 100 | 5 | 25.0 | 7 | 35.0 | 3 | 15.0 |
| 3.76 & above | 4 | 17.4 | 2 | 8.7 | 5 | 21.7 | 11 | 47.8 | 1 | 4.3 |
| n = 350 | | | | | | | | | | |

As can be seen in the table above, 70 (36.3%) of the males and 73 (46.5%) of the women agreed with the statement, while 49 (25.4%) of the men and 25 (15.9%) of the women did not. Of the respondents, 40.8% were between the ages of 18 and 22, while 25% were between the ages of 23 and 27, and both groups found the statement to be true. In contrast, 25.1% of those between the ages of 23 and 27 and 21.2% of those between the ages of 18 and 22 strongly disagreed with the statement in question. More than a third (34%) of respondents have a CGPA between 3.01 and 3.25, and 40.1% of the groups of participants who responded positively spoke Urdu.

Table 8: *Response to statement 8 of Phonological Awareness Strategy*

Cross tabulation of Statement 8: The knowledge of shades of 'C' is important for correct pronunciation and remembering words.

| Demographic | 1(SD) | | 2(D) | | 3(UD) | | 4(A) | | 5(SA) | |
|---|---|---|---|---|---|---|---|---|---|---|
| Factors | *f* | % | *f* | % | *f* | | *f* | % | *f* | % |
| Gender | | | | | | | | | | |
| Male | 3 | 1.6 | 14 | 7.3 | 60 | 31.1 | 87 | 45.1 | 29 | 15.0 |
| Female | 1 | 0.6 | 18 | 11.5 | 49 | 31.2 | 54 | 34.4 | 35 | 22.3 |
| Age | | | | | | | | | | |
| 18-22 Years | 4 | 1.2 | 31 | 9.5 | 101 | 31.0 | 131 | 40.2 | 59 | 18.1 |
| 23-27 Years | - | - | 1 | 8.3 | 4 | 33.3 | 6 | 50.0 | 1 | 8.3 |
| 28-31 Years | - | - | - | - | 2 | 25.0 | 2 | 25.0 | 4 | 50.0 |
| 32 Years & Above | - | - | - | - | 2 | 50.0 | 2 | 50.0 | - | - |
| Mother Tongue | | | | | | | | | | |
| Urdu | 2 | 0.8 | 24 | 9.8 | 74 | 30.3 | 101 | 41.4 | 43 | 17.5 |
| Sindhi | - | - | 5 | 12.2 | 16 | 39.0 | 14 | 34.1 | 6 | 14.6 |
| Punjabi | - | - | 1 | 5.0 | 6 | 30.0 | 9 | 45.0 | 4 | 20.0 |
| Pushto | - | - | - | - | 7 | 41.2 | 8 | 47.1 | 2 | 11.8 |
| Others | 2 | 7.1 | 2 | 7.1 | 6 | 21.4 | 9 | 32.1 | 9 | 32.1 |
| CGPA | | | | | | | | | | |
| Less than 2.5 | - | - | 1 | 7.1 | 5 | 35.7 | 5 | 35.7 | 3 | 21.4 |
| 2.51 to 2.75 | - | - | 1 | 2.5 | 14 | 35.0 | 17 | 42.5 | 8 | 20.0 |
| 2.76 to 3.0 | - | - | 9 | 12.7 | 19 | 26.8 | 29 | 40.8 | 14 | 19.7 |
| 3.01 to 3.25 | 1 | 0.7 | 13 | 9.2 | 45 | 31.9 | 56 | 39.7 | 26 | 18.4 |
| 3.26 to 3.50 | 1 | 2.4 | 4 | 9.8 | 13 | 31.7 | 15 | 36.6 | 8 | 19.5 |
| 3.51 to 3.75 | - | - | 2 | 10.0 | 6 | 30.0 | 9 | 45.0 | 3 | 15.0 |
| 3.76 & above | 2 | 8.7 | 2 | 8.7 | 7 | 30.4 | 10 | 43.5 | 2 | 8.7 |

n = 350

The above data shows that 116 (60.1% of male respondents and 89 (56.7% of female respondents) agreed with the statement, whereas a total of 17 (9% of male participants and 19 (12% of female participants) disagreed with the statement. 58.3 percent of those surveyed who were between the ages of 18 and 22 agreed with the statement; 58.1 percent of those surveyed who were between the ages of 23 and 27 also agreed. However, 10.7% of the respondents in the 18–22 age range and 8.3% of the respondents in the 23–27 age range disagreed with the statement. In addition, 58.9% of those who responded positively spoke Urdu, and 58.1% have a CGPA between 3.01 and 3.25.

Table 9: *Response to statement 9 of Phonological Awareness Strategy*

Cross tabulation of Statement 9: Knowing silent letters (alphabet) in different words facilitate correct pronunciation.

| Demographic | 1(SD) | | 2(D) | | 3(UD) | | 4(A) | | 5(SA) | |
|---|---|---|---|---|---|---|---|---|---|---|
| Factors | *f* | % | *f* | % | *f* | | *f* | % | *f* | % |
| Gender | | | | | | | | | | |
| Male | 2 | 1.0 | 19 | 9.8 | 19 | 9.8 | 104 | 53.9 | 49 | 25.4 |
| Female | 3 | 1.9 | 9 | 5.7 | 19 | 21.1 | 86 | 54.8 | 40 | 25.5 |
| Age | | | | | | | | | | |
| 18-22 Years | 2 | 0.6 | 28 | 8.6 | 35 | 10.7 | 176 | 54.0 | 85 | 26.1 |
| 23-27 Years | 2 | 16.7 | - | - | 2 | 16.7 | 8 | 66.7 | - | - |
| 28-31 Years | 1 | 12.5 | - | - | 1 | 12.5 | 3 | 37.5 | 3 | 37.5 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 32 Years & Above | - | - | - | - | - | - | 3 | 75.0 | 1 | 25.0 |
| Mother Tongue | | | | | | | | | | |
| Urdu | 3 | 1.2 | 19 | 7.8 | 29 | 11.9 | 134 | 54.9 | 59 | 24.2 |
| Sindhi | - | - | 3 | 7.3 | 1 | 2.4 | 26 | 63.4 | 11 | 26.8 |
| Punjabi | - | - | 3 | 15.0 | 1 | 5.0 | 11 | 55.0 | 5 | 25.0 |
| Pushto | 2 | 11.8 | - | - | 3 | 17.5 | 10 | 58.8 | 2 | 11.8 |
| Others | - | - | 3 | 10.7 | 4 | 14.3 | 9 | 32.1 | 12 | 42.9 |
| CGPA | | | | | | | | | | |
| Less than 2.5 | - | - | - | - | 2 | 14.3 | 9 | 64.3 | 3 | 21.4 |
| 2.51 to 2.75 | 2 | 5.0 | 6 | 15.0 | 1 | 2.5 | 20 | 50.0 | 11 | 27.5 |
| 2.76 to 3.0 | 1 | 1.4 | 5 | 7.0 | 9 | 12.7 | 41 | 57.7 | 15 | 21.1 |
| 3.01 to 3.25 | 2 | 1.4 | 9 | 6.4 | 14 | 9.9 | 81 | 57.4 | 35 | 24.8 |
| 3.26 to 3.50 | - | - | 6 | 14.6 | 2 | 4.9 | 22 | 53.7 | 11 | 26.8 |
| 3.51 to 3.75 | - | - | 1 | 5.0 | 2 | 10.0 | 8 | 40.0 | 9 | 45.0 |
| 3.76 & above | - | - | 1 | 4.3 | 8 | 34.8 | 9 | 39.1 | 5 | 21.7 |

n = 350

According to the data presented above, 153 (79.3%) of male participants and 126 (80.3%) of female participants agreed with the statement, whereas 21 (10.8%) of male participants and 12 (7.6%) of female individuals were in disagreement. Eighty-one percent of those who identified as being between the ages of 18 and 22 agreed with the statement, while 66.7 percent of those who identified as being between the ages of 23 and 27 also agreed. In contrast, 9.2% of those in the 18–22 age bracket and 16.7% of those in the 23–27 age range strongly disagreed with the statement. In addition, 78.5% of respondents had a CGPA between 3.01 and 3.25, and 79.1% of the yes-voting participants are native Urdu speakers.

Table 10: *Response to statement 10 of Phonological Awareness Strategy*

| Statement 10: Vowels (a,e,i,o,u) have more than one sound. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Demographic | 1(SD) | | 2(D) | | 3(UD) | | 4(A) | | 5(SA) | |
| Factors | *f* | % | *f* | % | *f* | | *f* | % | *f* | % |
| Gender | | | | | | | | | | |
| Male | 7 | 3.6 | 19 | 9.8 | 44 | 22.8 | 66 | 34.2 | 57 | 29.5 |
| Female | 6 | 3.8 | 17 | 10.8 | 40 | 25.5 | 63 | 40.1 | 31 | 19.7 |
| Age | | | | | | | | | | |
| 18-22 Years | 13 | 4.0 | 34 | 10.4 | 79 | 24.2 | 10 | 36.8 | 80 | 24.5 |
| 23-27 Years | - | - | 1 | 8.3 | 2 | 16.7 | 6 | 50.0 | 3 | 25.0 |
| 28-31 Years | - | - | - | - | 1 | 12.5 | 2 | 25.0 | - | - |
| 32 Years & Above | - | - | 1 | 25.0 | 2 | 50.0 | 1 | 25.0 | - | - |
| Mother Tongue | | | | | | | | | | |
| Urdu | 8 | 3.3 | 27 | 11.1 | 60 | 24.6 | 86 | 35.2 | 63 | 25.8 |
| Sindhi | 2 | 4.9 | 4 | 9.8 | 10 | 24.4 | 15 | 36.6 | 10 | 24.4 |
| Punjabi | 3 | 15.0 | 1 | 5.0 | 4 | 20.0 | 7 | 35.0 | 5 | 25.0 |
| Pushto | - | - | 1 | 5.9 | 1 | 5.9 | 10 | 58.8 | 5 | 29.4 |
| Others | - | - | 3 | 10.7 | 9 | 32.1 | 11 | 39.3 | 5 | 17.9 |
| CGPA | | | | | | | | | | |
| Less than 2.5 | - | - | 2 | 14.3 | 5 | 35.7 | 3 | 21.4 | 4 | 28.6 |
| 2.51 to 2.75 | 1 | 2.5 | 5 | 12.5 | 6 | 15.0 | 15 | 37.5 | 13 | 32.5 |
| 2.76 to 3.0 | 2 | 2.8 | 7 | 9.9 | 15 | 21.1 | 33 | 46.5 | 14 | 19.7 |
| 3.01 to 3.25 | 9 | 6.4 | 13 | 9.2 | 36 | 25.5 | 48 | 34.0 | 35 | 24.8 |
| 3.26 to 3.50 | - | - | 4 | 9.8 | 9 | 22.0 | 16 | 39.0 | 12 | 29.3 |
| 3.51 to 3.75 | - | - | 4 | 20.0 | 6 | 30.0 | 7 | 35.0 | 3 | 15.0 |
| 3.76 & above | 1 | 4.3 | 1 | 4.3 | 7 | 30.4 | 7 | 30.4 | 7 | 30.4 |

n = 350

According to the data presented above, 123 (63.7%) of the men and 94 (59.5%) of the women agreed with the statement, whereas 26 (13.4%) of the men and 23 (14.6%) of the women did not. While 61.3% of those surveyed between the ages of 18 and 22 agreed with the statement, 75.0% of

those surveyed between the ages of 23 and 27 did as well. In contrast, 14.4% of respondents in the 18-22 age range and 8.3% of respondents in the 23-27 age range strongly disagreed with the statement. Moreover, 61 percent of those who answered positively were native Urdu speakers, and 58 percent have a grade point average (GPA) between 3.01 and 3.25.

Table 11: Mean Ratings and Standard Deviation of Phonological Awareness

| Phonological Awareness | Mean Ratings Gender | | Overall Mean Ratings | Standard Deviation |
|---|---|---|---|---|
| | Male | Female | | |
| Watching TV programs help in picking words. | 4.18 | 4.21 | 4.19 | 0.864 |
| Sound patterns help in understanding pronunciation. | 4.21 | 4.17 | 4.19 | 0.765 |
| Listening films assist Phonological Awareness. | 3.99 | 3.97 | 3.98 | 0.776 |
| Listening talk shows add to Phonological Awareness. | 4.32 | 4.25 | 4.29 | 0.772 |
| Hearing in conversation assist vocabulary building | 3.96 | 3.87 | 3.92 | 0.869 |
| Alphabet 'C' is the most confusing one. | 2.64 | 2.77 | 2.70 | 1.160 |
| Words having alphabet ‘C’ have different sounds. | 3.14 | 3.37 | 3.24 | 1.071 |
| The knowledge of shades of ‘C’ is important for correct pronunciation. | 3.65 | 3.66 | 3.65 | 0.920 |
| Knowing silent letters (alphabet) in different words facilitate correct pronunciation. | 3.93 | 3.96 | 3.94 | 0.900 |
| Vowels (a,e,i,o,u) have more than one sounds | 3.76 | 3.61 | 3.69 | 1.071 |

When asked about the first item of the Phonological Awareness test, "Watching TV programs help in picking words," both male and female give it a mean score of 4.18 (with a standard deviation of 0.864) and a score of 4.21 (with a standard deviation of 0.765), respectively. The average rating for the third item, "Listening films help Phonological Awareness," among both men and women is 3.98, with a standard deviation of 0.776. Next, for "Listening talk shows add to Phonological Awareness," the total mean rating for males and females, respectively, is 4.32 and 4.25, with a standard deviation of 0.772, while for "Hearing in conversation support vocabulary growth," the corresponding figures are 3.92 and 0.869. The standard deviations for these three items using the letter C are 1.16, 1.071, and 0.92. The means are 2.7, 3.24, and 3.65.

**Learners’ Response to Research Question**

The respondents (above 92%) have agreed to the statements which embedded the perceptions of the respondents and although male and female respondents have given agreement to most of the statement yet have kicked those related or repeated questions in other VLS strategies, which revealed their lack of knowledge once analyzed in totality. The phonological awareness and area of Word Knowledge, has been found weak.

**Overall Response towards Vocabulary Learning Strategies**

The male respondents (above 92%) and female respondents (above 88%) have agree to most of the statements of strategies and about 22.7% have shown disagreement to some of the statements, which fall within word knowledge and phonological awareness strategies. Their performance based on their perception has been on the higher side. The study reveals that most of the respondents have poor understanding of phonology and different aspects of sound patterns and word related knowledge for better vocabulary acquisition.

**Discussion**

This study was carried out to investigate different vocabulary learning strategies and evaluate the responses, given by undergraduate ESL learners to eliciting their perceptions and draw inferences. The analysis of the demographics and responses to the questionnaire were performed with the help of Statistical Packages for the Social Sciences (SPSS), version 22. The learners input about vocabulary learning strategies was determined. The responses given by the learners were explained with a tabulated display obtained from learners’ responses on 5-point Likert scale, ranging from Strongly Disagree to Strongly Agree, where 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree. All the responses to the statements of the questionnaire covering the VLS were tabulated and interpreted. The mean and deviation tables at the end of each strategy were placed and interpreted with concluding remarks. The purpose of current was to expand on the description and analysis into a comprehensive discussion encompassing findings obtained by the researchers about the language awareness and vocabulary learning strategy. The salient aspects of input on VLS has also been briefly expressed, which include particularly phonological awareness.

The respondents mostly believed in guessing word meaning and their knowledge about 'word' was poor; and their phonological awareness was very weak. They did not give appropriate response to the statements given against phonological awareness strategies. The response to questions pertaining to phonology were either left blank or ticked under 'undecided' column of the Likert scale. Only those responded who gave the response were included in the data analysis. The findings also showed that the means of the male and female respondents for aforesaid VLS strategy were almost similar with no considerable variation. The strategy wise results show that on the average, above 90% male and above 85% female, were Urdu speaking and mostly their CGPA was between 2.5 to 3.25 an their age group was between 18 to 22 years. The result revealed that only (7.3%) of the sample were between 28 to 31 years. As far as phonological awareness is concerned, the results revealed that the agreement and disagreement to different statements of phonological awareness strategy given by respondents were shaky and not manifesting the know how about the phonological awareness. The situation merits attention as most of the responses on account of phonological awareness were ambiguous.

Most of the undergraduate ESL learners badly lack in reflecting upon communicative language knowledge and Phonological Awareness. The ESL learners are not taught vocabulary in a formal manner and no clues about vocabulary learning strategies are shared with ESL learners. The inadequacy of vocabulary is due to poor Word Knowledge and non-familiarity with Greek and Latin Roots. The Inadequate knowhow of Lexical knowledge and non-availability of interactive environment are the root causes for deficiency in language competence of ESL learners. Inadequate weightage is given to Intensive Reading during teaching-learning process while teaching language at different levels at institutions. The target language vocabulary, with other language aspects, is not taught to Undergraduate ESL Learners from elementary level and continue as part of syllabus. The teaching methodologies lacks to tailor the vocabulary teaching-learning strategies to facilitate ESL learners. The learning environment at institutions and outside formal learning hours is far away to support second language learning and vocabulary acquisition. The ESL learners are not exposed and familiarized with phonetics (Phonological Awareness) and Lexical Knowledge during formal educational years.

**Implications of the Study**

The findings of this study suggest use of different vocabulary learning strategies and only one strategy cannot fulfill the needs of the ESL learners. The Teaching processes need to be revisited according due priority to vocabulary teaching – learning processes in practice. ESL learners need to be taught lexical knowledge, particularly Phonological Awareness as part of syllabus, with practical exercises. Special talks / lectures should be conducted on Greek and Latin Roots highlighting their significance in vocabulary acquisition. The students need to enhance their level of awareness about word knowledge and particularly, phonological awareness. The word and related knowledge need to be imparted to the ESL learners have command over the philological and phonological aspects of language. The specific sound patterns and vocabulary learning strategies, particularly the knowledge about Greek and Latin roots should be taught in an organized manner to the ESL learners during various stages of language learning. The intensive reading strategy blended with the aforesaid strategies should be made a part of circular and implemented with exercises for gradual and conceptual development of lexicon of ESL learners. Since the intensive reading is a slower technique of reading with understanding, must be promoted in conjunction with other vocabulary learning strategies.

**Recommendations for Further Research:**

This research has thrown up many questions in need of further investigation. This study was a simple survey where students were asked what metacognitive strategies they use during academic reading. The fact is that researcher did not see which strategies student actually use during reading comprehension. Therefore, it would be interesting to use think- aloud protocol technique in order to investigate what strategies actually students are using while reading.

An experimental study may be carried out to measure the relationship between metacognitive awareness and reading comprehension. Such researchers who are interested in reading strategies may investigate how the use of the reading strategies changes in foreign language and in mother tongue. Considerable more work will need to be done to determine the effects of metacognition awareness on

overall performance of the students in schools and colleges. The impact of the metacognitive reading strategies takes lot of time and energy. Therefore, a longitudinal study is needed.

More broadly, qualitative research based on observation, interviews is also needed to determine what challenges do teacher face while teaching reading comprehension to the students and also what challenges do students face during reading comprehension process. Future research is needed to assess the effects teaching metacognition to the young learner, elementary grade students at schools. Finally, the researcher strongly suggest that metacognitive reading strategies ought to be gradually implemented at primary, middle, secondary, college and university level.

**Conclusion**

According to the findings of the study, undergraduate students studying English as a second or foreign language require assistance with lexical information for the purpose of vocabulary acquisition using various methods of vocabulary learning. Because English is the lingua franca and a language that is used in every aspect of life, it is necessary to provide undergraduate ESL learners with adequate lexical knowledge in order to improve their performance and thus improve their learning outcomes. Only then will we be able to achieve better learning outcomes from these students. Therefore, in the rapidly changing world of today, improved communication is the key to success. In the educational system of Pakistan, the significant factors for attainment of communicative language ability, particularly acquisition of vocabulary, through well-planned execution of vocabulary learning strategies as discussed in this study, need proper attention to make it a part of curricula and a component of formal teaching at different levels of education for provisioning of awareness to students.

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