Teaching Vocabulary through Collaboration: Students as Independent Readers

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Abstract

Vocabulary teaching is part of University curriculum at where I teach. The vocabulary teaching practice there has become a persisting problem because of lack of progress in awareness on students' part on the one hand, and failure on teachers' part to facilitate learning through novel tactics on the other. Since learning vocabularies is deemed as a complete experience, teaching vocabularies necessitates encouraging students to learn new words which requires comprehension ability, motivation, learning strategies on students' part. Therefore, a teacher, who is keen on finding new tactics of teaching vocabularies to students, must accommodate students' needs and familiarize with how each individual student is. Moreover, this teacher should ensure students' participation and an increase in the growth of awareness in self learning among students. The purpose of this paper is to probe into failure of the strategies and techniques that have been used repetitively at the institute where I teach in a futile attempt to generate any fruitful output from students at all. This paper seeks to prove how a student centered approach overcomes the setback. For instance, working with students by encouraging discovery technique may boost up students' interest and stimulate their metacognitive awareness. This paper also aims at showing how students could be made to become an independent learner and how that could assist them in vocabulary learning as Kyleen Beers puts rightly "independent readers" are those who are good at inferring meaning of words from the context. A good teacher's first priority is, before anything else, to make students become self learners. Hence this paper, inspired by what goes on in the language classroom of the University where I teach, will try to show how a teacher, who is able to collaborate with his or her students, accomplishes the tough task of teaching vocabulary.

Key words: Metacognitive awareness; Independent readers; Discovery technique

1. Problems and Objectives:

Vocabulary is an important component of English language, and to master vocabulary skills for mustering command over English, academic curriculum has opted for vocabulary teaching as part of comprehensive syllabus content at tertiary level. However, the inclusion of vocabulary into the curriculum arouses problems for both teachers and students for several reasons. For instance, students might simply feel put off by the daunting nature of vocabulary learning, whereas teachers might be very much heavy-handed with their approach of teaching techniques. Neither is conducive to and congenial for teaching or learning vocabulary. If there is no interest generated and instilled amongst students, the question then remains is what really helps in teaching and learning of vocabulary? This is where disappointment is mostly met. A small study which this article is about conducted on a group of students who belong to the same class, but who possess different learning style and aptitude, demonstrates a miserable picture of students not feeling enthusiastic or serious about vocabulary lessons. The following is commonly observed difficulties which a teacher at tertiary level may face while giving instructions:

- Lack of availability of contextual vocabulary.
- Lack of relevant wordlists.
- Lack of unique/ innovative vocabulary teaching technique.
- Lack of new ideas.
- Lack of cohesion with the rest of the items taught in English grammar class.
- Having no sense of direction as to how aspects like spelling and pronunciation of new words can be handled.

Similarly students face numerous problems, too. The following problems are mostly accounted for poor retention skill and overall performance:

- Students find English vocabulary difficult even to memorize.

- They feel intimidated by English language.

- They grow a natural antipathy/ indifference towards English words.

- The lesson plan and teaching technique are not conducive of learning.

- They are not used to adopting any strategies that might help them improve vocabulary retention skill. And even if they do, they are unaware of any such strategies.

Thus, it is obvious that both the inefficacy of teaching technique as well as inadequate development of students' awareness create challenges in vocabulary teaching and learning at tertiary level. Traditional and tedious practices are at fault here. Therefore, the focus of vocabulary pedagogy should be on the collaborative nature of teaching when a teacher by opting to be a facilitator encourages a student to learn by being an independent reader.

However, there are certain limitations in this article, for it is solely based on classroom observation, and variables like types of students and classroom environment that to a large extent impact learning. What this article proposes to establish is validated in the light of an EFL classroom context of a particular private University in Bangladesh. Hence, whatever insight is gained, it is partially objective and thus applicable in similar pedagogical circumstances.

2. Classroom Context/ Scenario:

The pedagogical circumstances that stimulated the present study are the EFL context at a tertiary level mixed-ability classroom where students are mostly having the proficiency of intermediate level. At East West University Basic English is taught. Basic English is a service course which emphasizes developing students' knowledge of the fundamentals of English language. The course has been designed to focus on areas such as reading and writing. Broadly, it focuses on components like grammar and to some extent vocabulary. Vocabulary is taught in two ways. Firstly, texts are selected at random, presented before the students; later students are asked to locate new or unfamiliar words. Secondly, a list comprising of decontextualised words is provided to students for memorization. In the first instance, when students are given an unseen comprehension passage, they are asked to look for unknown words so that they could learn these new words once they are able to infer the meaning by comprehending the overall context in which these words appear. Then during the writing segment, new vocabulary items thus learnt are applied and used in composition writing. In the second instance, students deal with a list consisted of discrete words. Students' task is to memorize them so that next time when they again come across these words they are able to recall. Later these students are made to do some gap fill exercise. In this regard, it is important to mention that the traditional grammar translation method where the mother tongue is the medium of communication and the target language is practiced through translation is abandoned. Instead, communicative approach is followed where it is compulsory for students to function by using the target language. However, this usual practice has not been effective, and it has proven unproductive for students. As a result, this particular article seeks to explore and find an alternative way to approach teaching of vocabulary where students can play responsible role by being independent readers; the role of an instructor in minimized.

3. Some important considerations in vocabulary teaching and learning:

Teaching vocabulary is problematic. The problem arises regarding the selection of words to be taught. Wallace (1988) has asserted that before teaching any new words a teacher should make sure what the purpose of the lesson is-whether it attends to students' needs and accomplishes the goal of comprehension and communication. Therefore, a teacher should make it a point to teach vocabulary that is relevant to any particular student and they can relate to it. Likewise, when a teacher has to acquaint his students with new words, he must choose words that have a wide coverage and frequency rate. A study conducted by Francis and Kucera in 1982 has shown that if a learner is knowledgeable of the 2000 most frequently occurred words, he would be able to comprehend about 80% of the words from any average text. And this percentage increases up to 88.7%if that learner increases his knowledge of the words up to 5000 (cited in McCarten, 2007). When a word that is being used is associated with a range of different things conveying several other meanings other than one particular or specific meaning (not only denotative meanings, but also connotative meanings) that word is said to have more coverage, and hence it is more practicable and appropriate to teach. However, tracking the frequency and coverage rate of words alone

has its limitation when it comes to the selection of words for vocabulary teaching. The teacher must, therefore according to both Nation and Richards, clarify some other key features of any single individual word, such as the general meanings of the word, its connotations, its collocations, its grammar, its spelling, its pronunciation, its register, and its word parts, its spoken and written forms to the students (cited in McCarten, 2007). On the whole, the choice of presentation or selection of vocabulary is, thus, influenced by factors like topic, function, structure, teachability/learnability, needs, and wants (Harmer, 1991). This is what he means by 'knowing a word' (p.158). Additionally, a teacher should make opportunities for students for frequent exposure to and repetition of the new words. Interestingly, not a single word is learnt at one go which Schmitt (2000) identifies as 'a gradual, incremental process' (p.120).

Besides teaching of vocabulary, learning vocabulary is also challenging because there are certain things that students acquaint them with. Firstly, locating words; secondly, knowing how to store them in the memory; thirdly, also knowing how to retrieve it from the memory and recall them once they get to identify the same words someplace else. Goodridge (2010) mentioned 'learning a new lexical item means forming a relationship between form and meaning' (p. 1). According to Goodridge, in order to learn vocabulary successfully or remember words well one must make various connections between a particular word and the image, sound, emotion, context, definition that it evokes. On the whole, in order to make vocabulary part of a learner's vocabulary continuum, it is expected that he or she actively 'use and practice' new words (Lindsay, 2000, p. 43). Eventually this will make a learner 'word-conscious' (Graves, 2000, p.116). This furthers Schmidt's Noticing Hypothesis which states that any learner should make an attempt to pay attention to and notice elements of language (cited in Schmidt, 2010). Vocabulary items are no exception to that. For Gu and Johnson, it is all about selective attention and self- initiation (cited in Ghazal). Through selective attention a learner determines which word to study, and later through initiation he enters into the stage of immersion for consolidation. In consolidating a word learners comprehensively accomplishes vocabulary learning truly. For students who are learning vocabulary it is also important to see how memory plays its role in memorizing, retaining, and then recalling new words. There are three stages in which human memory processes information, namely encoding, storage, and retrieval. Sensory items or inputs are part of working memory whereas when information is processed for an extended period of time it enters permanent memory. Time, concentration, and attention are important for successful retrieval. Knowing how memory works can lead to better understanding of activating and employing metacognitive strategies. Awareness of metacognitve knowledge, skills, and strategies allow students to make use of their inherent abilities which remain untapped hitherto.

4. Independent Readers/Learners:

According to Underhill (1985), "…engaging the learner…is essential to any activity that is to have a high learning yield' (cited in Harmer, p.160). This statement precisely illustrates that positive outcome in learning is dependent on a learner's level of commitment to what he is determined to achieve without any assistance from teachers. A learner is truly able to learn on his own when teachers or instructors take the back seat. He takes active initiatives and does more than following the rules presented by instructors. Hence, an independent learner is one who takes charge of his learning. He eventually grows an awareness of what and how he is learning. His critical faculties are fully alert and activated. An independent learner knows how to set goals, plan overall actions, and eventually work towards attaining that goal. Besides all these he traces his own progress and failure and determines his needs that address learning. Thus, monitoring and regulation is conducted by a student personally. Teachers merely instruct these students as they lead them on, later leaving them at their own disposal. Sanaoui (1995) identifies an independent reader to be a structured one because structured learners are those who are organized and independent while conducting study systematically. They partake in activities that are self-initiated. He has claimed therefore students learn vocabulary faster if they become self-motivated and driven.

Through learner training students can get some insights about themselves as learners. In other words, independent learning increases metacognitive awareness because it involves learners participating in critical reflection about his language learning process.

In the context of vocabulary learning, when students are performing on their own as independent readers they do not expect to get instructions from teachers; rather they themselves formulate strategies which enable them to learn faster. This is a critical area that needs to be developed if students want to attain any substantial goal of vocabulary retention without constant guidance from instructors. Once students are made familiar with how 'thinking about thinking' (Flavell, 1979, p.906) helps them learning faster, they can apply the skill, and transfer

it in the learning of vocabulary, too. Hence, if there is any comprehension failure, it too can be identified by students themselves. Thus, it shows how an independent learner needs to develop his metacognitive awareness.

5. Metacognitive Awareness and Building Conscious Learning:

Metacognition is fundamental in problem solving. Metacognition is fundamental in self-directed learning. Flavell (1979) has defined metacognition as cognitive endeavor; therefore, it is conscious awareness. In a self-directed learning metacognition plays a vital role. When a learner knows how his mental or intellectual faculties function during learning and reaches for the mental resources to tackle the learning situation, he is said to have comprehension of cognition. Tasks like planning, organizing, and executing are part of metacognitive strategies. Students should be alert enough to use these strategies because as Graham (1997) puts, metaconitive strategies 'have the most central role to play in improvement of learning' (p.42-43). Likewise any learning situation, in the context of vocabulary learning, metecognitive awareness of students inspires a positive attitude in them. Here they plan, control, and evaluate their learning of vocabulary. The advantage is these students know where their strengths and weaknesses lie. Even if they make mistakes, there is plenty of room to make adjustments. Thus, their confidence is boosted.

As we can understand from the above discussion, an independent learner is most likely to use his knowledge of metacognition in order to chart the various stages he needs to accomplish for successful learning. Similarly, metacognitive strategies are great tools which are supposedly adopted by self-motivated learners. In this respect, if any student applies metacognitive strategies to learning of vocabulary, he can be more successful in his goals. However, students may not always know that they have the capacity to solve problems related to how learning is achieved on their own. They need to explore this capacity, and practice may acquaint them with what they are required to do for get them going. This is what a good teacher or facilitator can help a learner develop.

When teachers supply finely-tuned input (Harmer, 1991) which is what happens in explicit teaching, students can use cognitive strategies to make sure they can process learning. Thus they gain insights into the nature of their learning process. For example, if a student realizes that rote learning is not the only way to learn vocabulary, or accessing dictionary is not always a plausible source for vocabulary retention, he or she may be one step closer towards identifying which is a better strategy for him/her as this strategy may vary from person to person. This is what a student should be able to understand once he applies his metacognitive skills. Therefore, the first step for a teacher is to harness students' capacity for self-enquiry.

6. The Role of Teachers:

If a teacher needs to find an independent learner in his student he must first initiate him into the world of self-enquiry. When the teacher takes on his role as a facilitator, he abandons the more conventional approach to teaching. He is less of a controller there. Because when he is a facilitator he allows his students to dabble with the tasks at hand by being engaged creatively in group or pair works, he appears to be more concerned with playing a liberal role- one that encourages students to work on ahead uninhibited. It should be remembered that in order to become a facilitator a teacher needs to actively participate with the students instead of being authoritative. Moreover, he should make himself available to his students as a resource (Harmer, 1991). This means in vocabulary teaching, too, a teacher has to fulfill certain criteria that make him a facilitator. However, it is also very important that a teacher explicitly uses instructions, for these instructions are like indices as to which direction students should make a move. Therefore, in order to lead students on teachers must use cognitive instructions for assisting them in accelerating learning. Jones states regarding cognitive instruction "any effort on the part of the teacher or the instructional materials to help students process information in meaningful ways and become independent learners" (cited in *Cognitive skills instruction*, n.d., para 2).

7. Explicit against Implicit teaching/ learning in Acquiring Vocabulary:

In order to strengthen the collaboration and interaction between self-motivated students and teachers who are likely to facilitate learning, it is necessary that instructions are channeled in proper way towards right end. Explicit teaching can encourage students' conscious immersion in the process of learning. In the teaching and learning of vocabulary it is important to remember how much of explicit teaching really assists in the learning of vocabulary. Through direct instructional input students are introduced to the varied aspects of the target language. Therefore, explicit learning implies students need enthusiastic participation and conscious involvement in the learning process. In the case of explicit learning, which N.C.Ellis has observed to be a conscious operation

(cited in Benthuysen), learners or students take charge or control of knowledge construction. He moreover has stated that these strategies are metacognitive because learners here are conscious of what they ought to do. Thereby, students are made aware of the methods they can apply to achieve learning. Although it accounts for full participation by teacher at the initial level, it gradually allows students to play active role in the learning process as they master skills and strategies. The hands-on techniques, which are transferred from teachers to students after elaborate demonstration, explanation, modeling, and practice (Laura Beltchenko, 2009-2010), are consciously adopted by students when they become fully independent. Hence, when a learner is explicitly being taught vocabulary, he is led to discover on his own how words function as part of the language system; it can be a target language also. Regarding this N.C.Ellis has asserted "meaning and meditational aspects of vocabulary heavily involve explicit, conscious learning process" (cited in Benthuysen). Through explicit instruction Lewis (1997) has suggested teachers can do the following (p.205):

- Encourage accurate observation and noticing by learners, but without excessive analysis

- Encourage learners to keep a well-organized lexical notebook

- Develop learners' awareness of word-grammar as well as sentence grammar

This eventually enables learners to grapple with issues that accelerate vocabulary learning. On the other hand, in the learning of vocabulary implicit learning too does play its role in the acquisition because it is more spontaneous and automatic. Ellis avers that both explicit and implicit learning are complementary in the overall teaching of vocabulary. According to him, "the recognition and production aspects of vocabulary learning rely on implicit learning" (cited in Benthuysen). This gradually becomes an automated process whereby learners learn to internalize whichever words they come across. However, in the context of Bangladesh and its classroom at tertiary level, young adult learners are less likely to acquire words unconsciously without any attention to what is being taught to them or presented before them (Schmidt, 1983). His research has shown that adult learners are more prone towards being consciously aware of the study materials than the young ones who are better predisposed to acquiring new information. So, if any teacher wants his students to solve any vocabulary problem, it is implied that students learn to solve problems indirectly without the interference from the teacher. On the contrary, it is also applicable that teacher should directly tell in the first meeting how to go about finding solutions which at a later time can be approached by students after more reasoning, alteration, adjustment.

8. Findings:

The following questionnaire has been distributed among 30 students of the aforementioned classroom to assess students' participation, interest level, proficiency. This questionnaire has been specifically designed with a view to fulfill the study objectives. However, observation from the previous semester and another study by a fellow Bangladeshi teacher teaching at a tertiary level remain accessible for examining how findings or results of this semester may correspond to that of the previous one.

Table 1. Questionnaire

Questions	Yes	No	Sometimes	Comments
1. Do you enjoy learning new words?				
2. Is it very often you come across new words?				
3. Is it very often you get to learn new words?				
4. Is it easy to remember new words?				
5. Do you memorize new words?				
6. Do you use the newly learned words at a later time?				
7. Is there any strategy you apply/ know of to learn new words?				
8. What do you find challenging or difficult about learning new words?				
9. What are the sources you learn new words from?				
10. Do you enjoy doing vocabulary practice/ exercises in the classroom?				

The questionnaire has been provided to a group of students based on the responses of which assumptions regarding how these students can learn better alongside being guided by mentors as to how to capitalize on their awareness are formed. The resources that are available to students are newspapers, movies, internet, songs, and dictionaries. This access to various sources habituates the students with noticing and eventually retaining new words. Another source, that is, internet is a ubiquitous technology available to these students which has proven to be quite practical in vocabulary learning. Also dictionaries too are consulted frequently by these learners of language. The strategies they seem to apply are that of flash cards, association with objects or visual aids, reading extensively, learning different forms of the new words, repeating words through writing, and sometimes following subtitles of movies to enhance learning vocabulary skill. These strategies are self-taught. However, it has been found out that these students never have seemed to be conscious of the fact they consult and seek self-taught strategies while learning. Sometimes partaking one of these activities does promote incidental learning. In that case these students need to realize and see that they are capable of doing things which they can barely imagine. Very often this goes unnoticed. That is why making a check list or planning an assessment, in this case, formulating a questionnaire like the one above is a good criterion for developing metacognitive skills, and learner's independence. The following is the evaluation of the responses elicited from students:

- Weak and strong students irrespectively enjoy learning new words. But only a few actively learn words on their own.

- It has been found out that a little more than 1/3 of the students, i.e. only 40% pay attention to the mere fact that they have across new words.

- The words to which attentions have been paid are seriously intended to be learnt by some of these students. Half of the total number of students comprises the list.

- Remembering new words is barely an easy task for most of these students (73%). This inadequacy is a crucial setback to achieve retention and true learning. It is important to identify what might hinder learning to happen.

- Memorization is what around 46% of the students think they can resort to in order to remember new words. However, they never feel confident with the approach as they deem it a difficult task.

- Interestingly, 73% of the students is said to have used the words they already came across or got familiar with at a later time. This is a positive sign which can be harnessed and exploited for a better outcome in vocabulary learning.

- It has been revealed that it is unclear to these students what using strategy implies. Some of them are totally naïve and uninformed. Around 33% of the total number is not applying any strategies at all. However, this is not entirely dismal. There are some students who have shown some innovative and creative techniques which they avail while learning vocabulary.

- On a positive note, for these students learning vocabulary through classroom activity has proven to be an enjoyable experience. As many as 70% of the students find classroom activities interesting.

The insights gained from the study illumine some aspects of learning and teaching of vocabulary which most often remain casually overlooked and ignored. These areas need to be fully explored if students aim at being independently involved in learning on the one hand, and teachers intend to ensure they can guide students on the other hand. Significant contribution can be attributed to instructors or teachers who help promote activating metacognitive strategies. As for students, being able to plan, monitor, and regulate learning can be the initiation into metacognitive awareness.

By comparison a study (random sampling of 150 students) conducted by a fellow Bangladeshi teacher (Jahan & Jahan, 2011, pp. 45-57) shows that 58% students do not read extra textual materials outside what had been strictly designed for vocabulary classes for the enrichment of word stock. Moreover, her study also demonstrates that few students take necessary steps to increase the knowledge of vocabulary. This apparently corroborates the findings of the present study. However, the findings of the present study reflect a positive image of students who are aware of strategy use. According to the present study the number of students applying strategies is 73% as opposed to mere 30% in the previous study who are said to have used flash cards and notebook for vocabulary entry. Additionally, whereas the previous study claims that only 28% tertiary students developed the habit of using dictionary, the result of this study shows an impressive 50% students access dictionaries both digital (online, cell phone) and manual. This again strengthens the assertion that the present study yields positive image of students being involved, even though a bit passively, in the learning process. Hence, for the interest of the present study, it can be argued that knowledge of strategy application is an individual effort. Therefore, a lot of emphases should be on individual learning technique for lexical acquisition. Instructors, on their part, should contribute equally by providing a congenial environment, ample resources, and intelligent strategies to be explored by students.

After the perusal of the answers given against the questions and comparing with the results of a previous study, it can be assumed that a lot of whether a student is failing or being successful in learning vocabulary depends on how he employs learning strategies. Failure is linked to his inability to see how lack of efforts is responsible in the main. If a student successfully understands his shortcomings, his metacognition is no more hindered.

9. Discovery Technique:

It can be purported based on the findings that for realizing the objectives of the present study, the use of discovery technique is a better option to exploit students' competency for strategy use, skills development. It may equally reduce teachers' direct interference. Discovery technique borrows itself form discovery learning which is said to be propounded by theorists like Jean Piaget, Jerome Bruner. Bruner has defined discovery learning as "practice in discovering for oneself teaches one to acquire information in a way that makes that information more readily viable in problem solving" (Bruner, 1961, p. 26). To enable students to take control of their learning situation, teachers can introduce materials and lessons that call for employing discovery technique. By applying discovery technique students can approach solutions to the existing problems. This is specifically relevant for vocabulary learning and students who are at the intermediate or advanced level, for they are mature learners. In this technique, students may select any text, the context of which must correspond to their interest. Students are supposed to identify words they are not familiar with- finding their location, formation, and probable meanings. This whole technique is supported by students' background knowledge, many of whom may already be introduced to the target language. Moreover, it is also different from the standard practice of presentation technique which is solely based on drilling as a controlled exercise. But, in discovery technique, teachers only introduce the context as a lead-in activity; the rest of the elicitation part depends on students trying to figure out the way language works. The benefits of the technique are manifold. They are:

- There is scope for self-expression for students.

- The process is more creative and hence engaging.
- A lot of interaction takes place with words.
- It promotes metacognitive strategies.
- There is scope for self-evaluation.

10. Pedagogical Implication:

Vocabulary is an important component of English language the learning of which can be aided by metacognitive strategies of each individual learner. Showing learners how to activate these strategies and acquainting them with learners' objectives and goals are the stepping stone towards the direction of attaining independence. At the advanced stage, as Nation recommends (n.d.), teaching vocabulary should be about making students proficient in strategy building. Therefore, instead of being taught deductively at this level, students should rather inductively continue exploring the rules for not only grammar but also vocabulary. Teachers as facilitators can initially encourage learners to adopt certain strategies most of which can be availed by the use of discovery technique; because discovery technique, if properly adopted and employed by students, will facilitate in learning more because concepts are better remembered (Bruner, 1961). Therefore, the key idea of applying discovery technique by learners is to work things out individually other than depending on the direct instructions from instructors. Kuhn and Dean (2004) have posited that if any student resorts to metacognitive strategies to solve problems in a certain context, he is able to solve anything even in a new context. Typically, in the context of the classroom of this study, vocabulary items are presented and later they are practiced in a controlled setting. The next stage is about reproduction which is either about using the word in a similar but new context, or making sentences with them. But with the introduction of the concept of discovery technique, students can be asked to identify and notice words that they feel they need to learn or interested to learn. In a group or as a pair, students then can explore the meanings and usage. Later, they can assign tasks for themselves as follow-up activities. Keeping a journal is a good way to access entries about new vocabulary items. At regular intervals these entries can be looked up for consolidation. Keeping track of the cues can be an intelligent way to recall these words at a later time and in a different situation altogether. In this respect it is important for students to understand how memory works and how words can be stored in the memory, since memory and activation strategies expounded by Gu &Johnson (cited in Ghazal, n.d.) do support vocabulary learning. Following is the summing up of some useful tips that fulfill objectives of teaching and learning vocabulary:

- Students must have access to academic texts outside their own discipline. They can avail these books and extensively read them.
- Students can play memory games to refresh their brain/memory, and they can reinforce the capacity of their memory by exercising with the game.
- Students can record entries in to the journals about their personalized strategies which they can look up later for further usage.
- Students as groups or with partners can create new contexts, sometimes make-believe situations to practice applying words correctly. They can do it inside or outside of their classroom.
- Students can make rules on their own which enable them to either remember words or guess the meaning of words. In this way, they can come up with personalized structure and pattern for answering questions related to vocabulary recognition and retention.
- Teachers can create a congenial environment for introducing contexts through movies and songs in English. Such visual and aural aid can be a novel way to approach teaching vocabulary.
- During the conduction of class, teachers can check constantly if students get to write their account of how learning of vocabulary is done.

11. Conclusion:

Collaboration amongst students and their teacher creates a congenial environment for vocabulary teaching/learning, especially when students are allowed to develop their aptitude for using metacognitive strategies and knowledge. The small study concludes that in classroom at tertiary level in Bangladesh learning vocabulary can be an achievable task given that students make conscious efforts to dig far into what consists of learning process. In as much as metacognitive awareness is innate in one student, it is subject to careful

operation to yield optimum result. The study also shows that instructors can nurture this habit in students if they have the right mindset.

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