

## ENGLISH VOCABULARY ACQUISITION AMONG PAKISTANI STUDENTS OF INTERMEDIATE LEVEL: CHALLENGES AND STRATEGIES

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### ABSTRACT

The present study was designed to investigate the strategies and challenges that students of Intermediate level adopted and faced while acquiring English vocabulary acquisition in Punjab, Pakistan. It was descriptive research based on survey design in nature. It was conducted in Lahore. The population for present research comprised the students who were enrolled in higher secondary schools or/and degree colleges for getting intermediate level education in the academic year 2023 – 2025. Data was collected from 200 students via a questionnaire. The quantitative data was coded and entered into computer for statistical analysis by employing inferential and descriptive analysis with the help of the SPSS software. Thematic analysis was done of the open ended question asked in the questionnaire. The result disclosed that the students of intermediate level adopted memorization, contextual learning, flashcards & visual aids, and interaction with native speaker strategies for English vocabulary acquisition. Moreover, it was found from the thematic analysis that students were facing lack of resources, difficulty in understanding context, limited practice opportunities, lack of exposure to native speaker, and vocabulary retention challenges while acquiring English vocabulary. And difficulty in understanding context was the most faced challenge in the way of English vocabulary acquisition. It is recommended that the students may adopt the vocabulary acquisition strategy that naturally integrates into teaching approaches to make learning more efficient and enjoyable.

**Keywords:** English vocabulary, Vocabulary Acquisition, Strategies, Challenges, Intermediate Level.

### INTRODUCTION

Almost all the people in our global society speak various languages but English is considered a language that helps them overcome linguistic and geographic obstacles (Celce-Murcia, 2018). They have transcended national and racial biases and become one global citizen due to the communication in English language. Nonetheless, English continues to enjoy its standing in our nation even after

independence because it is still a second and foreign language (Lazaraton, 2019). In today's globalized world, English is one of the languages that people speak the most, hence students studying English as a second language should be proficient in it. It might seem like a difficult and intimidating endeavor to learn a second language, particularly for students

who want to expand their vocabulary from one language to another. (Ahmed & Khan, 2023)

Each language contains four abilities that are related to its function: speaking, listening, reading, and writing. The degree of linguistic incapacity or proficiency changes with the diversity of sociolinguistic divisions in our global society. According to Morley (2020), listening becomes more complex and challenging in settings when it is being utilized as a language other than one's own. In this sense, the relevance of the Speaking skill is of enormous value and its importance cannot be ignored (Bailey & Savage, 2021). Numerous variables are highlighted by Brown (2019), who is also quoted, that contribute to the difficulty of the English language. It has been noted that understanding that reading is a socio-interaction activity including "a text," "a reader," and "social environment" might be challenging. (Bernhardt & Ediger, 2023)

In Pakistan, Urdu is the official language, and in addition to Urdu, several other regional languages are also spoken for communication (Ediger, 2022). These languages play a more important role. Pakistan was formerly a part of a subcontinent administered by several countries, including the British until it was divided. As a result, the people of Pakistan appear to have been impacted by a variety of languages and cultures (Grabe, 2019). It is assumed that these contextual facts provide some barriers to English language development. The people in this situation would rather utilize their native tongue in regular interactions than shy away from it. These groupings are then split up among a plethora of additional groups, all of which differ from one another in terms of culture, language, and customs. (Habib & Malik, 2022)

English is the universal language of communication in today's globalized world, therefore learning it is essential for anybody hoping to succeed in the social, professional, or academic spheres (Saeed, 2018). This relevance is especially evident in nations like Pakistan, where bilingualism is widespread due to the cohabitation of English, the de facto language of instruction in many industries and educational institutions, and Urdu, the national language. Every Pakistani area has its own language. While English is widely used as a language of teaching in these areas, Urdu holds a prominent place nationally

(HeinleSchmitt, 2019). The learners in this study environment are the Intermediate pupils. It indicates that both their mother tongue and their national language have already been learned. However, there are difficulties while learning English at these institutions. (Khan & Wahab, 2024)

Both adults and younger students struggle with language acquisition, which is a complex process impacted by a range of internal and environmental influences. This is especially true in multilingual environments. Since the development of English vocabulary is an essential part of language ability, academic research on the subject is warranted, particularly with regard to Intermediate-level bilingual learners in Pakistan (Zeeshan, 2021). The only issues with learning English at the intermediate level are those that arise when a student has to read and write the language in order to pass a public exam. Since the learners' usage of their native tongues as well as their home cultures are essential to the formation of written language models for reading and writing in English as a second language as a required subject, Gay and Snow (2019) claimed that due to numerous obstacles, learners are less likely to succeed in such circumstances.

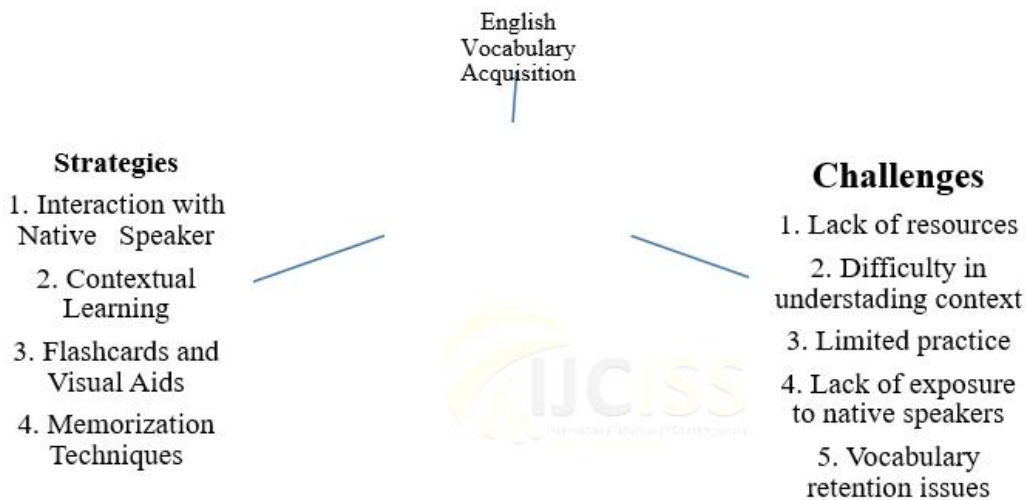
English is taught as a required subject in the context at the Intermediate level. According to Malley (2019), English must be taught to kids as a required subject at all levels, either through vocabulary learning or memorization. Most of the students at this level have several obstacles to overcome. According to Jung and Rubin (2020), challenges are obstacles, issues, and difficulties encountered during learning English. Exam systems, students' weak English positions and backgrounds, huge class sizes, passive learning, tedious, challenging literature-based curricula, English teachers, and antiquated methods are seen as the main obstacles to learning English at this level (Ashraf & Chamot, 2022). In this regard, few researches endeavor to delve into the intricacies of English vocabulary acquisition among any level of students at any critical stage of their linguistic development. By examining the challenges that students encounter and the strategies they employ, in hand study aimed to investigate strategies and challenges that students of Intermediate level encounter for English vocabulary acquisition in Pakistan. (Schmitt & Zimmer, 2024)

**Statement of the Problem**

English is taught as a compulsory subject at the Intermediate level in Pakistan's higher secondary schools and institutions. It has been observed that the yearly performance of students nationwide in Pakistan, particularly in the province of Punjab, shows a sharp rise in the number of pupils failing the English course. Failure in English translates to failure in every subject. The examination system, students' weak position and foundation in English, huge classrooms, passive learning, difficult literature, the poor performance of English teachers, and outdated methodology are all cited as important issues in Abbas and Zeeshan's (2020) assessment on the fact

that, despite the greatest efforts, the results in English remain worse. English language learners also rely on their teachers. With the use of contemporary technologies, English language instructors who are not only proficient in language but also have training in technology usage may better support students' acquisition of foreign languages. Therefore, in hand research aimed to investigate strategies and challenges faced by the students for English vocabulary acquisition at Intermediate level in Pakistan. This attempt not only points out the challenges, but it also highlights the strategies of engaging learners in taking full responsibility for their language learning.

**Conceptual Framework**



**Research Objectives**

Research formulated the following research objectives:

1. Investigate the strategies employed by the students to enhance their English vocabulary acquisition at the Intermediate level.
2. Explore the challenges encountered by the students while acquiring English vocabulary at the Intermediate level.

**Research Questions**

1. What are the strategies employed by the students while acquiring English vocabulary at Intermediate level?

2. What are the challenges encountered by the students while acquiring English vocabulary at the Intermediate level?

**Literature Review**

**Vocabulary Learning Strategies**

Meaningful vocabulary development is frequently hampered by the traditional rote memorizing techniques used in Pakistani educational institutions (Junaid & Memon, 2019). Rote learning does not promote contextual vocabulary knowledge and retention. Generally speaking, students may use many strategies to uplift their learning of English vocabulary. The following are the vocabulary learning strategies:

#### **Contextual Learning:**

Vocabulary acquisition can be improved by putting into practice contextual learning techniques (Ali, 2022). Learning vocabulary in relevant situations, such as reading passages, conversations, and multimedia materials, is known as contextual learning.

#### **Vocabulary Apps and Online Resources:**

Technology integration may give students interactive and interesting ways to learn new words through online resources and vocabulary applications (Akhtar & Haider, 2020).

#### **Active Learning Techniques:**

Active involvement and deeper processing of vocabulary are encouraged by active learning strategies such as role-plays, vocabulary games, and group discussions (Ahmed & Rafique, 2023).

#### **Word Mapping and Semantic Networks:**

Students may perceive links between words and comprehend their meanings in multiple settings by using word mapping and semantic networks to teach vocabulary (Rehman & Zafar, 2021).

#### **Effect of Limited English Exposure**

Lack of exposure to English outside of the classroom has a detrimental effect on learning vocabulary. According to Bashir and Mattoo (2020), pupils who were exposed to English-speaking contexts more frequently than those who were not had greater rates of vocabulary retention. In a similar vein, students who participated in English discussions outside of the classroom showed superior vocabulary acquisition (Rahman et al., 2021).

#### **Impact of Teaching Methods**

The way that vocabulary is taught has a big impact on how much vocabulary is learned. According to Memon and Junaid (2019), pupils who were taught interactive approaches retained more vocabulary than those who were taught standard rote memorizing techniques. Furthermore, children who learned vocabulary using context-based learning methodologies showed improved vocabulary understanding and usage (Ahmed & Khan, 2020).

#### **Influence of Resources Availability**

Acquiring vocabulary is impacted by the availability of resources like English language libraries and qualified teachers. Ahmed (2018) proposed that more effective vocabulary acquisition might be facilitated in classrooms with improved resources. Likewise Haq et al., (2021) discovered a favorable correlation between Pakistani students' increased vocabulary and their availability to online English learning materials (Aisha & Umer, 2023).

#### **Effect of Cognitive Load**

The efficiency of language learning procedures is influenced by cognitive load. According to Fatima and Khan (2021), students who were given difficult vocabulary assignments that required a high cognitive load also had decreased vocabulary memory rates. On the other hand, a study by Ali and Siddiqui (2020) showed that vocabulary acquisition results were enhanced when cognitive load was decreased by scaffolded learning exercises (Moafia & Wahab, 2022).

The graph illustrates that although Intermediate-level students in Pakistan have considerable obstacles when it comes to learning English vocabulary, these problems may be effectively addressed with the use of effective solutions. The greater number of references of multimedia and interactive teaching techniques is especially noteworthy, demonstrating the significance and efficacy of these approaches in the context of education. Achieving a balance between identifying obstacles and putting methods into practice is essential to helping pupils acquire more vocabulary in English (Thakur, 2023).

#### **Challenges in English Vocabulary Acquisition**

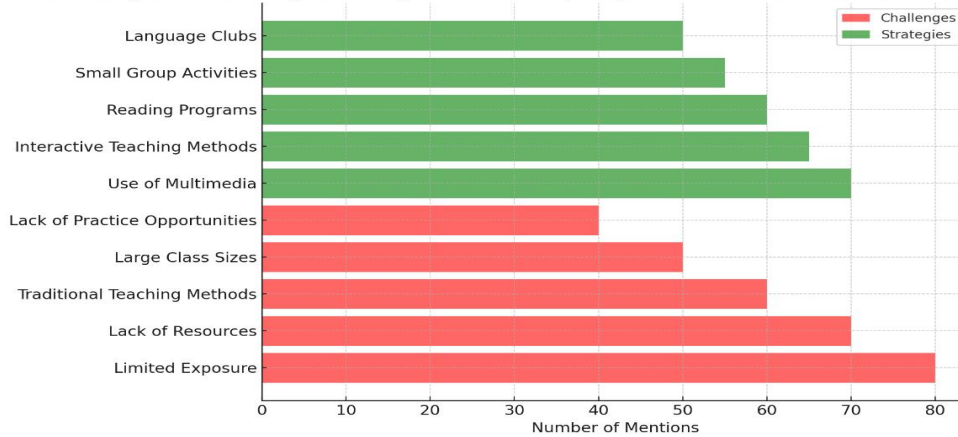
The following detailed review of literature provides list of challenges that Pakistani students may face while learning English vocabulary:

#### **Lack of Exposure to English**

Many Intermediate-level Pakistani students come from homes with little exposure to English. The absence of an English-speaking environment outside of the classroom seriously impedes vocabulary learning, claim Bashir and Mattoo (2020) with the

aid of contemporary technology the following diagram illustrated the challenge

Challenges and Strategies in English Vocabulary Acquisition for Intermediate Level Students in Pakistan



(Ahmad & Umer, 2022)

**Theoretical Framework**

**1. Socio-Cultural Theory (SCT)**

According to Lev Vygotsky's groundbreaking socio-cultural theory, language acquisition is intrinsically linked to social and cultural settings. SCT holds that social interactions and teamwork with more experienced individuals within the learner's sociocultural milieu are the means by which learning happens. Within the framework of bilingual vocabulary acquisition among Pakistani intermediate students, sociocultural theory (SCT) offers a prism through which to view the impact of socio-cultural variables on language learning procedures.

- **Zone of Proximal Development (ZPD):** The difference between a learner's potential degree of progress with the help of an experienced person and their present level of competency is known as the Zone Proximal Development. The ZPD framework can clarify how peer interactions, group projects, and guided teaching help bilingual students' English vocabulary grow in the context of vocabulary acquisition.
- **Scaffolding:** Giving learners short-term help and direction while they participate in tasks or activities that are just a little bit above their present competency level is known as scaffolding. Scaffolding methods, such explicit teaching, vocabulary-building tasks, and contextualized learning experiences, can help bilingual students' lexical knowledge and use

gradually improve when it comes to acquiring English vocabulary (Shah, 2023).

**2. Cognitive Linguistics**

The study of cognitive processes underpinning language representation, usage, and acquisition is known as cognitive linguistics. It highlights how mental models and conceptual frameworks influence how people understand and use language. The theoretical framework provides a cognitive perspective on the mechanisms behind bilingual vocabulary learning by incorporating findings from cognitive linguistics.

- **Conceptual Metaphor Theory:** According to conceptual metaphor theory, metaphorical mappings from tangible domains are frequently used to understand and convey abstract concepts. Understanding how bilingual students conceptualize and represent English words through metaphorical connections can provide insight into their semantic processing mechanisms and lexical acquisition techniques in the context of vocabulary learning (Miolo, 2022).
- **Prototype Theory:** According to conceptual metaphor theory, abstract ideas are frequently interpreted and communicated through metaphorical mappings from tangible contexts. When it comes to learning new words, a bilingual student's lexical acquisition techniques and semantic processing mechanisms can be revealed by studying how they conceive and represent English terms

through metaphorical analogies (Hulda & Jolanda, 2023).

**Research Methodology**

The present research was descriptive research and survey design in nature. Survey design in nature by using predominantly quantitative methods of research. Michael (2018), pointed out that descriptive research provides systematic, factual, and accurate characteristics of the phenomena of interest. Moreover, descriptive research allows the research to collect information from the respondents in existing environment without manipulating any variable/variables (Solgakulikova, 2021). Therefore, it was the most appropriate design for present research because the researcher collected information from the students of Intermediate regarding the strategies that they already adopted and challenges they were facing for English vocabulary acquisition in existed phenomenon without manipulating any strategy of vocabulary acquisition with any subject.

**Material and Participants**

The researcher collected data from the randomly selected 200 students of intermediate level of the 2023 - 2025 academic year who were enrolled in higher secondary schools and/or colleges that were situated in Lahore division. Data was collected by adopting cross - sectional survey approach via pilot

tested self - developed semi structured questionnaire. There were 41 items in the questionnaire. Ten items were developed for each pinpointing a specific vocabulary learning strategy and there were 4 strategies e.g., memorization technique, contextual learning, flashcards & visual aids, and interaction with native speaker which researcher came to know through reviewing literature. There was one open ended item in the questionnaire to explore challenges that the students were facing during English vocabulary acquisition. Items regarding strategies in the questionnaire were based on five points Likert Scale (always, usually, sometime, rarely, and never) to provide detailed spectrum of use, reflecting the frequency and regularity with which the students got engaged with each VLS, thereby offering insightful perspectives into their learning habits. The information were arranged, coded, entered into computer. The data was analyzed with the help of SPSS software by employing inferential statistics. Thematic analysis was done of the open ended item in the questionnaire to draw meaningful conclusions about the challenges that students were facing while acquiring English vocabulary. The results are shown in the following table:

**Results and Finding**

Demographic Variables Wise Difference among Students who Employed English Vocabulary Acquisition Strategies

**Table 1:** Independent Sample t - test and ANOVA for the analysis to investigate the difference in the strategies employed by demographic variables (age, gender, and socio- economic status) wise students to enhance their English vocabulary acquisition.

Variables	Gender	N	M	SD	t	df	Sig
Gender	Male	100	58.64	3.770	.344	198	.731
	Female	100	58.45	4.039			
Age	16 -17	114	58.47	3.909	-.297	198	.767
	18 -19	86	58.64	3.904			
		SS	Df	MS	F	Sig	
Socio economic Status	- Between Groups	14.311	2	7.155	4.341		.000
	Within Groups	3009.284	197	15.276			
	Total	3023.595	198				

The above table 1 disclosed that the calculated t-value = .344 < table value = 1.972 at 198 df and calculated sig = .731 > α = .05 which disclosed that no significant difference was found in the mean

score of gender wise intermediate students regarding adoption of English acquisition strategies. Therefore, male and female students adopted the same types of English vocabulary acquisition strategy.

The calculated t-value =  $- .297 < \text{table value} = 1.972$  at 198 df and calculated sig =  $.767 > \alpha = .05$  which disclosed that no significant difference was found in the mean score of age wise Intermediate students regarding adoption of English acquisition strategies. Therefore, students of all age bracket adopted the same types of English vocabulary acquisition strategies.

The calculated F - value =  $4.341 > \text{table value} = 3.04$  at 198 df and calculated sig =  $.000 < \alpha = .05$  which disclosed that a significant difference was found in the mean score of socio - economic status wise

Intermediate students regarding adoption of English acquisition strategies. Therefore, socio - economic status wise students adopted different types of English vocabulary acquisition strategies. Concluding that gender and age wise students adopted the same types of English vocabulary acquisition strategies but socio - economic status wise they adopted different English vocabulary acquisition strategies.

Further, to know the level of students and the type of strategies they adopted for vocabulary acquisition in the SES group, Post - Hoc test was applied in (Table 2).

**Table 2:** Post - Hoc Analysis to find out Students' SES Wise English Acquisition Strategies.

Acquisition Strategies	(I) SES	(J) SES	MD (I-J)	Std. E	Sig.
Memorization	LOW SES	Moderate	2.549(*)	.607	.003
		High SES	1.500(*)	.807	.021
Contextual Learning	Moderate	LOW SES	3.050(*)	.451	.031
		High SES	2.966(*)	.623	.006
A.V Aids (Flashcards)	High SES	LOW SES	4.161(*)	1.102	.000
		Moderate	4.991(*)	1.143	.001
Interaction with Native People	High SES	LOW SES	2.651(*)	.698	.000
		Moderate	3.723(*)	.725	.000

\* The mean difference is significant at the .05 level. The above table 2 showed that the mean difference of students of low socio - economic status is significantly higher than the students of other socio - economic status for memorization strategy which indicated that students of low socio - economic status adopted more memorization strategy than the students of other group of socio - economic status. The mean difference of students of medium socio - economic status is significantly higher than the students of other socio - economic status for contextual strategy which indicated that students of medium socio - economic status adopted more contextual strategy than the students of other group of socio - economic status. The mean difference of students of high socio - economic status is significantly higher than the students of other socio - economic status for A.V

Aids (Flashcards) and interaction with native people strategies which indicated that students of high socio - economic status adopted more flashcards and interaction with native people strategy than the students of other group of socio - economic status. Concluding that most of the students of low socio - economic status adopted more memorization strategy; most of the students of medium socio - economic status adopted more contextual thing; and most of the students of high socio - economic status adopted flashcards and interaction with native people strategies.

Further, to know the frequency of the students' adoption of the English acquisition strategies of different socio - economic group, chi-square test was applied in (table 3).

**Socio - economic Status Wise Students' Adoption of English Vocabulary Acquisition Strategies**

**Table 3:** Chi-square analysis to find out socio - economic status wise students' adoption of English vocabulary acquisition strategies, Low SES = 101, Moderate SES = 79, and High SES = 20

Socio	-	Vocabulary Acquisition Strategies
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	Memorization	Contextual learning	A.V.Aids (Flashcard)	Interaction with Native People
Low SES	44.6%, 45 (Always)	36.6%, 37 (Usually)	14.9%, 15 (Sometime)	4.0%, 4 (Rarely)
Medium SES	21.1%, 17 (Usually)	40.5%, 32 (Always)	20.3%, 16 (Sometime)	17.7%, 14 (Rarely)
High SES	10.0%, 2 (Never)	15.0%, 3 (Rarely)	30.0%, 6 (usually)	45.0%%, 9 (Always)

$\chi^2 = 20.951, df = 3, p = .000$

The above table 3 exposed the calculated  $\chi^2 = 20.951 >$  table value = 7.815 at 3 df and calculated sig = .000 < than  $\alpha = .05$  which disclosed that socio - economic status wise students of Intermediate level adopted different English vocabulary acquisition strategies. Moreover, the table 3 indicated that 44.6% (45) of the students of low socio - economic status always adopted memorization strategy for vocabulary acquisition, 36.6% (37) usually adopted contextual learning, 14.9% (15) sometime adopted flashcards (Visual Aids), and 4.0% (4) of the students low socio - economic status rarely adopted interaction with native people strategy of English vocabulary acquisition. 21.1% (17) of the students of medium socio - economic status usually adopted memorization strategy of vocabulary acquisition, 40.5% (32) always adopted contextual learning, 20.3% (16) sometime adopted flashcards (Visual Aids), and 17.7% (14) of the students of medium socio - economic status rarely adopted interaction with native people strategy of English vocabulary acquisition. 10.0% (2) of the students of high socio - economic status never adopted memorization strategy of vocabulary acquisition, 15.0% (3) rarely adopted contextual learning, 30.0% (6) usually

adopted flashcards (Visual Aids), and 45.0% (9) of the students of high socio - economic status always adopted interaction with native people strategy of English vocabulary acquisition. Concluding that most of the students of low socio - economic status always adopted memorization strategy of vocabulary acquisition; most of the students of medium socio - economic status always adopted contextual learning; and most of the students of high socio - economic status always adopted flashcards (Visual Aids) and interaction with native people strategy of English vocabulary acquisition.

#### Challenges Encountered by Students While Acquiring English Vocabulary at the Intermediate Level

To identify challenges faced by the students of Intermediate level while acquiring English vocabulary, there was one open - ended question in the questionnaire. From the questionnaires, open - ended responses were reviewed to generate the themes by applying inductive approach. After generating themes, these emergence of these themes was quantified based on the number of participants reported them. The results are shown in the following table 4:

**Table 4: Frequency of Responses Reporting Each Theme**

Sr.#	Challenges	Frequency	Percentage
01	Difficulty in understanding context	49	24.5%
02	Lack of exposure to native speaker	41	20.5%
03	Limited practice opportunities	39	19.5%
04	Vocabulary retention issues	36	18 %



05	Lack of Resources	35	17.5%
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The table 4 disclosed that 24.5% (49) of the students have reported that they encountered difficulty in understanding context for vocabulary acquisition; 20.5% (41) were encountering lack of exposure to native speaker; 19.5% (39) of them were encountering with limited practice opportunities; 18.0% (36) of them were encountering with vocabulary retention issues, and 17.5% (35) of the students were encountering with lack of resources for vocabulary acquisition. To conclude, most of the students encountered with difficulty in understanding context for vocabulary acquisition; and then there were students who were encountered with lack of exposure to native speaker; and then there were many who were encountered with limited practice opportunities; and some of them were encountering with vocabulary retention issues; and lastly, few of the students were encountering with lack of resources for vocabulary acquisition.

**Conclusion and Discussion**

The aim of the present study was to investigate the English vocabulary acquisition among students of Intermediate level in Pakistan in the perspective of challenges and strategies. In this regard, data was collected from the respondents and analyzed to draw the conclusion. It was concluded that students used memorization, content learning, flashcards and visual Aids, and interaction with native speaker strategies for English vocabulary acquisition at the Intermediate level. Moreover, it was found in the present research that gender and age wise students adopted the same type of English vocabulary acquisition strategies but Fatima and Mehboob (2022), found that male and female students adopted different strategies for English vocabulary acquisition. Ibtasam and Nadar (2022) found that the male students adopted more memorization learning strategy than the female students at higher secondary school level because male students just memorize the English words and they do not use memorized vocabulary through their real-life objects. In the present research, age wise no significant difference was found among the students in the adoption of English vocabulary acquisition strategies. According

to Rumiyaati and Sartin (2023), children of a certain age are not used to acquiring vocabulary through category games, which demands a higher level of mental involvement than other learning methods. It was found in the present research that socio – economic status wise students adopted different English vocabulary acquisition strategies. Most of the students of low socio – economic status adopted more memorization strategy for the English vocabulary acquisition because they always adopted memorization strategy for vocabulary acquisition. Most of the students of medium socio – economic status adopted more contextual because most of them always adopted contextual learning; and most of the students of high socio – economic status adopted flashcards and interaction with native people strategies because most of the students of high socio – economic status always adopted flashcards (Visual Aids) and interaction with native people strategy for English vocabulary acquisition. Atsari and Fauzan (2019) found socio – economic status wise no significant difference in the adoption of English vocabulary acquisition at secondary level. Additionally, in the present research, it was found that most of the students encountered difficulty in understanding context for vocabulary acquisition; while some of them encountered lack of exposure to native speaker; while many of them encountered limited practice opportunities; and then some of them encountered vocabulary retention issues; and few of the students encountered lack of resources for vocabulary acquisition. Schmitt (2002) argued that there are short term memory problems, inability and lack of practice to memorize, spelling error and pronunciation factors that hampered students during learning English vocabulary among graduate students. Abbasi and Raza (2023) found that the forgetting process of acquiring words is most common to challenge for students of low socio – economic status.

**Recommendations**

As it was found in the present research that the students used memorization strategy for acquiring new words because memorizing vocabulary has become very important for certain new learners.

Therefore, it was recommended that the students must be given repeated opportunities for acquiring new words. It is also recommended that for long term memory, the students may memorize words by connecting them through their real life objects and/or by connecting them with imaginary objects of life. For long term memory, the students may share the acquired words with each other. It was found that the students used contextual learning strategy. For this, it is recommended that to make this strategy more effective, the students may engage themselves in puzzle game activities of learning new words. For future, it is recommended that, as this study was conducted only in Lahore, the same study may be conducted in other districts of the Punjab province. Moreover, the present study tried to investigate four strategies (memorization, contextual learning, flashcard, and interaction with native people) of English vocabulary acquisition. The same study may be conducted to explore other than these strategies. Finally, the present study was conducted to investigate the strategies and challenges encountered by the students while acquiring English vocabulary at intermediate level, vocabulary acquisition strategies and challenges may also be investigated at other educational levels e.g. primary, secondary.

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