Students' Perceived Role of Rote Learning in Vocabulary Learning Strategies at Secondary Level

Adnan Javed[1], Munwar Bagum[2], Kashif Iqbal[3], Aqsa Qaswar[4]

[1] M.Phil. Scholar, Institute of Southern Punjab, Multan, Pakistan. Email: adnanjaved313@gmail.com
[2] Assistant Professor, Department of Education, Institute of Southern Punjab, Multan, Pakistan.
  Email: munwarbagum@isp.edu.pk
[3] M. Phil. Scholar, Institute of Southern Punjab, Multan, Pakistan. Email: kashif.iqbal2724@gmail.com
[4] M.Phil. Scholar, Institute of Southern Punjab, Multan, Pakistan. Email: aqsaqaswar605@gmail.com

ARTICLE INFO	ABSTRACT
	This paper aims to examine the students' perceived role of rote learning strategy for learning English vocabulary at secondary level. 1497 mixed-ability public and private secondary school students of district Multan were used to gather information. Respondents in age range from 12 to 18 years. The findings were collected through the adapted questionnaires. English version with Urdu translation was administered to participants and a proportional stratified random sampling technique was implemented. Survey method of quantitative design was used in this study. The data were analyzed using descriptive and inferential statistical approaches, including Pearson's R correlations, Mean, SD, Independent samples t-test, and ANOVA. Factor analysis was also performed. Findings showed positive behavior of students' towards using vocabulary learning strategies. It was concluded that students' perceived the most effective role of rote learning in vocabulary learning strategies at secondary level then other vocabulary learning strategies. Significant correlation was found between students' perception of vocabulary learning strategies and students' perception of preferring rote learning strategy. It was found that students' perception of vocabulary learning strategies with respect to School Sector, Gender, Group, Medium, Tehsil, Father's Qualification and Mother's Qualification varies significantly while students' perception of vocabulary learning strategies based on Class and Age are not varied significantly. No statistically significant differences was found between students' perception of preferring rote learning strategy with respect to School Sector, Class, Gender, Tehsil, Father's Qualification and Mother's Qualification. Furthermore students' perception of preferring rote learning strategy based on Group, Medium and Age differs significantly.

Corresponding Author's Email: munwarbagum@isp.edu.pk

1.   Introduction

The analysis of students' perceived role of rote learning strategy in vocabulary learning strategies at secondary level is the main subject of this study. Since the 1970s, the focus of research into the teaching of EFL/ESL (English as a foreign language and English as a second language) has shifted from the search for the ideal teaching approach to the efficiency with which teachers and students truly achieve their goals. Language learning procedures have been the subject of much research due to the learner's role as an active participant in the learning experience (Cohen, 2014). Vocabulary learning has not been treated separately from reading and writing skills because the emphasis on mastering skills and areas have prevented it from being seen as a separate skill or area and is therefore neglected. Nation and Nation (2001) acknowledged that pupils are unable to talk and express their ideas, thoughts, and feelings using the target language when they lack a suitable vocabulary knowledge foundation. In

contrast to vocabulary, Wilkins (1972) asserts that a lot can be conveyed without grammar. Michael Lewis (1993) argues that mastering a language's vocabulary ought to be its primary focus. So teaching vocabulary should be viewed as a goal in and of itself for efficient communication in a foreign language rather than as a means to an end. Because vocabulary is the foundation of language, it is essential for language learners (Zimmerman, 1997). According to Ur (2012), vocabulary is the language's words. Vocabulary instruction has recently begun to receive the essential recognition and attention from scholars as thoughts, views, and theories about language and language learning have developed (Song & Chen, 2017). Vocabulary development is seen by Nyikos and Fan (2007) as the most difficult task for learners. The proponents of vocabulary education have provided several studies, reports, articles, and books. As with other abilities or subjects, they primarily address the question of how words should be taught or learned, and certain efficient learning strategies are suggested, discovered, and put into practice (Oxford, 1990). Academics started to look into effective teaching methods to improve the teaching and learning of L2 vocabulary, giving rise to vocabulary learning strategies.

Developing effective vocabulary acquisition techniques may aid students in remembering words better. Gu and Johnson (1996) asserts that second- and foreign-language learners employ Vocabulary Learning Strategies (VLSs) as the particular techniques for picking up new target words. Vocabulary acquisition tactics are some of the ways that students often think and act to support the coding process. The goal of VLSs is to learn the word items and use them in various academic and professional contexts where they are necessary. Organizing vocabulary into categories like nouns, verbs, adjectives, adverbs, and so forth; having repeated contact with the material (through classroom activities or the completion of homework assignments); and formally committing the material to memory when necessary are all examples of language learning strategies, according to Cohen (2014). While adapting RL elements from Gairns and Redman (1986); Li (2004) as well as the MS categories of Oxford (1990), this study specifically defined the MSs employed in vocabulary learning. In this study, four major MSs that Oxford (1990) categorized were discussed. These MSs include Rote Learning (RL), Applying Images and Sounds (AIS), Creating Mental Linkages (CML) and Structured Reviewing (RW), which was used. The learners' perceptions should be very important in relation to this study. This study's main focus is the widespread notion that utilizing RL is a characteristic of Asian learners, particularly secondary school students learning English, and how this view affects the choice of technique.

Li (2004) asserts that the Rote Learning (RL) technique, which is defined as repetition, memory, and practice, plays a significant part in vocabulary learning strategies (VLs). In addition, He clarifies that repetition is the act of saying or doing something repeatedly (more than once), memorizing is an effort that focuses on retrieval, and practicing is a strategy or an Endeavour to master something without respect to a predetermined deadline. Numerous experts have described Rote Learning (RL) in a number of ways. Lim, Tang, and Kor (2012) define rote learning, also referred to as drill and practice, as "an instructional approach characterized by concepts of systematic repetition. Drilling and practicing are controlled and repetitive activities. It promotes methodical training through repeated repetitions, practices, and involvement in a rehearsal as a teaching strategy in order to learn or develop expertise. The behaviorism idea serves as the foundation of Drill and Practice. It emphasizes on the stimulus response practice repetition that results in habit strengthening (Lim, Tang, & Kor, 2012). According to behaviorists, the key processes in language development are imitation, practice, and habit formation (Brewster, Ellis, & Girard, 1992). Routines are another aspect of repetition. According to Seel (2011), through repeated practice, an activity can be learned to be performed swiftly and smoothly. This suggests that we must frequently come across the same phrases in order to really understand the English language (Munden & Myhre, 2013). A study found that it takes five to sixteen repeats or more to memories a word. If this recycling is stopped, many words that have been taught will be lost (Schmitt, 1997). The consolidation of working memory into longer-term form during learning activities is facilitated by practice and repetition (Klemm, 2007). Language learning practices are impacted by learners' beliefs, and their views are likely shaped by their cultural origins (Wenden, 1987). It is often believed that Asian learners are oriented to RL. Because of this, it's crucial to carefully consider how learners view learning tactics and the presumptions that guide their decision. Because RL is frequently employed as a traditional teaching style in the district of Multan in Pakistan for the purpose of vocabulary development, secondary school students are also influenced by this tactic. As a

result, this study examined how RL affects vocabulary learning among secondary school pupils in district Multan of Pakistan.

1.1. Statement of the Problem

Students in English language course face problem to keep novel words in the mind for future retrieval when needed. Language educator spend majority of the time allotted for language sessions on teaching new terms in an attempt to deal with this problem, but the results are sometimes disappointing when they later quiz students on the words' definitions or ask them to use the words in appropriate circumstances. The researcher identified "the problem of not being able to retain the new words in mind" as the most prevalent issue raised by the pupils. The purpose of this study was to understand how secondary school students regarded the importance of rote learning strategy in vocabulary acquisition.

1.2. Research Objectives

The study has the following objectives.

- To analyze the students' perception of vocabulary learning strategies.
- To analyze the students' perception of preferring rote learning strategy.
- To analyze the relationship between students' perception of vocabulary learning strategies and students' perception of preferring rote learning strategy.

1.3. Research Questions

The subsequent inquiries were tried to be addressed by this research:

- What is the students' perception of vocabulary learning strategies?
- What is the students' perception of preferring rote learning strategy?
- What is the relationship between students' perception of vocabulary learning strategies and students' perception of preferring rote learning strategy?
- Are there any school sector, class level, gender, group, medium, school tehsil, father's qualification, mother's qualification, and age based differences in students' perception of vocabulary learning strategies?
- Are there any school sector, class level, gender, group, medium, school tehsil, father's qualification, mother's qualification, and age based differences in students' perception of preferring rote learning strategy?

1.4. Significance of the study

This study will add to the existing literature on vocabulary learning strategies by conducting a study on a diverse population and diverse research citations. The extensive body of study literature demonstrates that students employ a wide range of word memorization techniques. The use of RL by Secondary School EFL learners as one of the MSs, however, is rarely covered as a chosen topic in published books or professional publications in applied linguistics. As a result, there is a compelling need to examine learners' perceptions in order to better comprehend the role of RL. This study contributes to the use of the Rote Learning (RL) strategy as an additional method for Secondary School students to learn vocabulary, particularly English vocabulary.

2. Literature Review
2.1. Language

Language, according to Bauer (2003), is the ability to access and use a diversity of communication systems. A system of communication in which ideas are transmitted through verbal words is human language. People's interactions with one another and communications during early childhood help humans acquire language. When a child is getting close to the age of three, they frequently speak with confidence. Language use has a profound impact on human society (Clackson, 2007). The study of philosophy is said to be primarily the study of human language (Comrie, 1987). It is also commonly believed that English language is very important to live in this global world. According to Soares (2011), over 400 million persons around the world speak English as their mother tongue, and an additional 930 million speak it as a second language when communicating with people from other countries who do not speak their native tongue.

2.2. Taxonomy of VLSs

The Oxford (1990) taxonomy has received widespread support. The method created by Oxford (1990) appeared to Schmitt (1997) to be the most competent of capturing and organizing the huge variety of vocabulary attainment processes identified. Oxford (1990) memory strategies fall into four sets.

(1) Creating Mental Linkages which involves Grouping, classifying or reclassifying language stuff into meaningful units e.g. all nouns or verbs, or topics, such as words regarding the weather, associating/elaborating or connecting new language information to concepts already in memory. e.g. school-book paper-tree-country-earth.

(2) Applying Images and Sounds which involves using imagery or connecting new language information to concepts in memory by means of meaningful visual imagery, either in the mind or in a real drawing, using keywords by creating a link between an aural and visual memory for a new term.

(3) Representing Sounds in Memory which involves retaining knowledge in a new language based on its sound. This entails associating the new word with well-known words or sounds from any language, whether it be the new language, the speaker's own tongue, or another.

(4) Reviewing which involves periodic reviews that are carefully spaced apart. Such as a review to help you recall the new target language information, repeat the learning process 10 minutes after the first lesson, then 20 minutes later, an hour or two afterward, and so on.

(5) Employing Actions which involves using physical response or sensation i.e physically embodying a new phrase, such as opening the door, using mechanical techniques i.e utilizing innovative but practical methods, such as writing new words on cards and including their definitions on the other side. The method used in Oxford's study under the category of "employing action" seems to be more similar to RL. To emphasize its importance, RL is therefore placed here in the current study and the order of the four MSs is changed to start with RL.

2.3. Definition of Rote Learning (RL)

Rote learning is the process of memorizing information in order to repeat it later (Cambridge International Dictionary of English, 1995). According to Biggs (1997), rote learning is defined as learning done in a "mechanical way without thought of meaning." According to Gairns and Redman (1986), RL is a memorizing strategy that involves repeating words from the target language aloud or quietly and may also require writing the words down (more than once). A technique called "rote learning" involves memorization and repetition (Moore, 2000). Rote learning, as described by Khoii and Sharififar (2013), is the spoken reiteration of the target words repeatedly until they are stored in students' minds for easier recall when necessary. RL can be thought of as one of the MSs that includes practice, repetition, and memorization. Asian EFL students prefer RL, typically because they think their usage of RL is a combination of repetition, memory, practice, and reviewing that are leading to deep knowledge rather than basic understanding. According to numerous studies, rote learning strategies are frequently used as a crucial component in vocabulary learning for Asian EFL learners, so the majority of Asian countries are still using this method of instruction. This is especially true for vocabulary learning.

2.4. Learners' Perceptions

Attitudes towards language learning ought to be constant throughout time, which suggests that attitudes are created and upheld by a complicated social and cultural system. Gaies claims that everyone has a different set of beliefs. It is required to define perceptions. Perception Definitions How is learning a language perceived? Despite this concept's prominence in language learning studies, there isn't a universal agreement on its meaning. Perceptions are the beliefs those students have developed regarding language learning (Kuntz, 1996).

2.5. Rote Learning in Our Culture

What does the term "culture" mean? Marilyn Lewis (1999) asserts that the full scope of a group of people's behaviors and notions should be considered when defining culture, which

should be understood as the entirety of the inherited ideas, beliefs, values, and knowledge that serve as the shared foundations of social action. The vast list of definitions in the Collins English Dictionary is where we got this one. In a similar vein, Fan (2000) claims that culture can be characterized as a society's collective set of values, beliefs, behaviors, customs, and attitudes. In our country, knowing our culture by heart is a common practice, much like in many other countries around the world. The majority of our kids mimic the words that others in front of them say as they begin to speak. We frequently observe parents pressuring their kids to repeat the words. They begin to produce those words as a result of rigorous repetition. When we wish to remember the actual text, rote learning is still used in some situations. People still memorize the Holy Quran using the Hafiz method in our age.

2.6. The Relationship between Culture and Perception

Cultural values influence students' perceptions, assumptions, and attitudes as well as how they behave. Therefore, the first step in understanding learners' perspectives of language acquisition procedures is to comprehend the cultural context. The beliefs of students from a variety of cultural backgrounds have been the subject of several studies including those by Horwitz (1987); Wenden (1987), 25 adult ESL learners from various cultural backgrounds in the United States), Yang (1993), Taiwanese students examines how the various cultural backgrounds of language learners affect how they perceive and select a technique), Kuntz (1996); Littlewood and Liu (1996), Hong Kong students). Asian learners are frequently portrayed as rote learners, which are widely assumed to reflect the cultural choice of Asian learners. Asian learners are sometimes referred to as "tape recorders" Biggs (1996) in Western literature. Although it appears that there are more unfavorable examples of RL than positive examples in the literature, some academics have looked at RL favorably.

2.7. Research Gap

Investigators have extensively investigated methods specifically acquiring vocabulary, MSs and their applications. The extensive body of study literature demonstrates that students employ a wide range of word memorization techniques. The use of RL by Secondary School EFL learners as one of the MSs, however, is rarely covered as a chosen topic in published books or professional publications in applied linguistics. As a result, there is a compelling need to examine learners' perceptions of rote learning strategy in order to better comprehend the role of RL in leaning vocabulary.

3. Methods and Material
3.1. Research design, population and sample

In this study, quantitative research was conducted. The study was primarily descriptive. Design of research was survey design. Population of this research was secondary school students in district Multan of Punjab School education department. According to the statistics, there are 71886 secondary school students in district Multan. Population of public schools was 38569 students, including 20136 male students and 18433 female students. Population of private schools was 33314 students, including 14997 male students and 17917 female students. Due to the variety of the population, a proportional stratified random sampling technique was implemented. The sample for this research was confirmed using the sample size chart organized by Krejcie and Morgan (1970). The sample for this research consist 1497 secondary school students'. From a total of 1497 secondary school students, 752 students were selected from public school including 377 male students and 375 female students and 745 students were selected from private school including 370 male students and 375 female students.

3.2. Research tool, administration and data analysis

A questionnaire served as the main research instrument in this study. The Vocabulary Learning Strategies Questionnaire (VLSQ), which centered on students' opinions regarding the use of MSs in vocabulary acquisition, was created to investigate the Students' Perceived Role of Rote Learning in Vocabulary Learning Strategies at Secondary Level. Although Horvitz's Beliefs about Language Learning Inventory (BALLI) from 1987 was also taken into consideration, Li's Oxford (1990) Strategy Inventory for Language Learning (SILL) and Gu and Johnson (1996) Vocabulary Learning Strategies Questionnaire (VLSQ) served as the main frameworks and formats for the questionnaire. The two aforementioned questionnaires, as well as Gairns and Redman (1986) declarations of RL traits, were used to produce the question items. The

questions were however chosen and modified during the creation of the questionnaire to only contain those that are relevant to the memorization of lexical information. To make it simple to quantify and analyze the responses, a Likert scale was utilized. Three sections were combined to create this questionnaire, with Section A serving as the section for demographic data. Section B and Section C both contain Likert scale items. Section B focused on secondary school students' opinions on VLSs, and Section C investigated their preferences for VLSs.

Expert opinion and pilot testing were performed to measure the validity of the research tool. To ensure validity, the initial draft of the questionnaires was given to five experts, including three competent doctor teachers of education and two psychological experts of the Institute of Southern Punjab. A pilot test was conducted. Twenty female and twenty male ninth-grade students were chosen at random to be contacted for this reason. The respondents were requested to fill the questionnaire with a special focus on detecting any ambiguity and technical complications in understanding the items and wording. To determine the research tool's reliability, a Cronbach Alpha test was conducted using SPSS. The obtained reliability value for all items ranged from 0.72 to 0.84, indicating that the sample exhibited high reliability. The researcher administered the questionnaire personally and with the help of coworkers to all the 1497 sample students in their particular schools during working hours. A total of 1055 students gave back the completed questionnaire. SPSS (Statistical Package for the Social Sciences) was used to manage the student questionnaire data for the current study. Descriptive and inferential statistical procedures (such as Mean, SD, Independent samples t-test, ANOVA, and) along with Pearson's R correlation were used to analyze the data as well as to organize and summaries the study's student questionnaire data. Factor analysis was also performed.

4.   Results

Table 1 presents that with reference to school tehsil, 496 (47.0%) of the respondents were from tehsil Multan city, 272 (25.8%) of the respondents were from tehsil Multan saddar, 200 (19.0%) of the respondents were from tehsil shujabad and 87 (8.2%) of the respondents were from tehsil jalalpur. With reference to school sector, 427 (40.5%) of the respondents were from public schools and 628 (59.5%) of the respondents were from private schools. With reference to class level, 597 (56.6%) of the respondents were studying in 9th class and 458 (43.4%) of the respondents were studying in tenth class.

Table 1: Demographic information of secondary school students

Variable	Group	Frequency	Percent
School Tehsil	Multan City	496	47.0
	Multan Saddar	272	25.8
	Shujabad	200	19.0
	Jalalpur	87	8.2
	Total	1055	100
School Sector	Public	427	40.5
	Private	628	59.5
	Total	1055	100
Class	Ninth	597	56.6
	Tenth	458	43.4
	Total	1055	100

Table 2: Demographic information of secondary school students

Variable	Group	Frequency	Percent
Gender	Male	494	46.8
	Female	561	53.2
	Total	1055	100
Group	Science	981	93.0
	Arts	74	7.0
	Total	1055	100
Medium	Urdu	631	59.8
	English	424	40.2
	Total	1055	100
Father Qualification	Illiterate	321	30.4
	Matriculation	569	53.9
	FA/FSC	42	4.0

	BA/BSC or Above	123	11.7
	Total	1055	100
Mother Qualification	Illiterate	358	33.9
	Matriculation	557	52.8
	FA/FSC	94	8.9
	BA/BSC or Above	46	4.4
	Total	1055	100.0
Age group	12-14	537	50.9
(Years)	15-16	442	41.9
	17 or Above	76	7.2
	Total	1055	100

Table 2 presents that with reference to gender, 494 (46.8%) of the respondents were male and 561 (53.2) of the respondents were females. With reference to group, 981 (93.0%) of the respondents were studying science and 74 (7.0%) of the respondents were studying arts. With reference to medium, 631 (59.8%) of the respondents were Urdu medium and 424 (40.2%) of the respondents were English medium. With reference to father's qualification, the respondents were divided into four groups, 321 (30.4%) of the respondents' fathers were illiterate, 569 (53.9%) of the respondents' father qualification was matriculation, 42 (4.0%) of the respondents' father qualification was FA/FSC, 123 (11.7%) of the respondents' father qualification was BA/BSC or above. With reference to mother's qualification, the respondents were divided into four groups, 358 (33.9%) of the respondents' mothers were illiterate, 557 (52.8%) of the respondents' mother qualification was matriculation, 94 (8.9%) of the respondents' mother qualification was FA/FSC, 46 (4.4%) of the respondents' mother qualification was BA/BSC or above. Students' age was divided into three groups for the purpose of interpretation, 537 (50.9%) of the respondents' age was from 12 to 14 years, 442 (41.9%) of the respondents' age was from 15 to 16 years and 76 (7.2%) of the respondents' age was between 17 years or above.

Table 3: Students' overall perception of vocabulary learning strategies

Sr.No	Strategies	Mean	SD
1	Rote learning	3.96	1.14
2	Applying images and sounds	3.84	1.07
3	Creating mental linkages	3.77	1.10
4	Reviewing	3.87	1.07
	Overall students' perception	3.81	1.09

Table 3 represents students' overall perception of vocabulary learning strategies in terms of four different factors i.e. Rote learning with Mean=3.96 and SD=1.14, Applying images and sounds with Mean=3.84 and SD=1.07, Creating mental linkages with Mean=3.77 and SD=1.10, and Reviewing with Mean=3.87 and SD=1.07.

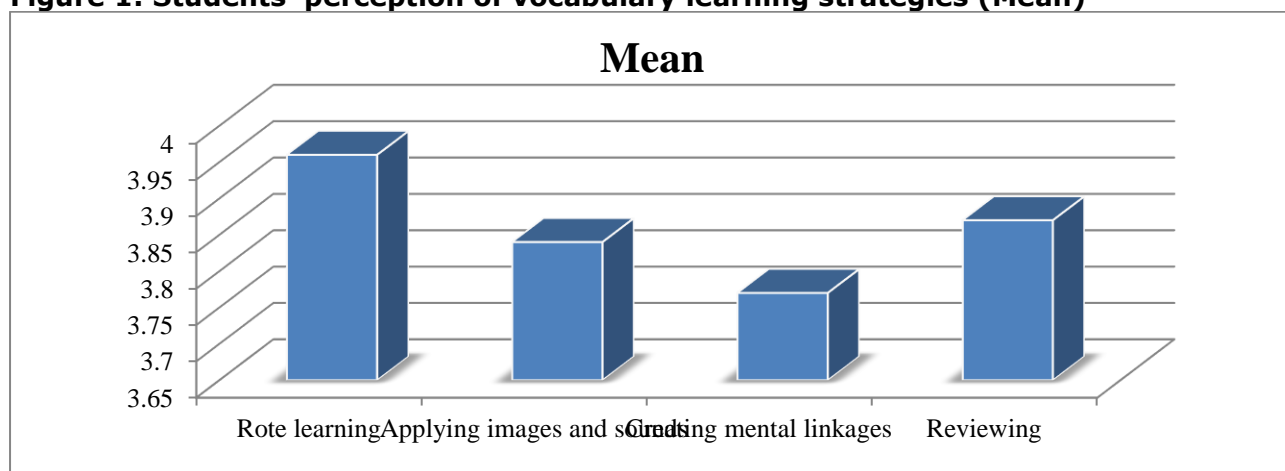**Figure 1: Students' perception of vocabulary learning strategies (Mean)**

Figure 1 represents graphically the mean (M) of students' perception of vocabulary learning strategies. Table 3, and Figure 1 shows larger part of the respondents agreed with

most of the statements and responded categorically by concurring with the statements representing four factors. Overall, the findings (Mean= 3.81, SD= 1.09) from the survey depicted that larger part of the participants recognized that use of vocabulary learning strategies (VLSs) is important for vocabulary learning.

Table 4: Students' overall perception of preferring rote learning strategy

Sr.No	Strategy	Mean	SD
1	Rote learning	3.74	1.42
2	Applying images and sounds	3.52	1.12
3	Creating mental linkages	3.65	1.18
4	Reviewing	2.89	1.47
	Overall students' perception	3.42	1.29

Table 4 represents students' overall perception of preferring rote learning strategy by comparing it with other strategies i.e. Rote learning with Mean=3.74 and SD=1.42, Applying images and sounds with Mean=3.52 and SD=1.12, Creating mental linkages with Mean=3.65 and SD=1.18, and Reviewing with Mean=2.89 and SD=1.47.

Figure 2: Students' perception of preferring rote learning strategy (Mean)
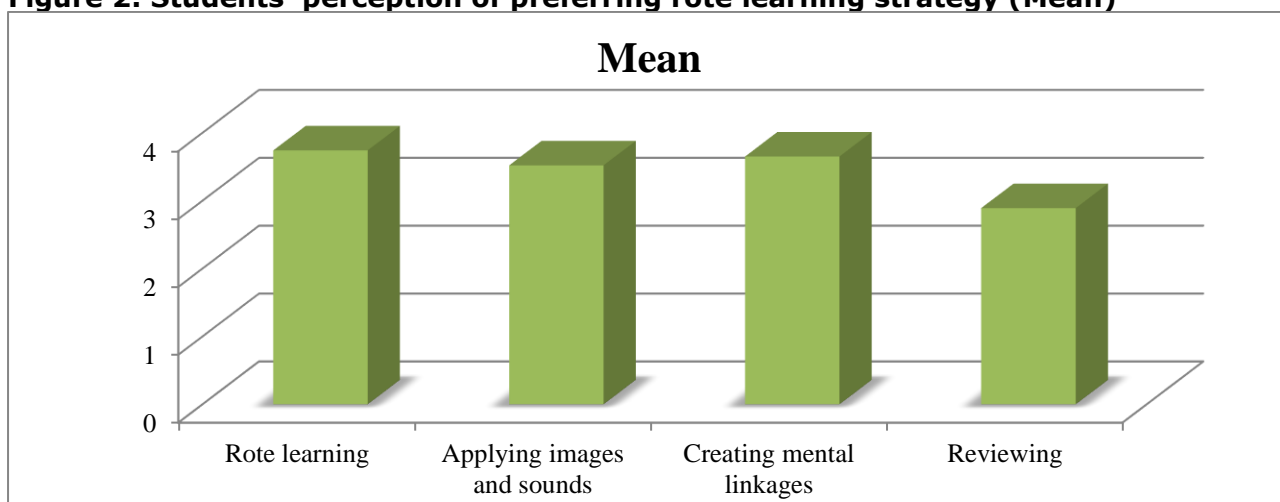

Figure 2 represents graphically the mean (M) of students' perception of preferring rote learning strategy. Table 4 and Figure 2 show that larger part of the respondents preferred rote learning strategy the most by responded categorically in concurring with the statements representing rote learning strategy. It can, hence, be concluded that there are positive affirmations by the students with respect to the use of rote learning strategy in learning vocabulary.

Table 5: Relationship between students' perception of vocabulary learning strategies and students' perception of preferring rote learning strategy

		(VL)	(VLP)
Vocabulary learning strategies(VLS)	Pearson Correlation	1	.608**
	Sig.(2-tailed)		.000
Vocabulary learning preferences (VLP)	Pearson Correlation	.608**	1
	Sig.(2-tailed)	.000	

Table 5 presents the results of Pearson's R relationships between students' perception of vocabulary learning strategies and students' perception of preferring rote learning strategy. This comes about in Table 5 shows significant relationships between students' perception of vocabulary learning strategies and students' perception of preferring rote learning strategy. The relationship is positive (r=.608) for students' perception of vocabulary learning strategies and students' perception of preferring rote learning strategy. This implies that students' perception of vocabulary learning strategies emphatically influences student's perception of preferring rote learning strategy.

Table 6: KMO and Bartlett's Test for students' perception of vocabulary learning strategies

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.754
Bartlett's Test of Sphericity	Approx. Chi-Square	2023.963
	Df	91
	Sig.	.000

Table 6 shows the results of Kaier-Meyer-Olkin (KMO) and Bartlett's test for sphericity for the factor analysis of fourteen items of students' perception of vocabulary learning strategies. This table shows that the KMO statistic value is equal to .754 > 0.6, indicating that the sample is sufficient and the factor analysis is suitable for the data. Additionally, the significant value of .000 < 0.05 suggests that a factor analysis for the given data set would be beneficial.

Table 7: Extraction based on principal component analysis for students' perception of vocabulary learning strategies

| Component | Initial Eigenvalues | | |
	Total	% of Variance	Cumulative %
1	3.184	22.742	22.742
2	1.330	9.501	32.243
3	1.225	8.749	40.992
4	1.143	8.165	49.157
5	1.071	7.651	56.808
6	.928	6.626	63.434
7	.779	5.567	69.000
8	.764	5.459	74.460
9	.734	5.242	79.701
10	.707	5.053	84.755
11	.618	4.416	89.170
12	.529	3.779	92.949
13	.503	3.590	96.539
14	.485	3.461	100.000

This table uses the factor analysis extraction approach. In the data set, fourteen linear components are found prior to extraction. The data set has five different linear components after extraction. A total of 56.8% of the variance is accounted for by the five components that were extracted. According to this first solution, the ultimate solution will only extract a maximum of five elements. With an eigenvalue of 3.18, the first component provides a 22.7% explanation of the overall variance. With an eigenvalue of 1.33, the second component explained 9.50% of the variation. With an eigenvalue of 1.22, the third component explained 8.75% of the variance. The fourth component has an explained variance of 8.16% and an eigenvalue of 1.14. With an eigenvalue of 1.07, the fifth component has an 8.75% variance explanation.

Table 8: KMO and Bartlett's Test for students' perception of preferring rote learning strategy

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.699
Bartlett's Test of Sphericity	Approx. Chi-Square	4135.178
	Df	210
	Sig.	.000

Table 8 shows the results of Kaier-Meyer-Olkin (KMO) and Bartlett's test for sphericity for the factor analysis of twenty one items of students' perception of preferring rote learning strategy. This table shows that the KMO statistic value is equal to .699 > 0.6, indicating that the sample is sufficient and the factor analysis is suitable for the data. Additionally, the significant value of .000 < 0.05 suggests that a factor analysis for the given data set would be beneficial.

Table 9: Extraction based on principal component analysis for students' perception of preferring rote learning strategy

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	3.638	17.323	17.323
2	2.214	10.541	27.863
3	1.485	7.070	34.934
4	1.367	6.512	41.445
5	1.212	5.770	47.215
6	1.161	5.529	52.744
7	1.057	5.036	57.780
8	.946	4.503	62.283
9	.930	4.429	66.712
10	.863	4.112	70.824
11	.795	3.784	74.608
12	.737	3.510	78.118
13	.714	3.400	81.518
14	.683	3.253	84.771
15	.615	2.927	87.698
16	.515	2.453	90.151
17	.492	2.344	92.495
18	.454	2.160	94.655
19	.423	2.012	96.667
20	.376	1.790	98.458
21	.324	1.542	100.000

Table 9 shows the results of principal component analysis demonstrating the eigenvalues and total variance. This table uses the factor analysis extraction approach. Twenty-one linear components are found in the data set prior to extraction. The data set has seven unique linear components after extraction and rotation. The seven components are retrieved and together they account for 57.8% of the variance in the data. According to this initial solution, the final solution will only extract a maximum of seven elements. With an eigenvalue of 3.64, the first component has a 17.3% overall variance explanation. With an eigenvalue of 2.21, the second component explained 10.5% of the variance. With an eigenvalue of 1.48, the third component explained 7.07% of the variance. The fourth component, with an eigenvalue of 1.37, explained 6.51% of the variation. With an eigenvalue of 1.21, the fifth component explains 5.77% of the variance. With an eigenvalue of 1.16, the sixth component explains 5.53% of the variance with an eigenvalue of 1.06, the seventh component has an explanation of 5.04% variance.

Table 10: Independent sample t-test for student perception of vocabulary learning strategies based on diverse demographic variables

Variable	Group	N	Mean	SD	df	T	Sig
School Sector	Public	427	52.4	6.36	1053	2.63	.009
	Private	628	53.5	7.05			
Class level	9th	597	52.9	6.86	1053	1.00	.316
	10th	458	53.3	6.71			
Gender	Male	493	52.3	6.63	1053	3.38	.001
	Female	562	53.7	6.88			
Group	Science	981	52.7	6.67	1053	6.52	.000
	Arts	74	57.9	6.63			
Medium	Urdu	631	53.9	6.78	1053	4.78	.000
	English	424	51.9	6.64			

Table 10 shows that with respect to students' school sector, an independent samples t-test indicated significant results (df = 1053, t = 2.63, sig. value .009 < 0.05). Based on students' class level, an independent samples t-test indicated insignificant results (df = 1053, t = 1.00, sig. value .316 > 0.05). With respect to students' gender, an independent samples t-test indicated significant results (df = 1053 t = 3.38, sig. value .001 < 0.05). With respect to students' group, an independent samples t-test indicated significant results (df = 1053, t = 6.52, sig. value .000 < 0.05). Based on students' medium, an independent samples t-test indicated significant results (df = 1053, t = 4.78, sig. value .000 < 0.05). It was concluded that students' perception of vocabulary learning strategies with respect to School Sector,

Gender, Group, and Medium, varies significantly while students' perception of vocabulary learning strategies based on Class is not varied significantly.

Table 11: Independent sample t-test for student perception of preferring rote learning strategy based on diverse demographic variables

Variable	Group	N	Mean	SD	Df	t	Sig
School Sector	Public	427	74.0	8.18	1053	1.22	.223
	Private	628	74.8	10.4			
Class level	9th	597	74.6	10.3	1053	0.40	.687
	10th	458	74.3	8.53			
Gender	Male	493	74.3	9.42	1053	0.31	.753
	Female	562	74.6	9.75			
Group	Science	981	74.1	9.47	1053	4.25	.000
	Arts	74	79.0	10.1			
Medium	Urdu	631	75.5	8.68	1053	4.22	.000
	English	424	72.9	10.6			

Table 11 shows that With respect to students' school sector, an independent samples t-test indicated insignificant results (df = 1053, t = 1.22, sig. value .223 > 0.05). Based on students' class level, an independent samples t-test indicated insignificant results (df = 1053, t = 0.40, sig. value .687 > 0.05). With respect to students' gender, an independent samples t-test indicated insignificant results (df = 1053 t = .31, sig. value .753 > 0.05). Based on students' group, an independent samples t-test indicated significant results (df = 1053, t = 4.252, sig. value .000 < 0.05). With respect to students' medium of instruction, an independent samples t-test indicated significant results (df = 1053, t = 4.22, sig. value 0.00 < 0.05). It was concluded that no statistically significant differences were found between students' perception of preferring rote learning strategy with respect to School Sector, Class, and Gender. Furthermore students' perception of preferring rote learning strategy based on Group and Medium differs significantly.

Table 12: One-way ANOVA for student perception of vocabulary learning strategies based on diverse demographic variables

Variable		Sum of Squares	df	Mean Square	F	Sig.
School Tehsil	Between Groups	537.389	3	179.130	3.90	.009
	Within Groups	48176.750	1051	45.839		
Father qualification	Between Groups	612.197	3	204.066	4.459	.004
	Within Groups	48101.941	1051	45.768		
Mother qualification	Between Groups	1010.279	3	336.760	7.419	.000
	Within Groups	47703.860	1051	45.389		
Age	Between Groups	203.476	2	101.738	2.206	.111
	Within Groups	48510.662	1052	46.113		

Table 12 shows that With respect to students' school tehsil, one-way ANOVA indicated significant results (F=3.90, sig. value .009 < 0.05). Based on students' father qualification, one-way ANOVA indicated significant results (F=4.459, sig. value .004 < 0.05). With respect to students' mother qualification, one-way ANOVA indicated significant results (F=7.419, sig. value .000 < 0.05). Based on students' age, one-way ANOVA indicated insignificant results (F=2.206, sig. value .111> 0.05). It was concluded that students' perception of vocabulary learning strategies with respect to School Tehsil, Father's Qualification, and Mother's Qualification varies significantly while students' perception of vocabulary learning strategies based on Age is not varied significantly.

Table 13 shows that With respect to students' school tehsil, one-way ANOVA indicated insignificant results (F=2.36, sig. value .07 > 0.05). Based on students' father qualification, one-way ANOVA indicated insignificant results (F=1.882, sig. value .131 > 0.05). With respect to students' mother qualification, one-way ANOVA indicated significant results (F=3.086, sig. value .026 < 0.05). Based on students' age, one-way ANOVA indicated significant results (F=3.068, sig. value .047< 0.05). It was concluded that students' perception of preferring rote learning strategy with respect to School Tehsil, and Father's Qualification is not varied

significantly while students' perception of preferring rote learning strategy based on Mother's Qualification and Age varies significantly.

Table 13: One-way ANOVA for student perception of preferring rote learning strategy based on diverse demographic variables

Variable		Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	649.093	3	216.364	2.36	0.07
School Tehsil	Within Groups	96364.177	1051	91.688		
Father	Between Groups	518.508	3	172.836	1.882	.131
qualification	Within Groups	96494.763	1051	91.812		
Mother	Between Groups	847.024	3	282.341	3.086	.026
qualification	Within Groups	96166.246	1051	91.500		
Age	Between Groups	562.635	2	281.318	3.068	.047
	Within Groups	96450.635	1052	91.683		

5. Discussion

This survey study was primarily concerned with determining how students' school tehsil, school sector, class level, gender, study group, medium of instruction, students' father qualification, students' mother qualification, and students' age may affect the direction and/or strength of the student's perception about the role of rote learning in vocabulary learning strategies, student's perception of vocabulary learning strategies and students' perception of preferring rote learning strategy at the secondary level in the educational background of Pakistan. The research's findings, taken from a sample of Pakistani secondary school students, are consistent with earlier research that rote learning strategy among vocabulary learning strategies has one of the most powerful effect on students' vocabulary learning. It means that with the increase use of rote learning strategy vocabulary learning of the students' also increases. The comments from the subjects generally indicate that there isn't just one ideal way for them to pick up vocabulary in English. Their response suggests that a single MS is unable to meet all learners' demands. Nonetheless, the data indicate that Pakistani educational culture may be reflected in the high RL usage of Multan secondary school students. In conclusion, for the following five primary reasons, Pakistani EFL learners will continue to employ RL tactics as one of their primary methods for learning vocabulary in the future: Pakistani cultural/educational background, EFL environment, traditional habit, and national situation/examination demand. As a result, it appears from the content analysis and participant interpretation that Pakistani students will continue to use RL to help them acquire new words.

6. Conclusion

Findings showed positive behavior of students' in preferring rote learning strategy the most for learning vocabulary. Students' perceived the most effective role of rote learning in vocabulary learning strategies at secondary level then other vocabulary learning strategies. Significant correlation was found between students' perception of vocabulary learning strategies and students' perception of preferring rote learning strategy. It was concluded that the factor analysis was appropriate and worthwhile for the data set with respect to students' perception of vocabulary learning strategies and implied five distinct linear components within the data set. It was also concluded that the factor analysis was appropriate and worthwhile for the data set with respect to students' perception of preferring rote learning strategy and implied seven distinct linear components within the data set. It was found that students' perception of vocabulary learning strategies with respect to School Sector, Gender, Group, Medium, Tehsil, Father's Qualification and Mother's Qualification varies significantly while students' perception of vocabulary learning strategies based on Class and Age are not varied significantly. No statistically significant differences was found between students' perception of preferring rote learning strategy with respect to School Sector, Class, Gender, Tehsil, Father's Qualification and Mother's Qualification. Furthermore students' perception of preferring rote learning strategy based on Group, Medium and Age differs significantly.

6.1. Recommendation

The findings of this study show that students' perception of vocabulary learning has positive effect on learning vocabulary by the students'. So, students' perception of vocabulary learning is basic for learning vocabulary. The outcomes demonstrate that students' perception

of vocabulary learning preferences has encouraging consequences on learning vocabulary by the students'. So, students' perception of vocabulary learning preferences is essential for learning vocabulary. This study illustrate that students' perceived the most effective role of rote learning in vocabulary learning strategies at secondary level among the vocabulary learning strategies. So rote learning strategy is valuable in learning vocabulary. Educators should implement rote learning strategy in combination with other strategies for vocabulary learning as the use of rote learning in vocabulary acquisition can be a valuable tool when used in conjunction with other strategies. Teachers, head teachers, policy makers and stakeholders should struggle to help teachers to develop positive perception of vocabulary learning. So that the learning a language in the classroom might be increased. Helping newly appointed teachers through trainings and seminars on how to improve language learning by increasing vocabulary among the students.

6.2. Theoretical and practical implications

Rote learning is consistent with behaviorist theories of learning, which place a strong emphasis on reinforcement and repetition. Behaviorism holds that learning happens when stimulus-response linkages are repeated, which is consistent with the rote learning approach. Rote learning makes use of the brain's capacity for repeated consolidation of information. It is based on the idea of spaced repetition, which is the review of information at progressively larger intervals with the aim of strengthening memory retention. Rote learning is a useful technique for rapidly retaining a huge amount of vocabulary, especially for situations when memory is the main objective, such language exams or standardized testing. Rote learning strategy can offer a basis for learners to develop more sophisticated understanding by contextualizing and using the terminology in real-world situations. Rote learning is an excellent method for quickly picking up vocabulary, particularly in the short term. However, in order to guarantee long-term retention and efficient use, it should be complemented with activities that encourage a deeper comprehension and application of the words in context.

References

Bauer, L. (2003). *Introducing linguistic morphology*: Edinburgh university press.

Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher education, 32*(3), 347-364. doi:https://doi.org/10.1007/BF00138871

Biggs, J. (1997). Demythologising the teaching of international students. *Learning and Development Guide, 5*.

Brewster, J., Ellis, G., & Girard, D. (1992). The primary English teacher's guide. *Reading and Writing, 110*(9).

Clackson, J. (2007). *Indo-European linguistics: an introduction*: Cambridge university press.

Cohen, A. D. (2014). *Strategies in learning and using a second language*: Routledge.

Comrie, B. (1987). *The world's major languages*: Routledge London.

Fan, Y. (2000). A classification of Chinese culture. *Cross Cultural Management: An International Journal, 7*(2), 3-10. doi:https://doi.org/10.1108/13527600010797057

Gairns, R., & Redman, S. (1986). *Working with words: A guide to teaching and learning vocabulary*: Cambridge University Press Cambridge.

Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language learning, 46*(4), 643-679. doi:https://doi.org/10.1111/j.1467-1770.1996.tb01355.x

Horwitz, E. K. (1987). Surveying student beliefs about language learning. *Learner strategies in language learning, 110129*, 557-576.

Khoii, R., & Sharififar, S. (2013). Memorization versus semantic mapping in L2 vocabulary acquisition. *ELT journal, 67*(2), 199-209. doi: https://doi.org/10.1093/elt/ccs101

Klemm, W. R. (2007). What Good Is Learning If You Don't Remember It? *Journal of Effective Teaching, 7*(1), 61-73.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement, 30*(3), 607-610. doi:https://doi.org/10.1177/001316447003000308

Kuntz, P. S. (1996). Beliefs about Language Learning: The Horwitz Model.

Lewis, M. (1993). *The lexical approach* (Vol. 1): Language teaching publications Hove.

Lewis, M. (1999). *How to study foreign languages*: Bloomsbury Publishing.

Li, X. (2004). *An analysis of Chinese EFL learners' beliefs about the role of rote learning in vocabulary learning strategies.* University of Sunderland,

Lim, C. S., Tang, K. N., & Kor, L. K. (2012). Drill and practice in learning (and beyond). *Encyclopedia of the Sciences of Learning*, 1040-1043.

Littlewood, W., & Liu, N.-f. (1996). *Hong Kong students and their English*: Macmillan Publishers (China) Limited.

Moore, J. (2000). NM Tech MST Program Expands Horizons to China.(On-Line). In.

Munden, J., & Myhre, A. (2013). *Twinkle twinkle: English 1-4*: Høyskoleforlaget.

Nation, I. S., & Nation, I. (2001). *Learning vocabulary in another language* (Vol. 10): Cambridge university press Cambridge.

Nyikos, M., & Fan, M. (2007). A review of vocabulary learning strategies: Focus on language proficiency and learner voice. *Language learner strategies, 30*, 251-273.

Oxford, R. L. (1990). Language learning strategies: What every teacher should know. *(No Title)*.

Schmitt, N. (1997). Vocabulary learning strategies. *Vocabulary: Description, acquisition and pedagogy, 199227*, 4-6.

Seel, N. M. (2011). *Encyclopedia of the Sciences of Learning*: Springer Science & Business Media.

Soares, C. (2011). *Microturbines: applications for distributed energy systems*: Elsevier.

Song, M., & Chen, L. (2017). A review on English vocabulary acquisition and teaching research in recent 30 years in China. *Science Journal of Education, 5*(4), 174-180.

Ur, P. (2012). Vocabularies activities. United Kingdom: Cambridge University Press.

Wenden, A. (1987). How to be a successful language learner: Insights and prescriptions from L2 learners. *Learner strategies in language learning, 103117*.

Wilkins, D. A. (1972). *Linguistics in language teaching* (Vol. 111): Edward Arnold London.

Yang, N.-D. (1993). Understanding Chinese Students' Language Beliefs and Learning Strategy Use.

Zimmerman, C. B. (1997). Historical trends in second language vocabulary instruction. *Second language vocabulary acquisition, 6*(1), 5-19.