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## SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES

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# THE ROLE OF VOCABULARY IN ENRICHING ENGLISH LANGUAGE

### 5A120102 - Linguistics (English language)

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## DISSERTATION

Work is reviewed and
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# INTRODUCTION

**The topicality of the theme.** After year of development scientific investigation of the language in vocabulary and increasing learners' speaking ability brought demands for active using vocabulary in the classroom for developing student's proficiency in oral speech. Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend, students will always need to operate with words. In what follows, the focus of this introductory chapter will be on why vocabulary is important, on what makes words difficult, on the main reasons for which students often forget the words they learn and on some techniques, which help them remember the vocabulary.

This dissertation thrash out the role of vocabulary in teaching process resulting from factors and provide a broader "snapshot" of English vocabulary by traditional teaching English.

**The object of investigation** is studying the process of teaching foreign languages. The basic reason for learning foreign languages that all people have in common is communication - communication in any mode. It is a two-sided process, which requires the ability to understand each other, to be able to code a message that someone wants to convey to someone else in a way, which will be comprehensible to the receiver and also appropriate to a concrete situation and status of all participants. Vice versa the person should be able to interpret a message that someone else is conveying to them. To acquire a good skill of communication in foreign language it is necessary to be familiar not only with vocabulary (single words and their meanings, collocations, phrases and phrasal verbs etc.) but also with language structures and above all with strategies for using

them in right context according to concrete situations. Learners can generally communicate well, having learnt all the basic structures of the language. However, they need to broaden their vocabulary to express themselves more clearly and appropriately in a wide range of situations. Students might even have a receptive knowledge of a wider range of vocabulary, which means they can recognise the item and recognise its meaning. Nevertheless, their productive use of a wide range of vocabulary is normally limited, and this is one of the areas that need greater attention. At this stage we are concerned not only with students understanding the meaning of words, but also being able to use them appropriately, taking into account factors such as oral / written use of the language; degree of formality, style and others.

**The subject of investigation.** Principles and methods in teaching and learning foreign language vocabulary in order to outline suitable ways of effective and comfortable dealing with students' vocabulary teaching possibilities on the way of forming all four skill areas: reading, writing, speaking, and listening.

**The purpose** of this work is to find out the appropriate principles and methods for teaching vocabulary.**Tasks:**

- to illustrate the theoretical support of the importance of teaching vocabulary;
- to use techniques of teaching vocabulary on the lessons ;
- to find out the effective principles and methods of teaching vocabulary;
- to enlarge own knowledge of teaching.

**The theoretical and practical significance** of the research is that references of the research, its theoretical principles and conclusions are eligible to apply by improvement of modern sphere of linguistics in Uzbekistan within a world linguistic area, by drawing up an educational – pedagogical projects, forming manuals to optimize higher educational institutions system within the task of the National Program of the Personnel Training System. [1,4]. If we perfectly use principles and methods in teaching and learning foreign language vocabulary which are the requirements we will do the process of FLTL effective, colorful and productive.

**The novelty** of this work is to study language as a set of abstract rules that somehow account for speech, to take an interest in the field and to make research analysis of using vocabulary in English classroom. It is also an inquiry, which cannot be decided in the same way or all of them. In our attitude, the most sensible thing to do is to take as ones model the sort of English vocabulary, which one can hear, and use most often, still trying to get familiar with the distinctive features of the other ways of teaching the language.

**The method of investigation.** Oservation of the process of teaching and learning foreign languages at school, generalization, method of comparison, studying and analyzing scientific literature, method of processing and interpretation data, descriptive method. Its my duty to express my sincerely gratitude to my supervisor and at the same time to the staff of the Department of English theoretical aspects for their invaluable support and contribution in the process of preparation of this dissertation.

All necessary materials and data for completing the paper were prepared in Samarkand State Institute of Foreign Languages.

**The methodological and theoretical bases of the work are** based on the fundamental scientific works of native and foreign linguists in the field of lexicology, semantics, and general linguistics.

**The scientific sources.** The dissertation has given the etymological background wherever feasible, relying on the best authorities. The main sources have been The Random House Dictionary of the English Language: Second Edition—Unabridged, The American Heritage Dictionary of the English Language and others. The works of well-known linguist Charles L. Cutler, The Oxford English Dictionary, second edition; A Dictionary of American is ms by M. M. Mathews, and the Dictionary of Canadian is ms were most helpful in this research and has been helpful in this respect offering encouragement at several points during writing the paper.

**The structure of MD.** The dissertation consists of Introduction, three Chapters, Conclusion, and List of used literature

# CHAPTER I
## VOCABULARY AS THE ENTIRE STOCK OF WORDS

" The more one considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from, the syntax needs to be put to the service of words and not the other way round"[12,35].

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. According to the world statistics, the average native English speaker enters nursery school knowing at least 5,000 words while the average English language learner may know 5,000 words in his/ her native language but only a few words in English. The reality is that native speakers continue to learn new words while English language learners face the double challenge of building that foundation and closing that language gap. The following table indicates how many words are needed for effective communication in an L2 [14,26].

| LEVEL | NUMBER OF WORDS | TEXT COVERAGE, % |
|---|---|---|
| HIGH-FREQUENCY WORDS | 2,000 | 87 |
| ACADEMIC VOCABULARY | 800 | 8 |
| TECHNICAL VOCABUALRY | 2,000 | 3 |
| TOTAL TO BE LEARNED | 4,800 | 98 |
| LOW – FREQUENCY WORDS | 123,200 | 2 |
| TOTAL | 128,000 | 100 |

Technical vocabulary is words or phrases that are primarily used in a specific line of work or profession. For example, an electrician needs to know technical words such as capacitor and surge capacity, words that people outside that industry never use. Academic vocabulary on the other hand is the vocabulary critical to understanding the concepts of the content taught in schools [14,32].

Another crucial point to consider is the amount of time it takes for English language learners (ELLs) to learn English and be ready for school. While it takes one to three years for ELLs to develop Basic Interpersonal Communication Skills (BICS), they need seven years to develop Cognitive Academic Language Secondly, ELLs have to work harder and need more scaffolding than the average native English-speaking student who has an age- and level-appropriate command of the English language. Scaffolding is providing support for students as they learn new skills or information. Thirdly, academic vocabulary is often very technical and less frequently used than conversational English used in the English language classroom and students are constantly required to use higher level language function such as analyzing, predicting, explaining and justification.[5,13].

Due to the enormous and alarming gap between the acquisition of basic conversation English and academic English, it is therefore important for teachers in the English for Academic Purposes ESL classroom to be knowledgeable about the most effective and current teaching strategies in vocabulary instruction and provide constant academic scaffolding to ELLs. The English for Academic Purposes classroom focuses mostly on academic language. Academic language is the language used by teachers and students for the purpose of acquiring new knowledge. Cummins defines academic English as the English needed for reading, writing, speaking and listening in the content areas. Hence, if students in the English for Academic Purposes classroom need a language proficiency that will enable them to comprehend academic content and participate in activities and assignments, then it is even more important for the teacher to employ effective and dynamic teaching strategies that will empower the students to master the required tasks [20,43].

Since the focus of this study is on effective vocabulary teaching strategies employed by teachers in the English classroom, it is crucial to highlight the importance of academic vocabulary instruction in the English for academic Purposes ESL classroom. It is found that vocabulary instruction directly improves comprehension. He points out that, as the difficulty of words in a text increases, understanding of the text decreases; therefore it is critical for students to have a deep understanding of academic vocabulary in order to understand new concepts. He also states that we use academic vocabulary to communicate to the world what we know. Individuals who can express themselves precisely with appropriate language are more likely to make a positive impression on their employers, colleagues and clients. McKeon argues that academic vocabulary enables us to communicate our needs, increases our chances that our needs are fulfilled and enables us to understand the needs of others. Furthermore, vocabulary is positively related to higher–status occupations. I agree from personal experience, I discovered that vocabulary acquisition is essential to academic, social and professional success. Once again the teacher's role in ensuring this success is critical.

### 1.1 What is vocabulary?

Graves defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind. An individual's mental lexicon is that person's knowledge of vocabulary. Miller states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

According to Gardener vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases [20,58].

Cummins states that there are different types of vocabulary:

Reading vocabulary

This refers to all the words an individual can recognize when reading a text.
Listening vocabulary

It refers to all the words an individual can recognize when listening to speech.
Writing vocabulary

This includes all the words an individual can employ in writing. Speaking vocabulary

This refers to all the words an individual can use in speech [14,32].

Lexicon also refers to a reference book containing an alphabetical list of words with information about them and can also refer to the mental faculty or power of vocal communication. According to McCarthy the role, that mental lexicon plays in speech perception and production is a major topic in the field of psycholinguistics and neuro linguistics.

Celce-Murcia and Larsen Freeman define lexicon as a mental inventory of words and a productive word derivational process. They also state that lexicon does not only comprise of single words but also of word compounds and multi-word phrases. According to Celce-Murcia and Larsen Freeman lexical units function at three levels: the level of the individual word, word compounds and co-occurrences and conventional multi-word phrases. Nations and Waring on the other hand, classify vocabulary into three categories: high frequency words, general academic words and technical or specialized words.

Academic comprehension improves when students know the meaning of words. Words are the building blocks of communication. When students have a great vocabulary, the latter can improve all areas of communication, namely speaking, listening, reading and writing. Current models of reading in the English for Academic Purposes ESL class room consider vocabulary knowledge an important source of variation in reading comprehension, because it affects higher-level language processes such as grammatical processing, construction of schemata and text models. When students have a higher academic vocabulary development, they can tolerate a small proportion of unknown words in a text without disruption

of comprehension and can even infer the meaning of those words from rich contexts.

English language learners who experience slow vocabulary development are less able to comprehend text at grade level. Such students are likely to perform poorly when assessed in various areas and are at risk of being diagnosed as learning disabled. I am cognizant of the fact that vocabulary acquisition, semantic development and growth of word knowledge are currently being studied in several interesting ways, hence the research that is presented here is to complement and augment these studies by introducing effective vocabulary teaching strategies in the English for academic purposes ESL classroom that will expedite the vocabulary development in ELLs.

Without some knowledge of vocabulary, neither language production nor language comprehension would be possible. Thus the growth of vocabulary knowledge is one of the essential pre-requisites for language acquisition and this growth of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching and learning strategies which are the objectives of this research thesis. With the large deficits in second -language vocabulary of ELLs, it is crucial that students in the English for academic purposes classroom to first have a semantic understanding of what academic vocabulary is before they even learn it.

Academic vocabulary is the language that is used by teachers and students for the purpose of acquiring new knowledge and skills which includes learning new information, describing abstract ideas and developing student's conceptual understanding [7,9]. Academic vocabulary is used across all academic disciplines to teach about the content of the discipline; e.g., Students who study chemistry are required to know the chemistry concepts. According to Marzano academic vocabulary includes general academic terms such as analyze, infer and conclusion. It enables students to understand the concepts and content taught in schools; it is critical for students to have a deep understanding of the content vocabulary in order to understand the concepts expected throughout the content standards.

Academic vocabulary helps students to convey arguments and facilitate the presentation of ideas in a sophisticated manner. It prepares students for academic success by helping them preview, learn and practice vocabulary from Academic Word Lists. According to Cummins the main barrier to student comprehension of texts and lectures is low academic vocabulary knowledge, due to the sub-technicality of the academic language. He points out that academic vocabulary is based on more Latin and Greek roots than the daily spoken English vocabulary. Cummins also states those academic lectures and texts use longer and more complex sentences than are used in spoken English. Cummins suggests that academic vocabulary contributes to the development of Cognitive Academic Language Proficiency (CALP) in ELLs which enables them to apply the language, using abstractions in a sophisticated manner [14,41]. It also enables them to think and use language as a tool for learning.

"The limits of my language are the limits of my mind. All I know is what I have words for"– Ludwig Wittgenstein

Knowing a word is not an all or nothing situation; it is a complex concept. According to Dale the extent of knowledge a person has about individual words can range from a little to a lot and it also includes qualitative connotations about words. Dale provides a description of the extent of word knowledge in terms of 5 stages:

The student has no knowledge about the word.

The student has a general sense of the word.

The student has a narrow, context-bound knowledge about the word.

The student has a basic knowledge of the word and is able to use it in many appropriate situations.

The student has a rich, de-contextualized knowledge of the word and can use it in various appropriate situations.

Knowing a word implies knowing many things about the word: its literal meaning, its various connotations, its spelling, derivations, collocations, frequency, pronunciation, the sort of syntactic constructions into which it enters, the

morphological options it offers and a rich variety of semantic associates such as synonyms, antonyms, homonyms [3,25].For example, a learner who knows the word —write‖ will know that its past tense is —wrote — and it past participle is —written.‖ The learner would know that —written‖ is spelled with double—t‖. The learner will also know when and how to use the various auxiliary verbs appropriately. The learner would know that —writing‖ is a verb that is used in the present continuous tense and that —writing‖ can also serve as a noun: e.g. the writing is on the wall. The learner would be aware of the various synonyms of writing such as compose, drop a line, record, scribe and draft and also know that its collocations are subject to syntactic modifications such as write effectively and effective writing. The learner will also be able to use the word within various registers. These various aspects are related to the depth of word knowledge, which is as important as learning many words (breadth of word knowledge). English learners have been shown to be lacking in depth of word knowledge, even for frequently occurring words.

Carter mentions a number of factors involved in knowing a word: recall difficulty and inter language factors such as storage of these lexical items in appropriate context and the ability to recall vocabulary for active usage in speaking and writing. The ability to recognize the appropriate syntactic frames of the word, to discriminate a basic from a peripheral lexical item and the comprehension of fixed expressions. A crucial distinction is often made between knowing a word and using it. Knowing a word does not necessarily entail using the word automatically in a wide range of contexts since for every vocabulary dimension there is a knowledge dimension and a skill dimension. Evidence suggests that the knowledge aspect requires conscious and explicit learning mechanisms whereas the skill aspect involves mostly implicit learning and memory. Vocabulary learning strategies therefore, should include strategies for using as well as for knowing a word [7,25]. Bybee states that words are stored in a network of items linked by shared phonological, morpho-syntactic and semantic properties and that the relative strength of any given item and its relationship to other items in the network

are directly determined by the speaker's experience both using and perceiving the word. Bonvillian states that all associative models view vocabulary acquisition as a result of the continuous interaction between the learner's current level of cognitive functioning and the linguistic and non-linguistic environment. Bonvillian also emphasizes that learners need a deeper and more complete knowledge of syntactic information and, in particular, the sub- categorization of words—that is, the syntactic frames that words fit into. Bonvillian points out that there are many different facets of vocabulary knowledge. If one takes as an example two synonyms, fetch and carry, it is not enough to know that both refer to the transporting of something from place to place. One must additionally have knowledge of the syntactic frame within which they are used the five-point Vocabulary Knowledge Scale developed earlier by Paribakht and Wesche. In order to gain syntactic information, subjects are asked to write a sentence using the specific vocabulary item ,e.g. the words fetch and carry. If a learner writes John is fetching the bucket and John is carrying the bucket, one has no way of knowing if the learner has knowledge of the subtle differences between John is fetching the bucket for Jim, John is carrying the bucket for Jim, and John is carrying the bucket to Jim, and, further, that John is fetching the bucket to Jim is not possible. According to Frase production information may provide us with at best partial information about linguistic knowledge, but it does not inform us about a learner's knowledge of what is not possible—clearly an important part of the entire picture of what a learner knows.

Moreover, it is important to concentrate on grammatical information that is hidden in vocabulary because grammatical information is useful in inferencing, according to information provided by the Paribakht and Wesche study. The results of the study underlined the fact that syntactic and lexical knowledge are related. Therefore, research should endeavor to understand this specific relationship in line with the vocabulary acquisition process. Gass and Ard further investigated the relationship between syntactic and lexical knowledge by observing ELLs over a specific period. The investigation revealed that low –level learners lacked the

ability to differentiate sentences such as " The teacher demonstrated the students the new machine and The teacher showed the students the new machine ".

However, it is also stated that learners with a high proficiency did differentiate the two sentences. According to Gass and Ard learning happens in the following manner:

1.    Learners learn a particular syntactic pattern to account for all cases of what appears to them to be a particular structural type.

2.    A second step occurs when a second pattern becomes available to learners; they can then either alternate these patterns or replace the first with the second until the correct pattern is established. Thus, when additional information becomes available to learners as a function of proficiency, destabilization occurs. Destabilization of initial syntactic patterns is observed in the greater sensitivity of the more advanced learners to the relationships that exist between and among lexical items. In fact, learners acquire syntactic information through the lexicon. They may first learn lexical items as unique bits of language information with syntactic generalizations as a result, not a cause. As an initial approach to a particular lexical item, learners conceivably have a general idea of the meaning of the word and a general idea of the kinds of syntactic structures in which words occur. Increased proficiency means refinement in both of these areas [8,56].

The point to be made here is that lexical acquisition needs to be considered broadly and needs to include the semantics of lexical items as well as syntactic information. A version of this point is made by Paribakht and How. Additionally, as Henriksen points out, one needs to acquire the packaging of lexical items (i.e., the range of meaning or the appropriate references) and one needs to learn to build appropriate networks (i.e., which words are related to other words, and how, including antonyms and synonyms, semantic intensity, etc.). These are dynamic processes that continue as vocabulary learning continues and one's lexicon matures.

These dynamic processes are outlined through the three vocabulary development dimensions.

The Partial-Precise Knowledge Dimension

A number of quantative studies such as vocabulary size or breadth and different types of achievements tests define vocabulary knowledge as precise understanding. To know a vocabulary item is defined as the ability to translate the vocabulary item into the first language, to discover the correct definition in a multiple-choice task, or to paraphrase it in the target language. In a study of teaching methods Merry asked the informants to match L1 words with L2 words. For measuring vocabulary size in the L2 word recognition tasks and check lists were effectively used. These measuring instruments were also used to make comparisons between individuals vocabulary knowledge. Herman and Anderson argue that these lexical decision tasks could only show whether a specific vocabulary item is recognized as being part of the learner's vocabulary, since learners are only required to recognize formal features of words and may not know the meaning.

In addition lexical-decision tasks do not differentiate between what the learner precisely or vaguely knows. Neuman and Koskinen used different tasks in order to measure differences in acquisition outcomes. Read suggests a method where learners be requested to pronounce words, explain the meaning and provide various word associations. This method has shown that there are definite levels of knowledge along the partial to precise knowledge dimension.

The Depth of Knowledge Dimension

The depth of the learner's vocabulary knowledge is defined as the learner's ability to apply syntactic and morphological meaning to words that they know. Richards emphasizes that vocabulary knowledge consist of various dimensions which define the meaning of words. According to learners should not only know the general relationship between words but also the different sense relations such as antonyms, synonyms, hyponyms, and collocations [10,12]. Linguists stress that knowing the meaning of a word is —growth. They argue that current vocabulary tests are limited and should include a section on testing word meaning and synonyms. They suggest the use of a vocabulary knowledge scale to measure

levels of lexical knowledge such as meaning, use and accuracy. However, a learner's lexical competence can only be measured by a combination of test formats that measure the various word knowledge dimensions.

The Receptive-Productive Dimension

Most researchers agree that there is a difference between word mastering and word use. Melka stresses that there is a need to define the concepts —reception‖ and —production‖ since most vocabulary tests such as TOEFL mainly concentrate on receptive and productive vocabulary. Although it is important that test instruments include productive and receptive tasks that focus on the same vocabulary items, Melka states that it is difficult to find tasks that test production and reception. Joe advocates for the use of a variety of tests that could measure inter-language development more accurately [5,56].

Focus on both mapping meaning onto form and network building

The relationship between dimension one and two and the learning of word meaning plays an important role in vocabulary semantization. Beyeydt considers vocabulary learning a mere rote learning task. According to linguists the process of mapping meaning onto form should not be considered more important than the learner's ongoing struggle to construct and reorganize his/her inter language because it is a complex process that also involves network building. Aitchison states that English language learners find it difficult to acquire word meaning through the process of labeling, packaging and network building. The first term, labeling, refers to a brief description given for the purpose of identification or an identifying or descriptive marker that is attached to an object. Packaging refers to the process of learning in which items can be grouped together under a head topic. According to Ellis the learner learns to use the same word for too many different situations (overextension) or too few (under extension). He provides an example of the adjective hot. In this case, the learner will have to learn that the word has its limitations when used in a figurative manner such as hot news or hot date.The third term, network building, refers to the process of learning the relationship or direct links between words. It entails linking words together

according to meaning. Verhallen and Schoonen point out that learning meaning involves working out the relationship between the meanings of words. Learning word meaning also involves working out the relationship between words through the process of labeling and packaging. They state that mapping form onto meaning is crucial since it appears in the early stage in the vocabulary development process while network building only comes later in the learning process and conclude that it is difficult to determine, test and evaluate the progress of the learner's inter language semantic development.

Development from partial to precise comprehension

Researchers state that English language learners should be allowed to have a vague understanding of word meaning before developing accuracy. Harley suggests that learners go through various stages of partial word knowledge. Johnson and Lard argue that complete comprehension of words is not needed for successful communication, since learners learn to infer meaning when communicating. Learner's knowledge of a specific vocabulary item moves from partial to precise knowledge as they expand their communication world. Miller and Fellbaum point out that knowledge of how verbs, adjectives and nouns function in relation to another is important in acquiring word meaning.

Development from Receptive to Productive Control

Harley points out that various levels of receptive tasks and productive vocabulary require learners to access and apply their word knowledge. Nation states that vocabulary items in the learners receptive vocabulary, might not become readily available for productive purposes, since vocabulary reception does not guarantee production. He states that it is difficult to draw a line between reception and production, since it is not clear at what point receptive word knowledge becomes productive. Maera suggests that vocabulary learning is to be viewed as the learning of items and changing of systems when teachers employ the following vocabulary learning strategy [4,21].

## Conclusion

The language demands of academic learning are enormous. The more diverse, creative and effective teaching strategies the teacher in the English for Academic Purposes classroom employs, the richer the student's academic language becomes and the more likely will they experience success with the content and will be able to communicate with various registers. In this dissertation, I will discuss the various teaching strategies currently employed by teachers in the English classroom and their implications for effective vocabulary acquisition. I am going to define the concept —vocabularyǁ from a broader perspective. The work outlines how vocabulary is learned, explores best practices in vocabulary teaching practiced in educational institutions. The dissertation discusses the new insights that I learned, challenges experienced within the English classroom and possible solutions to these problems. In my conclusion I provide suggestions on how teachers can assist language in their academic language development more effectively and how this study has impacted my current and future teaching career.

The teacher can assist the academic language development more effectively by providing them with the main topics of the curriculum, the content specific vocabulary and sentence structures related to what they learn in class. When teachers provide content specific vocabulary, they have the opportunity to practice the new academic language through reading, writing and listening to it. Through personal experience during my internship at Riverside Language Program, I discovered that many of my students became discouraged because they believed that they were not making progress in their vocabulary learning journey due to the fact that they constantly compared themselves to native speakers of the English language. It is in this regard that I suggest that teachers keep portfolios of the work over the school year and help assess their students at regular intervals. Periodic assessment progress will show the learners their current progress and thus encourage them to work harder.

As much as I am aware of the fact that academic English vocabulary is generally difficult to understand for the average ELL, I would advise the teachers not to simplify the curriculum.

Instead, ESOL teachers should focus on determining the major concepts and processes in the English for Academic Purposes curriculum that students must know. When teachers help students to focus on the most important vocabulary, the content in the English for Academic Purposes classroom becomes manageable and the workload less overwhelming. This makes the learning and teaching process productive for both teachers and learners because valuable time is spent on what is most important.

This research assignment has contributed immensely to my academic knowledge, skills and awareness. As an English teacher, I have become profoundly aware of the various effective teaching strategies, not only in the English for Academic Purposes classroom but in the TESOL world in general. These teaching strategies have their advantages and disadvantages and it is my responsibility as an English teacher to implement vocabulary teaching strategies that will expedite the learning process of my learners. I am aware that the level proficiency of the class determines how the teacher will implement specific teaching strategies. I have learned that in order for ELLs to communicate more effectively within their immediate communities they must have a certain level of vocabulary. I consider it my responsibility as an English teacher to provide my learners with the necessary vocabulary that will enable my learners to become independent and productive members within their own communities. Kinsella states that vocabulary is the single, strongest predictor of academic success of ELLs. Also, I have become aware of the fact that language is an organic entity, which constantly changes. As an English teacher I must be abreast of the latest developments within my field in order to stay relevant and effective in the English classroom.

Teachers can help their learners enrich and increase their vocabulary. They can also help the learners to build a new store of words to select from when they want to express themselves. If any learner can handle grammar correctly,

that does not mean that he can express himself fluently unless he has a store of words to select from. Theore, teachers are a very important factor in selecting and teaching English vocabulary, and they have to design vocabulary syllabi according to their learners needs. As a result, teachers vocabulary work can be directed toward useful words and can give learners practice in useful skills". The selection of words which are to be taught to the students is a very important procedure in the language learning process. However, the word selection process does not mean that the students will be fluent in expressing themselves in English upon learning that list, i.e., what students need to know regarding vocabulary is the word meaning, the word use, the word formation and the word grammar.

During this research I discovered new insights, challenges and possible solutions to the problems experienced by the English teacher in the English for academic purposes classroom. Firstly, most ELLs have a deficit in second language vocabulary and teachers have a limited time for direct instruction. In this regard, it is important for teachers to develop creative methods to expose ELLs to vocabulary in many ways that develop and reinforce word meaning throughout the school day as well as in and out-of school settings. This can be done by using technology, additional reading texts and games for students that provide incentives for students to listen for new words or previously taught words outside the vocabulary lesson; one can also use word walls to display the target vocabulary.

Secondly, some English teachers have a difficulty in choosing whether to concentrate on developing vocabulary or promoting extensive reading. ELLs need sufficient vocabulary to read effectively, while at the same time extensive reading is a necessary component for acquiring a sufficient vocabulary. One should support and complement the other rather than contrast each other.

Thirdly, I discovered that there was a lack of formative assessment in one of the English classes that I attended during my research. It is important that lexicon is a part of the evaluation component of the English for academic purposes classroom. Standard assessment tools such as quizzes, tests, vocabulary finders and

crosswords should be included in the formative and summative assessment process. When students see comparable, but not identical materials included in the evaluation instruments, their significance as a learning tool is sustained.

Finally, I have come to realize the importance for English language learners to have an extensive knowledge of the breadth and depth of words. When ELLs have an understanding and a foundation of both, they will be able to use various registers, as circumstances require. This will also immensely increase their lexical competence. For ESL teachers, it is important to use multiple modes for creating comprehensible input and output. ESL teachers should constantly remember that their students have not yet developed their English language proficiency to a level where they can understand all the oral and written information they encounter in English for academic purposes classroom, hence the importance of effective vocabulary teaching strategies.

My future career, as an English teacher at the Institute, will be immensely influenced by the skills, knowledge and awareness that I have gained through this research assignment. I will have to reconsider the way I had taught English in the past, evaluate my past teaching strategies and implement more effective new strategies that I have learned and observed in various English classrooms. I will share my skills and knowledge with my new colleagues and staff members. I am excited to go back and implement these new skills and knowledge in my classroom and observe the results. With the assistance of the Ministry of Education, I intend to have workshops for primary school English teachers on vocabulary teaching strategies. This research work on vocabulary learning and teaching has laid the foundation for my future academic endeavors.

In conclusion, vocabulary is the most required skill when learning a foreign language. It is on vocabulary that all the other skills, reading, writing, speaking, and listening are based and developed. This chapter has shown why it is important to learn new words and why English vocabulary is difficult to memorize. Moreover, it dealt with two main reasons for which most of the students permanently forget the words acquired. And finally, it has suggested methods and

techniques that help to understand the new vocabulary by using the working memory and to transfer it in the long-term memory.

Vocabulary is really needed by the learners in studying a foreign language because it is an important element to communicate in the target language. Learners will easily use English either actively or passively if they have many vocabularies in their mind. It makes them understand more easily what the speakers say and what they will say. Therefore, vocabulary mastery has an important role in learning English. The more the learners build it, the more easily they will learn. The objectives of this study were 1) to know the techniques used by the teacher in teaching English vocabulary, 2) and to know the reasons of choosing such techniques in teaching English vocabulary. The design of this study was descriptive research that took an English teacher as a research subject. In collecting the data, the researcher used two kinds of instruments: interview and observation. The finding showed that the techniques used in teaching English vocabulary were visual, illustrative situation, synonym and definition, example of the type, translation and contextual guesswork. In applying the techniques, the teacher had her own reasons. She used Visual technique in teaching vocabulary because by using this technique, it made her easy to deliver the materials and teaching concept. So the materials could be mastered soon. The teacher used Illustrative Situation technique too because he/she thought that with this technique, the students could be closer with their environment. Therefore, the learning could be meaningful. It motivated the students to master the environmental situation in learning process. Teacher also used Synonym and Definition technique in teaching English vocabulary to make the students master English vocabulary more and used synonym and definition in learning vocabulary. Besides, he/she used Translation technique because she expected that the students could really understand the English vocabulary. Teacher also used Example of the Type technique in teaching vocabulary because this technique was considered able to prevent verbalism and enabled the students to really understand the materials. Contextual guesswork was also used because this technique was appropriate to make the students learn to

master English vocabulary learning. It was also expected that learning while working would make learning more meaningful.