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**EXPLORING THE EFFECTIVE PRINCIPLES OF TEACHING AND LEARNING
VOCABULARY IN LANGUAGE CLASSES**

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Abstract

This review article mainly deals on five significant aspect of vocabulary teaching and learning. I have reviewed materials that mainly focus topics relevant to vocabulary and its importance in languages, a brief background of vocabulary instruction, effective principles teaching and learning vocabulary, other consideration in vocabulary instruction, and frequency of words. It is commonly accepted that the knowledge of word meanings plays a key role in language comprehension. Therefore, vocabulary instruction should be effective in order for learners to use the instructed words meaningfully. One reason for this fact is that students learn more when they are actively involved. Although it is accepted that the knowledge of vocabulary is one of the main keys for successful communication in language, some English teachers even recognizing the importance of vocabulary knowledge do not reflect about how successfully vocabulary can be presented. Therefore, this article is intended to provide a theoretical basis related to effective instruction to teach vocabulary effectively.

Keywords: vocabulary teaching, importance of vocabulary, effective principles, frequency of words, instruction.

1. Introduction

Vocabulary is an essential part in language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Oral language development and vocabulary development are interrelated and goes hand in hand. The main aim of teaching vocabulary is to enlarge and expand learner's words in order to speak and write effectively. I have attempted in this paper to see whether teaching principles and learning principle affects students' learning English language vocabulary positively. I have also tried to figure out the ways how to enhance students' English vocabulary learning through using effective principles of teaching and learning techniques, as well as identifying the significant differences of teaching and learning vocabulary strategies that increase the level attainment of English

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vocabulary students who are English language learners.

There are a variety of challenges regarding student learning English vocabulary in the Afghan context. To disclose this problem, I can say that vocabulary is not taught through and learned through effective strategies because soon learners forget the seemingly learned words and cannot use them in spoken language. Besides, most of the English teachers in the higher education institutions do not know how to apply effective strategies of teaching vocabulary as well as learning vocabulary strategies. Moreover, most of the language classes in the educational institutions are teacher-centered. That is, teachers fill the minds of the students with content information, and the students receive the content information. This means that the teacher is the giver and the students are the receiver. The teacher is the only speaker and the students are the only listeners; the teacher knows everything and the students know nothing. Moreover, I can say that teachers in Afghanistan do not encourage students to be autonomous learners. Similarly, they do not engage learners to promote deeper understanding about an issue or subject in order to solve their problem as a pair or group.

To find the solution for the challenges, I want to review five issues that attracted my attention, such as vocabulary

and its importance in languages, brief background of vocabulary instruction, the effective principles of learning and teaching vocabulary, and other considerations in vocabulary instruction. I hope this literature review help me to find out some strategies to language teachers and learners in process of teaching and learning vocabulary. I can say this because teachers need to know the effective strategies and the importance of vocabulary in languages. These issues mostly engaged students for learning vocabulary. It is also experienced that teaching and learning vocabulary plays a vital role both for teachers and students. In addition, teachers should know how to apply the strategies towards teaching vocabulary. Similarly, the principles that engage students in vocabulary learning. Thus, in this literature review I take into account to find out is there any significant effect of effective principles of teaching and learning vocabulary and impact on English language vocabulary learning. How to enhance student's English vocabulary through using effective strategies of learning vocabulary?

2. Vocabulary and its Importance in Languages

Many authors have similar definitions about vocabulary. According to Hubbard (1983), vocabulary can be defined as a powerful carrier of meaning. Additionally, Faraj (2015) suggested that vocabulary is the knowledge of words and their meanings. This means that without establishing a

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strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words and know their meanings as well. When a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

However, some authors suggested more complex definitions about vocabulary. Nation (2001) stated that vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood in and out of context rather than guessed at. Additionally, Altalhab (2016) stated that vocabulary knowledge is often defined as precise comprehension which is operationalized as the ability to translate the lexical items into L1, the ability to find the right definition in a multiple-choice task, or the ability to give a target language paraphrase. This means that vocabulary knowledge requires the ability to react to words that students do not need to think about. The words just come into students' minds to be used in an effective and natural way. Even in a multiple choice task students react to the multiple definitions of words and they know exactly the meaning of the words to be translated. When students have knowledge of a word, they do not take much time to think about the word. They just have to use the word naturally and appropriately.

In short, what the definitions about vocabulary have in common is the fact that vocabulary knowledge requires not only word meanings knowledge, but it requires the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the ones already acquired. Therefore, teachers should use strategies that teach the meaning of words in context and help students associate the new vocabulary learned and what they already knew and help students memorize the words and their meanings.

Besides, the knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. Thus, vocabulary knowledge helps students with language comprehension. Like Sadeghi and Sharifi (2013) argued that vocabulary knowledge is the heart of a language comprehension and use. Additionally, Barra (1995) suggested that to comprehend a text successfully students need to have sufficient word knowledge. This is to say that the comprehension of a language depends on the amount of words that are known in that language. Also, students need to have sufficient word knowledge to understand what they read. Students can understand a writer's message only if they know the meaning of most of the words used in a text. Nation (2001)

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stated that readers need to know at least 97% of the vocabulary in a text for an adequate understanding of it. Without knowledge of the key vocabulary in a text, a learner may have serious trouble in understanding the message, that is, word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read. Having students with a large amount of vocabulary knowledge is essential to language comprehension.

In addition, vocabulary helps students with language production. Hubbard (1983) mentioned that the more words a student knows the more precisely he can express the exact meaning he/she wants to. Based on this view to communicate effectively, students need to know a large number of word meanings. Likewise, Amiryousofi and Dastjerdi (2010) said that vocabulary is used to determine the proficiency a student has in oral context. This is to say that vocabulary is an essential component to determine how much a student is able to communicate successfully. Students have to overcome the lack of vocabulary knowledge in order to communicate effectively. According to Pan and Xu (2011), human beings language is based on the vocabulary, which consists of three basic language units—pronunciation, vocabulary and grammar. Grammar provides the overall patterns, and the vocabulary is the basic material to put into the patterns, because there is no sentence, no

essay, and even no language without vocabulary. As one of the famous English applied linguists Wilkins said —without grammar very little can be conveyed; without vocabulary nothing can be conveyed Wilkins (as cited in Pan & Xu, 2011). Therefore, to a great extent, students ‘ability of listening, speaking, reading, writing and translating is influenced by the vocabulary language teachers should focus on effective instruction to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully. However, the focus of the instruction was not always on the vocabulary. The next section is intended to provide a brief background of vocabulary instruction.

3. Brief Background of Vocabulary Instruction

In this section, I intend to write a brief background of vocabulary instruction because vocabulary instruction was not given too much attention in the language teaching/ learning process. In addition, I present some reasons why vocabulary instruction was not given much attention in the past. Some authors stated that vocabulary instruction was traditionally undervalued and teachers gave little attention to techniques to help students learn vocabulary as well. According to Carter & McCarthy (1988), in the past, vocabulary was considered a ‘neglected aspect’ in the process of language instruction. Some

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authors present some reasons for neglecting vocabulary and vocabulary techniques in the past. Zheng (2012) argued that for many years, vocabulary instruction was not given the recognition and attention that deserves in the foreign language classroom. He suggested that in methodology courses little was said about how to teach words and their meanings. Some specialists in methodology seemed to believe that the meaning of words could not be adequately taught, so it was better not to try to teach them. Many teachers began to notice that vocabulary instruction is not a simple matter. In fact, this view is true in the sense that vocabulary instruction is not only a matter of teaching that a certain word in one language means the same as a word in another language. Much more needs to be learned and there were many teachers who felt unconfident to teach vocabulary in the classroom. Specialists gave the impression that it was better not to teach vocabulary at all.

Additionally, Nation (2001) argued that teachers used to argue that it was difficult for teachers to predict what vocabulary students would need. Moreover, Zimmerman (1997) defended that teachers used to think that if they gave attention to vocabulary, learners would have the impression that learning a language was just the accumulation of words. So, teachers tended not to teach vocabulary. Additionally, Carthy & McCarthy (1988) stated that the specialists in methodology

fear that students would make mistakes in sentence construction if too many words were learned before the basic grammar knowledge. The idea is partially true because knowing a large number of meaning words is not enough to construct a sentence with sense. This is to say that students without a basic knowledge of grammar can make mistakes when making sentences.

However, Wilkins (as cited in Altalhab, 2016) said that ‘without grammar very little can be conveyed, without vocabulary nothing can be conveyed’. This is to say that without establishing a strong base of vocabulary knowledge a student cannot communicate successfully. And without a knowledge of grammar students can communicate, although not effectively. But, without a good knowledge of vocabulary it is extremely difficult to communicate and beginning students often manage to communicate in English by using the accumulative effect of individual words. For example, a student who says ‘Yesterday, go disco and friends dancing’ will almost certainly get much of his/her message over despite completely avoiding the grammar (Hubbard, 1983). The meaning is conveyed by the vocabulary alone. In this case, a good knowledge of grammar is not such a powerful tool for understanding the message. So, vocabulary knowledge is an essential component of language comprehension.

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Nowadays, vocabulary instruction is seen as a meaningful tool to be instructed and learnt in meaningful contexts (Basal, Aytan&Demir, 2016). Despite the neglected aspect of vocabulary instruction in the past, its instruction and learning have been given much attention in the classroom in the last two decades (Nation and Coady as cited in Amiryosufi and Dasjerdi, 2010). According to Nation and Coady (as cited in Amiryosufi and Dasjerdi, 2010), instead of giving students long list of words without any context as teachers used to do in the past, some teachers are more and more concerned about effective ways to transmit knowledge of vocabulary to students.

In addition, Carter & McCarthy (1988) mentioned that teachers are becoming conscious of the relevance and importance of vocabulary instruction and they are conscious of their role as facilitators and guides, so teachers have given important steps to call students' attention to the importance of focus on lexical form and teachers have paid attention to successful strategies to teach vocabulary as well. Thus, the instruction of vocabulary has come a long way in recent years and it is becoming more prevalent. Issues in vocabulary learning cannot be divorced from vocabulary instruction. The next step is intended to show how vocabulary acquisition is developed by learners.

In terms of issues in vocabulary acquisition, researchers usually suggested that vocabulary can be broken down into two forms: oral vocabulary and reading vocabulary. Oral vocabulary by its turn is broken down into speaking and listening that refers to words that is used in speaking or recognize in listening, while reading vocabulary is broken down into reading and writing that refers to words that are recognized or used in print (Faraj, 2015). These two forms of vocabulary are related to receptive and productive vocabulary, two relevant concepts in vocabulary acquisition whose distinction has been discussed by researchers over the years.

Many authors suggested similar definitions about receptive vocabulary and productive vocabulary. According to Norris (as cited in Faraj, 2015), receptive or passive vocabulary refers to words that students assign some meaning, even if they do not know their full definitions. Similarly, Pan and Xu (2011) stated that receptive vocabulary refers to words students understand, but they do not have to use them. Wesche & Paribkht (1993) defined productive vocabulary or active vocabulary as being words that students use when they speak or write, that is, productive vocabulary includes speaking and writing skills. This is to say that productive vocabulary refer to those words students use while they are speaking or writing.

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Several attempts have been made to distinguish these two perspectives. Most authors argued that receptive vocabulary is acquired first, followed by productive vocabulary. Naeime and Foo (2015) supported the view that learners gain receptive control of new words before active control. This is to say that if a word is known productively, it means that the word is already known receptively, that is, comprehension precedes production. In the process of vocabulary acquisition a word is recognized and understood firstly and only later students are able to use it in context in appropriate situations and in a natural way.

In addition, receptive vocabulary is easier to learn than productive vocabulary. In a study performed by Waring (1996), measuring the amount of vocabulary knowledge of some Japanese English learners he concludes that learning words productively takes longer than learning words receptively. It takes more time to use words effectively in different context than the understanding of word meanings used by the teacher.

A student's receptive vocabulary is typically larger than productive vocabulary. In the same study performed by Waring (1996) stated that if a high frequency word is known receptively there is a good chance (64%) that it will be known productively. This means that a student may recognize a word or may know that word meaning,

however, he/she may not know how to use that word effectively while communicating. Students know far more words receptively than productively. Thus, not all words known receptively are known productively.

Vocabulary acquisition is a continuum process. According to Zabiddin (2016), the distance between receptive and productive word knowledge is a line and it is a continuum of knowledge. In addition, Lockhart (2015) suggested that learners should think of vocabulary knowledge as a continuum line between the ability to make sense of a word and the ability to activate the word for productive purposes.

Ness (as cited in Sadeghi and Sharifi, 2016) stated "At one end of the continuum we have... potential vocabulary...moving along the continuum we have real vocabulary ... which includes those foreign language words that learners have learned at some stage in the learning process, and that they can either only understand (passive and real vocabulary) or both understand and use (active real vocabulary)" (p 201). These authors shared the same view that vocabulary acquisition is a continuum line of knowledge. Students gradually acquire vocabulary knowledge. This means that they have in common the view that vocabulary acquisition follows some steps to be understood and be used actively and appropriately by the learner.

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Moreover, Naeimi and Foo (2015) suggested a model of vocabulary development acquisition based on three hierarchical stages: The first stage is partial-precise continuum. In this stage, the student begins to recognize the words used by the teacher or while reading a text, but he/she does not know their meanings and how to use them. The receptive – productive continuum is the second level. In this level, as the student moves along he/she begins to understand word meanings and they know how to use them in some contexts; the student begins to have a precise understanding of the words. The third stage is depth- of-knowledge continuum. In this stage students finally understand words in different contexts and they use those words as well. This is to say that this stage measures how well a word is known. On the other hand, Nation (2001) developed their scale of vocabulary acquisition based on six hierarchical stages in the process of vocabulary acquisition. Their scale is described below:

0: A word is completely unknown.

1- The student has seen or heard the word, but has shown little if any reaction to it.

2- The student is now ready to react to the word in some way.

3- The student has looked in a dictionary and asked about or guessed at the meaning of the word.

4- The student has a vague meaning of the word and he/she is able to define it in a very vague way.

5- The word has become part of the student’s vocabulary and he/she uses it with facility and has given it concrete meaning.

In short, receptive vocabulary leads to productive vocabulary, that is, receptive vocabulary is the first contact learners have with the vocabulary items, which makes the method of instruction very important. Teachers and the course books used in the classroom should recognize the relevance of vocabulary instruction in order for learners to help develop their receptive vocabulary to productive vocabulary.

4. Effective Principles of Learning and Teaching Vocabulary

vocabulary instruction is one of the most significant ways in which teachers can improve students’ reading and listening comprehension and speaking fluency and can be one of the most challenging that a teacher can do well. Thus, what students learn depends not only on what they are taught, but it depends also on how they are taught according to students’ developmental level, and their interests and experiences (Nation, as cited in Lockhart, 2015). This belief requires that much closer attention should be paid to the methods chosen for vocabulary instruction.

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Furthermore, Zheng (2012) stated that effective instruction is not a set of generic practices, but instead is a set of context-driven decisions about instruction. Effective teachers do not use the same set of practices for every lesson...Instead, what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and then adjust their practice accordingly.

This means that there are many variables to consider when making decisions about the process of instruction and learning and the method choice can be used by teachers to create learning environments and to specify the nature of the activity in which teachers and learners will be involved during the lesson. Thus, the teacher has to reflect about effective and interesting strategies to teach vocabulary so that teaching creates learning environments.

Likewise, vocabulary instruction should involve many opportunities for learners to use new words, to discuss words, and to compare new words with previously learned words (Schmitz as cited in Sadeghi and Sharifi, 2016). In recent years, researchers and teachers have had a better understanding concerning the relevant role played by vocabulary knowledge in a language. They have been paying attention to successful ways to instruct and increase the vocabulary knowledge whereas effective vocabulary instruction is important for

effective learning. This is to say that effective vocabulary learning depends on the way vocabulary is presented.

In short, students need vocabulary instruction to help them acquire new word knowledge and develop strategies to enable them to increase the depth of that knowledge over time. And to achieve these goals research states that there are three main approaches in which vocabulary can be presented: explicit/direct vocabulary instruction, implicit/indirect vocabulary and independent vocabulary instruction.

Many authors suggested that explicit vocabulary instruction is deductive. Like Zheng (2012) and Faraj (2015) argued that in explicit vocabulary instruction the meaning of words is presented directly and then they can be illustrated with examples or using visual aids. Students benefit from explicit vocabulary instruction through the use of context to determine word meanings, as well as from opportunities to see and hear how words tend to be used. Additionally, according to Basal, Aytan and Demir (2016), explicit vocabulary should use definitional information and contextual information about word meanings. Therefore, the explicit vocabulary instruction is effective for providing information or developing step-by-step skills.

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Explicit vocabulary instruction is a highly effective approach to teach vocabulary. It is a crucial approach to be applied by the teacher for the retention of new words. National Reading Panel (2000) argued that explicit instruction of vocabulary is highly effective and it justifies this fact stating that to develop vocabulary intentionally students should be explicitly taught. And seeing vocabulary in rich contexts provided by authentic use of visual aids, rather than in isolated vocabulary drills, produces robust vocabulary learning. The use of visual aids gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Several theories address the importance of visual aids as a powerful tool to teach vocabulary explicitly. The Multiple Intelligence Theory categorizes different types of intelligence. One of the multiple intelligence categories is visual – spatial intelligence. According to this theory the students with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. They have a strong visual memory and they have often artistically inclination (Gardner, 1983). Those with visual-spatial intelligence also generally have a very good sense of direction and may also have very good hand-eye coordination. Those students think in pictures and images. Students demonstrate spatial – visual intelligence in

which they are able to observe, and form mental images. This means that those students who are intelligent in visualizing pictures learn vocabulary faster and effectively. For this kind of students, the use of visual aids is the most appropriate technique to teach vocabulary. For those students who are not so good in visualizing pictures, they can hear the words said by the teacher. Thus, when a teacher teaches vocabulary using visual aids he/she communicates to both kinds of students.

Additionally, Zabudin (2016) presented the concept of the Thinking Eye. According to this concept ‘the eye is not biologically separated from the brain’. It still argued that ‘it is part of the same organ and the brain is a part of the eye’ (Canning-Wilson, 1999). This means that the fact of the eye is not biologically separated from the brain demonstrates that when students visualize the visual aids. It will help them to retain with success the meaning of words faster and improve learning by associating the vocabulary with the visual aids. The student can easily connect the vocabulary and its visual representation. Therefore, the student does not waste time trying to learn it. This concept says nothing about the connection between the brain and the ears. For example, when a student hears the vocabulary the information takes longer to reach the brain as where the information learned through seeing will reach the brain directly and not have to travel as far. The

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teacher will not have to teach the vocabulary many times to reach the goal of the student learning the vocabulary. Thus, when vocabulary is taught with visual aids students usually feel more convinced that they learned what the teacher was teaching them because the message is transmitted more efficiently. Teachers will feel more confident about teaching vocabulary to the class.

Moreover, the Fleming System of Classification suggested that students systematically recognize pictures. It also suggested the learner will analyze the visual image and then attempt to separate or identify parts or compare the components of the illustration. Next, the learner will combine components, formulate new relationships and generalize information. Then, the learner will then apply the visual to the situation (Canning-Wilson, 1999). This means that visual aids are meaningful and can supplement curriculum that helps students to associate words with the objects they see in their daily life and make the task appear more authentic. Visual aids help make the situation more real and in turn help the learner use appropriate associated language. For the teacher, the use of visual aids makes teaching easier for him/her because they will not have to spend as much time explaining where exactly the words come from. This view is also supported by Canning (1999) that suggested the existence of different capabilities in two hemispheres of the brain. Thus, vocabulary learning will

be facilitated when the two sides of the brain work together. The right side is more creative and visually imaginative and the left side is more verbally oriented. This means that the right and left sides of the brain join and this improves learning by associating the vocabulary (in the left side) with the visual aid (in the right side).

Therefore, the use of visual aids is definitely one of the most effective techniques to teach vocabulary. As the old saying says “a picture is worth a thousand words”, students should be able to retain word meanings more easily from an image. Having teachers say a word and pointing to the visual representation is useful to teach vocabulary and most of the time teachers succeed and students succeed as well. According to Crandall (2005), visual aids can be effective if appropriately chosen. The teacher should take into account a set of criteria to select visual aids in order to teach what they intend to. The next section will discuss the main criteria that the teacher should take into account when using visual aids to teach vocabulary. The quality of the visual aids is essential to determine the effectiveness of the class, so the visual aids used in the classroom need to be carefully chosen so that they invite interaction and creative response (Basal, Aytan and Demir, 2016). Thus, the next step is intended to provide some relevant criteria considered when selecting visual aids.

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Some authors argued that the teacher should take into account several concerns when designing visual aids to teach vocabulary. First, according to Willis (1990) the teacher should be familiar with the kind of visual aids to be used. This is to say that the teacher should feel comfortable with the visual aid to be used. The ability of the teacher in using the visual aid will influence the effectiveness of the class. For example, if the teacher has trouble in using a given visual aid to be used in class, it will be very difficult for the teacher to achieve what he/she is intending to. The teacher has to make sure how to operate both the visual aid and the equipment required using it and the teacher should practice using the visual aid before using it in the classroom.

Canning-Wilson (1999) stated that the teacher must be aware of the visibility of the visual aids. That is, visual aids should be large enough for the students in the very back of the classroom to see clearly. That does not mean that a photograph or chart in a textbook cannot be used. It does mean that visual aids have to be large enough to be seen, because visual aids have no value in the learning process if they cannot be seen. All lettering and illustrations must be large enough to be seen easily by the students farthest from the visual aids. Also, visibility refers to duration, or the length of the time the visual aid is used. Using a visual aid for one or two seconds will probably not give the students enough time to and understand

its content. The more complex the visual aid is the longer students will need to understand and assimilate it into the teacher's message. The visual aid should be as simple as possible and visible to the entire class.

According Faraj (2015), the effectiveness of the visual aid is also related to clarity. That is, the visual aid must be designed and used so that students immediately understand what it means and how it is related to the vocabulary. It is not necessary for the teacher to give students a great deal of explanation for them to understand the visual aid. For example, if the teacher wants to teach the vocabulary "cow" the visual aid should be clear enough to teach the vocabulary "Cow" which is the teacher's intention. Thus, the visual aid must be understood by itself and require a minimum of explanation. Fourth, another criterion for visual aids is professionalism. That is, the visual aid must appear to be professionally prepared. Visual aids that are hand lettered, sloppy and dirty or that have misspelled words will decrease the teacher's credibility. Visual aids must appear that they were prepared by a professional. Also, the writing used in the visual aid should be legible in the way every student can see it. The objectives or the effectiveness of a class will be achieved only if the teacher takes into account the considerations above.

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In short, visual aids should be carefully designed to achieve the goals they intend to. Because the use of visual aids is helpful only if they match the features mentioned above. Given the importance of using visual aids to teach vocabulary, teachers should give a special attention to how they can be properly used in order to help learners retain as much information as possible about the depth of words and they should provide students an opportunity to recognize words.

Some authors argued that implicit vocabulary instruction is inductive. According to Naeime and Foo (2015), implicit vocabulary instruction encourages deducing word meanings from context, by engaging in oral language experiences at home and at school, or while reading books. Vocabulary growth occurs naturally when students read and listen to each other on a daily basis. That is, students internalize the word meanings in contexts, but incidentally. Additionally, Pan and Xu (2011) suggested that implicit vocabulary instruction is mainly student – centered. This is to say that implicit vocabulary teaching seeks a high level of student involvement in observing, investigating, that is, it takes advantage of student’s interest and curiosity, creativity and the development of interpersonal skills.

However, many authors presented some concerns about implicit vocabulary instruction. Naeime and Foo (2015) said that the learning of vocabulary implicitly is

probably considered more efficient in intermediate and advanced students through extensive reading and listening since they are the most likely to have a powerful vocabulary knowledge when compared to beginner English students. This is to say that students can deduce word meanings from context only if they know a large number of word meanings used by the speaker or the writer. This means that this strategy cannot be suitable for beginner English students since they still do not have a large number of word meanings in order to be able to deduce unknown word meanings in a text or while listening to the teacher or to someone else. In addition, to guess successfully from context students have to know about 18 words of all 20 words in a text (Pan & Xu, 2011) which requires the knowledge of the most common or high frequency words in a language. Therefore, implicit vocabulary instruction used by the teacher can be effective depending on the level of the students’ vocabulary knowledge.

The above paragraph suggests that low level readers often lack adequate vocabulary to get meaning from what they read. Consequently, reading is very difficult for low level readers, and they are unable to do the large amount of reading they must do. In other words, interactions with the environment exaggerate individual differences over time, with “rich get richer”, “poor get poorer” consequences. That is, good readers read more and they become

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even better readers and learn more about words, low level readers read less and they become poorer readers and learn fewer words. So, language teachers need to opt for more successful strategies to teach vocabulary in the way that every student has opportunity to learn vocabulary in the classroom. In short, in indirect instruction, the teacher's role is seen as a facilitator, supporter, and resource person (Sadeghi&Sharifi, 2016). The teacher arranges the learning environment, provides opportunity for student involvement, and when appropriate, provides feedback to students.

Independent vocabulary instruction refers to instructing learners how to be independent vocabulary learners. According to Oxford (1990), learners can understand a lot of words through systematic guessing and through the use of a dictionary. One relevant strategy to listening and reading success involve the use of contextual clues. Contextual clues are the reasons for many correct guesses about the meaning of written passages. Suffixes and prefixes are useful contextual clues to foster word meanings (Oxford, 1990). For example, teachers teach learners that the prefix "un" is the opposite of the word that it follows. When learners read or hear the word "unhappy" they should be able to draw that unhappy is the opposite of the word happy. Similarly, teachers can teach that the suffix "ment" makes that word a noun. For example, if

learners know that the word "to improve" is a verb and when they read or hear the word "improvement" learners should be able to conclude that the word improvement is a noun and get the meaning of the mentioned word by themselves. Further, teachers must help learners develop strategies for independent word learning and support them in becoming aware of when and how to implement these strategies in self-selected situations.

However, the use of dictionaries can be complex and difficult tasks to achieve vocabulary knowledge. The use of dictionaries may not result in gaining a full understanding of word meanings. According to Lockhart (2015), dictionaries do not always meet the requirements of language learners as users. In addition, Diamond (1996) stated that to help students develop strong vocabulary knowledge requires more than having them look up words in a dictionary. Rather, students need instruction that will help them acquire new word knowledge and develop strategies to enable them to increase the depth of that knowledge over time.

This is not to say, however, that dictionaries are not important aids to word learning. Later, the same agency argues that the more students are exposed to dictionaries definitions or translations, the better they will be at word learning (Texas Education Agency, 2004) and many

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dictionaries offer word meanings exemplifying typical usage, pronunciation and relationships with other words and other dictionaries may even expand the amount of information included. The crucial point here is that students receive instruction in how to use what they find in dictionaries or how they can most effectively take information from them, so that they are able to define words or translate the targeted words into students' first or second languages. Most of the time students do not receive the kind of instruction they need to learn how to use dictionaries effectively. Thus, dictionaries awareness implies, on one hand, knowing that dictionaries are important and useful, and on the other hand, it implies knowing how to use them. Learner training in the effective use of dictionaries gives students a valuable skill that will enable learners to use dictionaries in and out of the classroom. As Zheng (2012) asserted that dictionaries are 'passports to independence,' and using them is one of the student-centered learning activities.

In short, according to independent vocabulary instruction the teacher can encourage and facilitate vocabulary learning by helping learners learn strategies for determining the meaning of words independently. Teachers should instruct students to help them build their vocabulary and develop strategies to learn vocabulary on their own.

5. Other Considerations in Vocabulary Instruction

Along with the vocabulary instruction approaches mentioned above, there are other relevant considerations that can be taken into account when teaching vocabulary. The important considerations that are discussed below are not considered approaches, but they are can be helpful for the effectiveness of vocabulary instructions. In language learning and teaching, sense relations are of paramount importance. Thus, there are several aspects of lexis that need to be taken into account when teaching vocabulary. These important aspects are polysemy, denotation, synonyms, and antonyms.

First, denotation also called hyponym refers to the category a word belongs to (Naeimi& Foo, 2015). For example, when teaching the vocabulary 'apple' students have to know that apple is a fruit. In the same way 'dog, cat, cow' are animals. Polysemy refers to the different meanings that the same word may have in different contexts or the different denotations. (Faraj, 2015). Additionally, Redman and Gairns (1986) use the term polysemy to describe a single word form with several different that can have closely related meanings. For example, in English, people talk about the "head" of a pin, the head of a person or the head of an organization. To solve this problem of polysemy students need to see the appropriate representation of words and

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practice the word meanings in context, since context allows students understand the meaning of words.

Synonym is described by Mora (2001) as being a tool particularly useful to teach words that have multiple meanings. Synonym is successful to convey the meaning of words using other words that have the same meaning. Synonyms are especially useful in helping define adjectives and adverbs, such as big and tall or badly and poorly.

The last but not the least concept is antonym. Mora (2001) stated that antonym is a powerful strategy to convey word meanings through the use of other words that have opposite meanings.

The implication of the aspects just mentioned in teaching is that the goals of vocabulary instruction must be more than simply covering a certain number of words on a word list. Teachers or course books must use techniques that can help realize this global concept of what it means to know a lexical item. Teachers must also go beyond that teachers must give learners opportunities to use the items learnt. Research also suggested that our 'mental lexicon' is highly organized and efficient, and that semantic related items are stored together. Teachers can use this information to attempt to facilitate the learning process, by grouping items of vocabulary in semantic

fields, such as topics. In short, it is beneficial to provide direct instruction for words that are semantically related. The aspects above are extremely valuable and can provide a useful framework for the learner to understand semantic boundaries and they can provide greater precision in guiding learners towards word meanings and Powell (as cited in Sadeghi and Sharifi, 2016) argued that these relevant semantic relationships are powerful tools in vocabulary instruction.

Another factor that should warrant careful consideration when planning vocabulary instruction is which words should be taught. Foreign language learners need to know large numbers of words to speak that language fluently. Thus, when teachers and course books plan the vocabulary goals of a course study they can look at two kinds of information that can help them to decide how much vocabulary a non-native English speaker needs to speak English fluently. This fact has to do with high frequency vocabulary and low frequency vocabulary. The section below is intended to provide a brief overview about these two issues on vocabulary instructions.

6. Frequency of Words

In this section, frequency of words, a very important distinction has been made between high frequency words and low frequency words. This distinction is very important because teachers need to deal with these two types of words teachers and

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students need to ensure that high frequency words are well known. It is; therefore, important that teachers and course books have clear sensible goals for vocabulary instruction, so it is very important to know where students are in their vocabulary growth. This means that teachers or course books should have criteria to judge whether a particular word deserves attention or not.

Thus, some authors argued that there are a group of words in English that occur very frequently and if a learner knows these words, that learner will know a very large proportion of the running words in a written text or in a conversation. According to Schmith and McCarthy (1997), although a language makes use of a large number of words, not all of these words are useful. According to them, one measure of usefulness is word frequency, that is, how often the word occurs in normal use of a language. From the point of view of word frequency “*the*” is a very useful word in English and so a high frequency word. In the same way, *at, on, in, for, of, a* and so on are also considered high frequency words. They occur so frequently that about 7 % of words in a page of written English text and the same proportion of the words in a conversation are repetitions of the word *the, at, on, for, of a*. This small group of high frequency words is important in English language because these words cover a very large proportion of words in spoken and written texts. So, teachers and students

should spend considerable time on them and thinking about successful strategies to teach them.

Nation (2001) said that a non-native English speaker needs to know 3,000 or so high frequency words of the English language. According to him, this is an immediate high priority and there is little sense in focusing on other vocabulary until these are well learned. The next focus for the teacher is on helping learners develop strategies to increase their vocabulary size and learn low frequency words of the English language. Therefore, teachers or course books should firstly focus on high frequency words that students are most likely to find in a written text or in a conversation instead of teaching words that are less useful in a language.

In short, teachers should start teaching first high frequency words that are words most likely to be found in a language instead of low frequency words that are less frequent in a language. For example, teachers should give much attention to words such as *the, at, for, in* and so on instead of giving attention to words like *plummet, cow, horse* and so on. And teachers should pay attention to effective strategies to present high frequency words to students.

7. Conclusion

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Based on the information of the literature review, an effective vocabulary curriculum should include the following features, such as one an effective vocabulary curriculum should include explicit vocabulary instruction including reliance on visual aids, definitional information, and contextual information. Explicit vocabulary instruction can contribute to achieving the goals of developing vocabulary breadth, elaborating vocabulary and building fluency of a language. One of the most addressed techniques in explicit vocabulary instruction is the use of visual aids. According to several theories most of the learners retain faster a large amount of vocabulary when presented orally and visually because visual aids help learners associate the words that are being taught with the visual aids. In addition, the use of visual aids will be useful only if they are visible, clear, simple and professionally designed. Second, an effective vocabulary curriculum should also include references to independent vocabulary instruction including instruction of how to teach learners to learn independently through dictionaries use and contextual clues that are related to prefixes and suffixes and cognates. The knowledge of meanings of common affixes may help students generate the meanings of new words that they encounter. Third, an effective vocabulary curriculum should include reference to relationships between words that are related to denotation, polysemy, synonym and antonym. The

process of categorization is a way of ordering and organizing concepts. Research concluded that a part of vocabulary instruction is done through associations of words with other words. This process needs to be strengthened through careful use of categorization. Such a consideration should be systematic in terms of grouping words for instruction. Finally, an effective vocabulary curriculum should include instruction of high frequency words in a language. Teachers should teach first high frequency words in a language because learners may understand a text or a conversation only if they get the knowledge of high frequency words. High frequency words are more likely to encounter while reading or listening to a conversation. Therefore, the knowledge of high frequency words makes a student a faster and more fluent reader. Therefore, teachers and course books should concentrate first on instruction of high frequency words of a language.

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