LITERATURE REVIEW ON THE TOPIC ''TEACHING AND LEARNING ACADEMIC VOCABULARY"

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ABSTRACT

In this article, it is discussed about literature review on the topic "teaching and learning academic vocabulary" and gives some important information about the strategies in learning and teaching academic vocabulary.

Keywords: academic vocabulary, teaching strategies, learning benefits, literature review, scientist, pedagogical implications, technological applications, collaborative method, interactive instruction, receptive vocabulary.

АННОТАЦИЯ

В этой статье обсуждается обзор литературы по теме «преподавание и изучение академической лексики» и дается важная информация.

Ключевые слова: академический словарь, преподавание, обучение, обзор литературы, учёный, стратегии, английский язык.

INTRODUCTION

Expanding learners' lexical knowledge with academic vocabulary is a great demand in teaching and learning language. There have been suggested unnumerous articles owing to define the core meaning of the academic vocabulary and it is possible to take precious implications in detail about scientists' opinions and arguments. Also, this literature review clarify the role of major strategies in learning and teaching academic vocabulary, how challenges students may come up during the learning period and acquisition of incidental learning as well as, theories about effective vocabulary instruction which can be really handful for both English language teachers and learners. It will start with the importance of teaching academic vocabulary, followed by viewpoints of scholars about enhancement in academic vocabulary, and an elaboration of the characteristics of academic language. It is suggested to explore incidental learning instructions for the learning of vocabulary. The focus will be placed on the specific strategies and effectiveness of using modern technological applications while teaching and learning academic words. I hope readers can take great advantage of some examples and overviews presented in this literature review and could justify their ideas.

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LITERATURE REVIEW.

It is crucial to know that most second language vocabulary enhancement is more likely to be incidental by using the language in communicative contexts. There are different arguments about incidental learning in vocabulary development. Chomsky claims that children are born with a Language Acquisition Device (LAD), a brain mechanism that allows them to deduce the fundamental grammar rules of a language on their own after exposure to it and makes the case that many abstract linguistic rules are not language-specific but rather universal to all languages. All human children are born with them preprogrammed in their genes. The Innatist theory contends that people are born with a natural ability or innate capability to learn a new words, in contrast to the Behaviorist perspective, which holds that children learn a language through repetition, imitation, and reinforcement, and the Interactionist perspective, which holds that a second language is learned through communication and interaction. People only learn second languages if they receive understandable material and if their affective filters are turned down enough to let the input through, according to Krashen (1985, p. 4). Given that language is learned from the environment around a person through speech and interaction rather than imitation and memorization, we may see some similarities between this model and the interactionist viewpoint. Similarly, another idea put forth by Krashen (2004b), "free voluntary reading" or "recreational reading," has offered insightful information. "Vocabulary development supports reading comprehension" and "Reading comprehension supports vocabulary development" (Lawrence, White, & Snow, 2011, p. 2). Wright (2015) argued that it is impossible to give all pupils direct vocabulary teaching because they need to know thousands of terms in order to understand real, complex texts and one of the main ways that ELLs learn new vocabulary terms is by reading. Despite the fact that research (Laufer, 2009) has demonstrated that students can inadvertently pick up words, other researchers (e.g., Nation, 2001, 2008; Saragi, Nation, & Meister, 1978; Teng, 2014a; Van Zeeland and Schmitt, 2012; Waring & Nation, 2004) have noted that incidental vocabulary learning is very limited and that teachers should supplement deliberate vocabulary teaching into lessons to help students enhance aspects of vocabulary knowledge. For students with low competency, direct vocabulary instruction has been demonstrated to be empirically helpful (Teng, 2014b). As a result, in order to teach effectively, teachers should focus on specific words and "formulaic language" (Schmitt, 2010, p.117), use a variety of direct vocabulary-enhancing exercises or assignments in class, and repeatedly focus on common, repetitive terms.

DISCUSSION.

The development of English vocabulary among English language learners, particularly EFL language learners who have little opportunity to practice language use outside of the classroom, requires the use of appropriate teaching and learning vocabulary strategies which provides an interactive and sometimes collaborative method that can be applied during the lessons. Collaborative learning through "social interaction is becoming a part of the curriculum in many areas of teaching" (Davies, 2011). Rahmany, Sadeghi and Faramarzi (2013), conducted a research study of Iranian students learning vocabulary by using weblog and then pointed out that there may be several reasons for this posive change: " With the help of using weblogs, students could be able to work more tasks rather than previous lessons by reflecting on their own learning. They have a great opportunity to entertain and relax by leraning new words and phrases without depression and shyness" (Rahmany, 2013). Another research about effectiveness of mobile-assessted materials in vocabulary enhancement has been conducted by Xodabande and Atai (2020) and devided participants into experimental and control group. The participants in the experimental group who used a flashcard mobile application to learn vocabulary items from AWL were significantly higher than that of control group who used traditional materials. According to Harmen (1991:23), teaching vocabulary is obviously more difficult than compared to simply introducing new terms. In other words, while teacher is giving explanation, she should take into consideration students characteristics and some suitable methods and techniques should be chosen in order to draw their attention and make the lesson more comprehensible. According to Flannigan& Greenwood (2007) teachers have to follow four main factors when they consider strategies to teach vocabulary: target learners, the nature of the words they choose to teach, their instructional purposes in teaching each of those words, and the strategies they use to teach the words. Conversely, making sure that students may learn various facets of language through textbooks is one of the duties that teachers should carry out. Teachers must make sure that students frequently come across new words and phrases in the textbooks in order to do this. However, textbooks rarely sufficiently address the acquisition of vocabulary (Lessard-Clouston, p.21). Since kids can't learn a lot of vocabulary from textbooks alone, teachers shouldn't rely too heavily on them. O'Loughlin (2012) hypothesized that only a tiny portion of GSL and AWL words were taught in these textbooks after analyzing the frequency of word appearance in the three levels of the New English File textbook series. Consequently, it is essential that teachers select appropriate materials, handouts, methods to develop students' understanding of words.

English language learners who have problems in understanding academic words may have trouble also understanding reading assignments and in-class instruction. Teachers can help students establish a word bank and improve their comprehension of the content by explicitly introducing technical terminology and words with numerous meanings. Also, making links between students' past knowledge and new vocabulary is crucial for teachers. Students' word knowledge is strongly linked to academic success because students who have large vocabularies can understand new ideas and concepts and build connections between ideas (Sedita, 2005). The more extensive a reader's vocabulary and background knowledge are, the easier it is to acquire new information offered by a text (Alfassi, 2004). It is therefore important that students' vocabulary and background knowledge are developed as they get older and rely more heavily on discipline-specific texts. Owing to create a rich atmosphere, teachers can utilize real objects to explain new vocabularies and by seeing them and relying their background command students try to respond effectively. Although receptive and productive vocabulary learning are distinct, they have connected challenges to understand. When studying vocabulary, students can distinguish between receptive and productive knowledge more easily (Schmitt, 2010). According to Laufer's (2005) argument, there is a significant difference between receptive and productive vocabulary knowledge. Only 16% and 35%, respectively, of the receptive vocabulary in her study were effectively known at 5,000 and 2,000 frequency levels. However, according to Melka's (1997) research, 92% of receptive vocabulary is really used in everyday situations productively. Although there is inconsistency of these statistics, they all agreed that receptive vocabulary information is easier to acquire than productive vocabulary knowledge. Therefore, it is really helpful to gradually tranform learners' receptive vocabulary mastery towards productive vocabulary in order to facilitate their acquisition of vocabulary. The acquisition of new vocabulary is not a quick and simple process. By listening to the words that are spoken by someone else, they will learn vocabulary through simple words. It is well recognized that acquiring English vocabulary is impossible without English ability as both are crucial to the teaching and learning of the language.

CONCLUSION

In a nutshell, numerous studies have been conducted to define the importance of academic vocabulary and other major aspects relating to teaching and learning new vocabularies. As teachers of vocabulary in foreign languages, it is our primary responsibility to help students increase their vocabulary importance and quality, or the depth and breadth of their word knowledge. We might need to spend some time teaching pupils basic vocabulary acquisition techniques in order to do this. For

instance, the majority of our class time should be devoted to helping students become more aware of vocabulary learning skills specifically, the kinds of strategies that will enable them to do so effectively, autonomously, and independently. Based on the theories explained previously the foundation of communication is vocabulary. For students, learning English is also crucial, although they frequently struggle with it. It's because the process of teaching and learning is boring. So it is understandable that the students have trouble acquiring academic terminology if they haven't background knowledge to understand the meaning. The more extensive a reader's vocabulary and background knowledge are, the easier it is to acquire new information offered by a text (Alfassi, 2004). Although students are aware that building their vocabulary is crucial to learning English, they frequently lack a clear concept of how to actually learn vocabulary. Interactive instruction is quite beneficial in this regard and teacher should be innovative and up to date to conduct engaging lessons with the help of inquisitive materials or media provides the user with motion pictures, dictionaries, videos. These really give help the students relax and remember things faster and better. Also, it is suggested that mobile-assisted vocabulary can play a major role to develop students' ability in learning new words easily and effectively rather than other types of materials including paper flashcards and written word lists. This review also suggests that productive vocabulary knowledge needs more attention than receptive vocabulary knowledge, and that available textbooks seldom address vocabulary sufficiently. To investigate their receptive skills, New Academic Word List is used widely for this research. Furthermore, the authors try to give clear information about how to develop student's knowledge of academic texts and point out sample strategies for learners who have difficulties with comprehending academic words by looking and listening. It is also referred that linking unknown words with familiar things or experiences can help English language learners (ELL) to have a better understanding and make their words more meaningful. All of these articles are directly written to inform to both teachers and learners who use a wide range of academic vocabularies in their study. Different activity-based techniques are demonstrated and they are really handful while learning and teaching and utilizing from these techniques, instructors can encourage their student to understand deeply and create learning environment with more academic vocabularies.

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