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Teaching Vocabulary techniques

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Abstract

This study attempts to introduce teachers to the majority of vocabulary teaching approaches, as these tactics can teach students the most vocabulary in the quickest time.

My research question ^{is} emphasizes What are the techniques for teaching vocabulary?

This research consists of four major sections, each is devoted to a different purpose. Section one is the introduction of the research and it also presents the title, the aims, the problems, the research question, the hypothesis of the study, The Procedure, the limitation, and the value of the study. Then comes section two which focuses mainly on vocabulary teaching in particular and strategies for teaching vocabulary, And, the third one, is prepared for the practical part of the study which includes the participants, the last section is the analysis of the data. In this study, a quantitative method of research was used in the form of a questionnaire. The collected data were implemented to be analyzed to teach vocabulary strategies.

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Section one: Introduction

1.1. The Aim of the Study: This research aims to make teachers familiar with most techniques of teaching vocabulary, these strategies can teach students the most vocabulary in a short time.

1.2. The Problem of the Study: Matters concerning the importance of vocabulary in the English learning process. Not many teachers pay attention to the factors in teaching vocabulary. Vocabulary is one of the components of the English element which has to be taken seriously by students in learning English. Vocabulary becomes an element to develop four language skills listening, speaking, reading, and writing. If they do not have an adequate amount of vocabulary, they cannot do those four skills. Many education practitioners ~~neither~~ curriculum, textbooks makers ~~nor~~ teachers neglect the importance of teaching vocabulary. English curriculum and textbooks do not give proper materials concerning vocabulary mastery. Teachers rarely teach the students vocabulary. Students are recommended to learn vocabulary from their teachers. Considering the importance of vocabulary, teaching vocabulary should get a suitable portion in teaching and learning the English process.

1.3. Research question: What are the techniques for teaching vocabulary?

1.4. The Hypothesis of the Study: Teachers with poor vocabulary teaching techniques, English teachers can get the benefit from the result of the study by improving their teaching strategy, students can learn and store a larger number of vocabulary if they have effective vocabulary learning skills, according to the study's hypothesis.

1.5 The Procedure of the Study: A questionnaire is chosen as a quantitative method for collecting data regarding teaching vocabulary strategies. The participants are 10 teachers, who teach from secondary and high schools. The results will be analyzed using statistical means.

1.6. The Limitation of the Study: The limitation of this study is the limited number of English teachers from secondary and high schools.

1.7. The Value of the Study: Teachers may face lots of difficulties when they attempt to teach learners new vocabulary. Because there are many students and many different learning styles. The study is expected to be able to give some advantages for teachers, and students, English teachers can get benefit from the result of the study by improving their teaching strategy, especially in teaching vocabulary to develop their students' ability in mastering four languages skills. the students can also get benefit from the result of the study by knowing their weaknesses and their strengths and how to cope with the problems.

Section Two

Literature review

2.1. Vocabulary teaching

Vocabulary: Vocabulary (from the Latin for "name," also called Word-stock, lexicon, and lexis) refers to all the words in a language that are understood by a particular person or group of people. There are two main types of vocabulary: active and passive. An active vocabulary consists of the words we understand and use in everyday speaking and writing. Passive vocabulary is made up of words that we may recognize but don't generally use in the course of normal communication (Nordquist, 2019).

Vocabulary teaching: As one of the essential elements of the language system, vocabulary serves as the very basis of language development. Vocabulary is known as the building block of language and no language acquisition can take place without the acquisition of vocabulary. Foreign language acquisition is generally deemed to be closely associated with vocabulary study and many scholars prove that lexical deficiency constantly interferes with daily communication. Simultaneously, many second language learners generally believe that it is vocabulary, rather than grammar that obstructs them from reading, listening, speaking, writing as well as exchanging information with others in a foreign language. They hold that vocabulary carries the basic information they need to understand and express information. However, the importance of vocabulary learning has never been overemphasized in learning a foreign language and it was not until the 1970s that research into vocabulary learning started to grab considerable attention. Since then, many teachers, researchers, and scholars have devoted themselves to this field, making remarkable achievements (Nie & Zhou, 2017).

Vocabulary is considered a vital aspect of language use and a core element in learning and mastering an FL as Rubin and Thompson (1994, p. 79) state that “one cannot speak, understand, read or write a foreign language without knowing a lot of words so, vocabulary learning is at the heart of mastering a foreign language”. Besides, in all linguistic skills, vocabulary takes a role in developing a student’s language proficiency as Taylor (1992, p. 30) points out that “vocabulary permeates everything language learners or language teachers do in an English language class, whichever skill or language point is being practiced”. In other words, it is prevalent to claim that understanding any language is difficult without knowing words whether in the spoken or the written forms (Hall, 2000; N. Schmitt, 2000). While vocabulary certainly includes single words, it is so much more than that! It also includes phrases or chunks of several words the same way that individual words do. Stick with me. Think back to how you started learning your second language. Did you start your first class with a grammar lesson? Not likely. More likely is your teacher taught you a series of expressions in the context which you then repeated and practiced with your classmates. Think, “Hi! How are you? My name is...” The funny thing is, you probably didn’t realize this all counts as vocab. But you sure memorized it the same way you would a new word. When you start learning a new language, memorizing lexical chunks is a crucial part of the process. When you don’t know anything, what you need are practical expressions to get you talking, not a full-out grammar lesson. So, vocabulary is the keystone of language learning (Littrell, 2021). Without a sufficient understanding of words, students cannot understand others or express their ideas. Vocabulary is important across the curriculum from language arts and social studies to mathematics and science. It is intimately connected to both effective reading and writing skills, and these skills in turn are necessary for doing well in school. Researches studies have shown that in most cases, students have to see, read and interact with words 5-7 times before they are admitted to long-term memory.