

# DEVELOPMENT OF VOCABULARY GAINING AMONG ESL HIGHER EDUCATIONAL STUDENTS THROUGH READING PRACTICES - A REVIEW OF LITERATURE STUDY

## Abstract

Vocabulary learning is most dominant concept in language acquisition, especially for English as second language learners. The most fundamental reasons for the conception are that a lot of unknown words, which learners encounter everyday while reading different texts. Students have faced many of the reading comprehension failures in the recognition of lexical access. An ESL learner can differently learn and acquire words due to personal reading interpretations such as text comprehension, general articles, academic texts and research papers. Learning vocabulary for ESL learners from mentioned procedures is not an easy task. This review article discuss about acquisition of knowledge of vocabulary from different reading texts through different methods and strategies. The flow chart of article can give a root map in acquisition of vocabulary.

**Keywords:** Vocabulary learning, different texts, text comprehension, general articles, methods, strategies and research papers.

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## I. INTRODUCTION

Vocabulary acquisition is one of the most important features in the assessment of language skills (Henriksen, 1999; Huckin and Coady, 1999). Many researchers have studied the process of vocabulary acquisition. The knowledge of vocabulary is an important part of language skills; surprisingly, however, the neglect of vocabulary in research on language teaching and learning has long been a subject of debate (Richards 1976). Knowing the meanings of words and being able to use information effectively is considered an important factor in reading a text (Bee Eng and Abdullah, 2003).

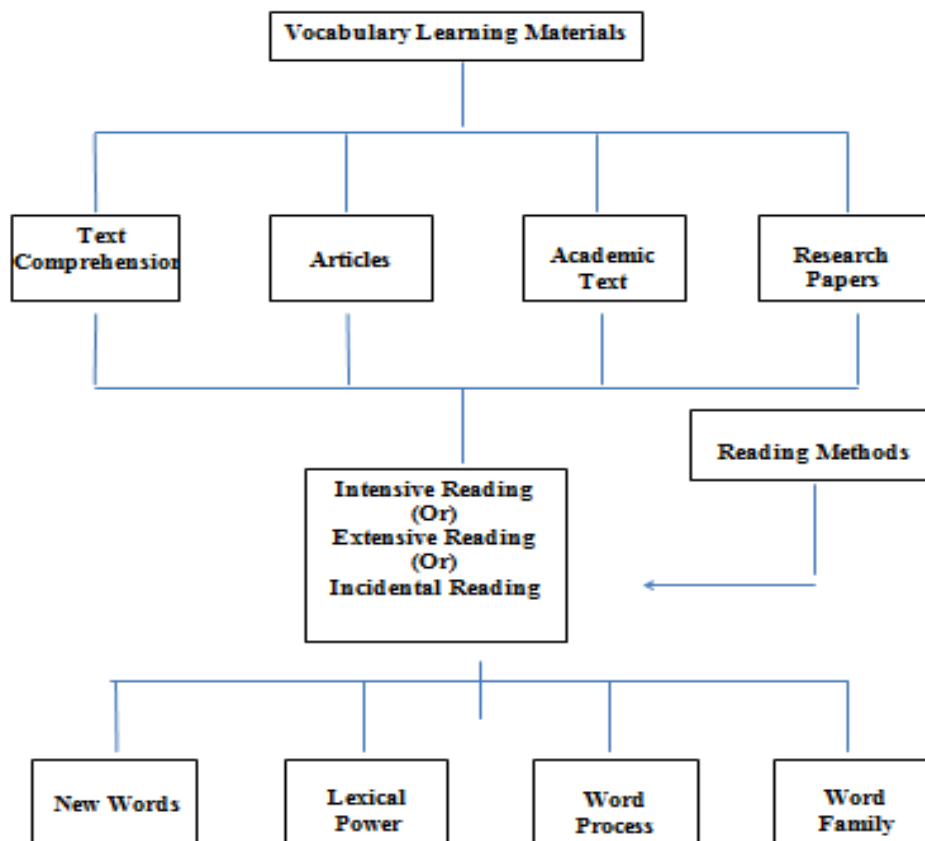
Another study by Huand Nation (2000) and Schmitt (2000) says that the amount of known and unknown vocabulary is one of the important aspects in distinguishing the difficulty of reading. To develop their vocabulary, ESL students often participate in vocabulary tests, comprehension tests, and online language seminar tests to enrich their vocabulary. Among these efforts, they also focus on academic English language tests, which play an important role in vocabulary development.

Due to insufficient knowledge of vocabulary, students often get low grades in academic exams. However, academic sources such as prose and poetry have vocabulary limitations such as obsolete word forms and collocations are difficult to improve vocabulary. Moghadam, Zainal, and Ghaderpour (2012) argue that if the reader does not know many words in the text, such a condition the reader would reduce the effectiveness and efficiency of text processing and making it difficult for the reader to understand the text.

Because word recognition and word use often hinder comprehension, teaching vocabulary can help improve students' reading comprehension (Curtis and Longo, 2001). Students with strong vocabulary skills can use the appropriate word in multiple contexts and can produce good writing and practice reading comprehension well.

However, a little research has been conducted with the aim of identifying the potential significant of acquisition of vocabulary through reading. The present review research will endeavour to relate acquisition of vocabulary knowledge among ESL students to achieve productive skills.

## II. A MODEL OF VOCABULARY LEARNING PROCESS



## III. A REVIEW LITERATURE FROM VARIOUS RESEARCHES ON VOCABULARY LEARNING

- 1. Researchers Inputs Instructions to Develop Vocabulary:** There have been diverse points of view for lexicon procurement among ESL students; the primary one is understood learning, and the second is unequivocal learning. The verifiable lexicon learning hypothesis holds that intuitive lexicon securing amid perusing is more successful than learning words through intentional lexicon since the learner's cognizant centre is on the story, not on the things to memorise (Krashen, 1987, 1993). Lexical learning through extensive reading is best achieved when the reader's L2 ability is high because the reader must know when and how to use meaningful cues and consider word families and suffixes when segmenting words (Folse, 2004). Krashen's (1989) Input Speculation was persuasive in one area of research, examining the reward of learning large vocabulary through increasing input, and his point centers on extensive research. The representational themes they require for organized input, as well as the requirement that learners must build a recently experienced lexicon to acquire it, input theory assumes that learners are often efficient at extracting meaning from the environment. It is important for ESL students to consider Greek-Latin connections and roots because such knowledge helps them learn many unused words "by connecting those words with known words or known prefixes and suffixes and can be used as a way to check whether the unknown word. is effectively guessed by the context" (State, 1990, p. 168).

In a lexicon diary, learners can incorporate different pieces of data almost the target word such as elocution, portion of discourse (thing, verb etc), lexical and linguistic designs, enrol, etc. One include that learners ought to incorporate in their lexicon diary may be a equivalent word or antonym of the word, which can significantly increment their capacity to utilize and hold the word (Bromberg & Storm, 1998; Folse, 2004; Nurnberg & Rosenblum, 2005). As Wilkins (1972) effectively contends, “Without language structure exceptionally small can be passed on, without lexicon nothing can be passed on. L2 learners go through a classification plot for modern lexicon procurement through perusing (Paribakht & Wesche, 1996). Agreeing to Gass (1988), whose hypothesis was one of the hypothetical establishments in Paribakht and Wesche’s paper, the classification conspire appears a pecking order of mental handling that a learner requires amid lexicon works out. In this paper, they created five steps of lexicon work out sorts: particular consideration, acknowledgment, control, translation, and generation. The real instrument of accidental lexicon procurement has been examined as an range of awesome significance in lexicon procurement. Huckin and Coady (1999) uncover that coincidental learning does not consequently take place with the exposure to target words. That’s the method of coincidental procurement needs a learner’s sum of consideration to the target words. The deeper knowledge of vocabulary refers to the eminence of word acquaintance, from the instructional effort and focus on learning vocabulary can build more varied words and strength the student vocabulary awareness.

2. **Significance of Vocabulary in Language and Literacy:** Dickinson, D.K et al. (2010) have displayed hypotheses of perusing and composing concurs on one thing: dialect gives the establishment for proficiency. Lexicon, though scarcely, has regularly been utilized a substitution for dialect since both dialect and lexicon highlight the implication of meaning. Numerous broader dialect abilities (i.e., phonetics, structure of the language, morphology and grammar) either are directly related to the lexicon (i.e., semantics and morphology) or can be found in models investigating lexicon. Anderson and Freebody (1981) scholars propose diverse reasons with respect to how lexicon information bolsters perusing comprehension. For example, instrumentalist thinking assumes that the meaning of a word is itself fundamental, whereas informational thinking assumes that knowing the meaning of a word allows us to know more about the points of its scope and Assuming it will likely lead to a good understanding. Hoxby and Weingarth (2003) proposed a number of peer impact models that are relevant to current analyses. One such demonstration is the boutique demonstration. In this demonstration, students perform better when surrounded by peers of the same level. Once teachers recognize that their students are at the right level, they can design and adjust center content to reflect their students' common achievement levels. A related show is the center show, where sophomores perform better when the class is homogenous, in fact her sophomore is not part of that homogenous group. This article recommends the opposite. Heterogeneity in the classroom is best for students because they need to find answers to their own arguments in their own way and benefit from the different perspectives of others (Hoxby, C.M., 2003). ).

Achievement in STEM subjects remains a challenge for many minority groups of students. These inconsistencies in achievement endanger the logical, innovative and planning capacity of the nation. Thus, the underrepresentation of women and other traditionally underrepresented population groups can be a known challenge [25]. Acknowledging the National Center for Instructional Knowledge, poor and minority

youth need basic skills in STEM subjects [26]. One of these often overlooked core competencies may be a solid command of STEM-specific lexicon. A solid disciplined vocabulary is a key part of achieving and maintaining STEM curricula. According to NCTM standards and school science standards, students should be encouraged and supported as "they communicate to memorize arithmetic techniques and learn to communicate mathematically. [27].

The line of investigate on the relationship between profundity of word information and coincidental lexicon securing through perusing is insufficient. In two experimental considers, Qian (1999, 2002) examined the inter-correlations among profundity of word information, extensiveness of information, and perusing comprehension. He found that scores on the lexicon measure, profundity of word information, and perusing comprehension were deeply connected with each other. The comes about of his ponder uncovered that profundity of word information made a interesting commitment to perusing comprehension. Hao, Tao, et al. (2021) moreover compared the part of profundity and breadth in lexical inferencing victory. He considers that inferential victory is the beginning point of coincidental learning. Comes about of his ponder appear that both measurements have a share in lexical inferencing victory; in any case, he claims that depth's share is more than what we thought to be. To demonstrate the significance of lexicon in moment dialect procurement, various thoughts have been raised. Krashen (1989) holds the supposition that there are extraordinary causes for committing thought to lexicon. To begin with, lexicon shows up to be a appropriate marker of dialect capacity since learners frequently make utilize of lexicon instead of a linguistic use book. Wilkins (1972) reveals that this implies knowing a awesome sum of lexicon is really positive since it helps learners to talk more and to have a great impact on other individuals as well.

EFL students' reflections illustrated the relationship between vocabulary knowledge and reading comprehension. Zhang and Yearly (2008) conducted a study on the vocabulary comprehension of 37 medical students learning English in Singapore. The Lexicon Levels test was used to obtain vocabulary levels for graduate students. As a result, it was revealed that students' lexical knowledge at the level of 2000 and 3000 words was related to their reading comprehension. There seems to be a close relationship between vocabulary knowledge and English reading comprehension. Farahani [31] investigated the relationship between the depth of vocabulary knowledge and the use and achievement of lexical reasoning techniques among Iranian learners. He found that there is a critical relationship between the depth of vocabulary information and the lexical reasoning procedure used. In other words, those with more extensive vocabulary used certain types of lexical reasoning techniques more regularly than those with less knowledge, and these techniques made them more effective at gathering the meaning of ambiguous words.

#### IV. CONCLUSION

This study seems to suggest that vocabulary knowledge is extremely important for scientific and professional creation. Improving vocabulary can help students in all walks of life. Vocabulary information is the main thing, because verbal mistakes are above all repeated and at the same time constitute a serious obstacle in communication. EFL teachers present a

challenge from time to time. Given the fact that breadth and depth are two interrelated aspects of vocabulary knowledge, knowing an inexhaustible vocabulary cannot help learners make extraordinary agreements if their understanding is painful and superficial. This requires great understanding; Both aspects of vocabulary knowledge - depth and breadth are required. Despite the fact that the amount of vocabulary knowledge can be a key component in the assessment of reading comprehension, the depth and expected expansion of vocabulary is critical for the application of reading comprehension. The research presented in the survey shows that depth of vocabulary knowledge, range of vocabulary knowledge and reading comprehension are deeply and strongly related to each other. Vocabulary teaching is mostly aimed at expanding words and vocabulary information, rather than increasing the depth of knowledge.

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