Development of Vocabulary Gaining among ESL Higher Educational Students through Reading Practices - A Review of Literature Study

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**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.

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

**I. INTRODUCTION**

Vocabulary attainment is one of the significant features in estimating one’s language proficiency (Henriksen, 1999; Huckin & Coady, 1999). Many researchers have explored the process of vocabulary acquisition. Vocabulary knowledge is an essential component of language capability; however, amazingly, the neglect of vocabulary in language teaching and learning research has been a recurrent theme of discussion over a protracted period (Richards 1976). The knowledge of word meanings and the ability to access the knowledge efficiently are recognized as an vital factor in reading a text (Bee Eng & Abdullah, 2003). Another research by Huand Nation (2000) and Schmitt (2000) hold the view that the amount of familiar and unfamiliar vocabulary is one of the significant aspects in distinguishing the difficulties of a reading passage. In the development of vocabulary level ESL students often participate in vocabulary quizzes, comprehension test and language webinar test to enrich their vocabulary. Among these efforts they also focus on academic English examinations which are playing the vital role in the development of vocabulary. Due to the insufficient word knowledge students often score low percentage of marks in academic examinations. However, the academic sources such as prose and poetry have vocabulary limitations such as out-dated word forms and collocations are become complications to enhance vocabulary level. Moghadam, Zainal and Ghaderpour (2012) state that when a reader does not know many words in a text, such condition would hinder the effectiveness and efficiency of text processing, which leads to difficulties in the reader comprehending the text. Since word recognition and lexical access often prevent comprehension, providing vocabulary instruction may help improve students’ reading comprehension skills (Curtis & Longo, 2001). The students who have sound knowledge of vocabulary, such students can use an appropriate word in multiple contexts and they can present good writings, and habituate the reading comprehension in well manner.

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**

**Vocabulary Learning Materials**

**Research Papers**

**Academic Text**

**Articles**

**Text Comprehension**

**Reading Methods**

**Intensive Reading**

**(or)**

**Extensive Reading**

**(or)**

**Incidental Reading**

**Word Family**

**Word Process**

**Lexical Power**

**New Words**

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

*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). Lexicon learning through broad perusing is most successful when the reader’s L2 capability level is progressed since the peruser ought to know when and how to utilise relevant clues and be mindful of word families and fastens for dissecting words (Folse, 2004). Krashen's Input Speculation (1989) has been persuasive in one strand of investigation, examining the viability of learning expansive amounts of lexicon through a surge of input with broad perusing as his centre of thought. The show questions they require for organised input, as well as the requirement for learners to create a recently experienced lexicon in order to procure it, The Input Theory is based on the hypotheses that learners are frequently effective in inducing meaning from a setting. It is significant for ESL higher instructive students to ponder Greco-Latin joins and roots since such information makes a difference in helping them learn numerous unused words "by relating these words to known words or known prefixes and additions, and it can be utilised as a way of checking whether an unknown word has been effectively speculated from context" (Country, 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.

*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 emphasize the significance of meaning. Numerous broader dialect abilities (i.e., phonology, language structure, morphology, and semantics) either are straightforwardly related to 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 case, the instrumentalist speculation proposes coordination the word implications themselves is basic while the information speculation sets that by knowing a word’s meaning, one likely knows more almost that point region, driving to moved forward comprehension. Hoxby and Weingarth (2003) proposed many models of peer impacts that are pertinent to the current consider. One such demonstrate is the Boutique demonstrate, whereby students will have higher accomplishment when encompassed by similarly-leveled peers. In case instructors recognize their students are so also levelled, they might make and tailor their center substance to reflect their students’ shared capacity levels. A related show is the centre show, where a understudy performs superior when the classroom is homogenous, indeed when the understudy isn't portion of that homogenous gather. The article show recommends the inverse: heterogeneity within the classroom is best for students, as they must arrive at their claim answers in their claim ways, and advantage from others’ varying viewpoints (Hoxby, C.M., 2003).

Accomplishment in STEM substance ranges remains a challenge for numerous minorities populaces of learners. These accomplishment incongruities jeopardize the nation’s logical, innovation and designing capacity. Hence, the deficiency of ladies and other customarily underrepresented populaces could be a well-known challenge [25]. Agreeing to information from the National centre for Instruction Insights, low-income and minorities youth need foundational abilities in STEM substance [26]. One of these often-overlooked foundational aptitudes could be a solid get a handle on of STEM discipline-specific lexicon. A solid disciplinary lexicon is recognized as a key component of accomplishment and maintenance in STEM-related substance ranges. Concurring to the NCTM Standards and Standards for School Science, students ought to be energized and upheld as “they communicate to memorize arithmetic, and they 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) revels 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.

Students of EFL reflect about have exemplified the relationship between lexicon information and perusing comprehension execution. Zhang and Yearly (2008) considered the part of lexicon in perusing comprehension with 37 auxiliary students learning English in Singapore. The Lexicon Levels Test was utilized to degree students' lexicon information. Result appeared that students' lexicon information at the 2000-word and the 3000-word levels were connected with their perusing comprehension. This appears a near relationship between lexicon information and English perusing comprehension. Farahani [31] explored the relationship between profundity of lexicon information and Iranian learners' lexical inferencing technique utilize and victory. Her discoveries appeared that there was a critical relationship between profundity of lexicon information and the sort of lexical inferencing procedure utilize. In other words, those who had more grounded profundity of lexicon information utilized certain sorts of lexical inferencing techniques more regularly than those who had weaker profundity of lexicon information and these techniques made them more effective in gathering the meaning of obscure words.

**IV. CONCLUSION**

#####  This survey appears that lexicon information is exceptionally importance to create scholastically and professionally. The improvement of lexicon can offer assistance the students in all angles of life. Lexicon information is principal since lexical mistakes are the foremost repeating ones and, concurrently, they frame an vital obstacle to communication. EFL instructors now and then challenge Considering the reality that breadth and profundity are two interfacing viewpoints of lexicon information, knowing an inexhaustible lexicon cannot help learners a extraordinary bargain on the off chance that their comprehension is excruciating and shallow. This implies to have a great understanding; both viewpoints of lexicon knowledge-depth and breadth- are required. Subsequently, in spite of the fact that the size of vocabulary information could be a pivotal component on assessing the perusing comprehension, profundity of lexicon, in expansion to what is anticipated, plays a critical portion in perusing comprehension execution. The examinations said within the survey demonstrate that profundity of lexicon information, breadth of lexicon information and perusing comprehension are profoundly, and emphatically, connected. The centre of vocabulary instructing is for the most part on extending the number of words, breadth of word information, instead of on enhancing profundity of information.

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