Vocabulary in Textbooks: Issues of Selection and Instruction

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Abstract

Actually, this study initiated with one of the research questions: what criteria or bases there are to be applied for selecting vocabulary to mention in textbooks for instruction. And very interestingly, if not surprisingly, the study reached the conclusion that textbooks in themselves are one of the criteria for vocabulary selection. Rather than reviewing vocabulary instruction methodology, a comprehensive approach to factors aligned to vocabulary instruction is another major concern of the study. And it is found that the conventional understanding of vocabulary instruction as instruction merely on semanticity alone is partial. The role of mental lexicon, metrical stress, spaced frequency and many such subtle issues over vocabulary instruction are crucial. The terminologies 'The world of a word' and 'The word of the world', as well as the concept under 'Framework for word understanding' deserve nobility. Though it was not possible to cover all that in this study, yet, it gives way to develop memory architecture for vocabulary study as a branching issue for another study.

Keywords : *vocabulary, selection, instruction, language, frequency*

Introduction

Vocabulary is what the language is manifested by. It is one of the important aspects of language learning. It plays a major role in use of language. It is believed to be the vital organ of language. Wilkins (1978:111) says "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." It is the basic block of language. A sound knowledge of vocabulary is beauty in itself. Vocabulary enhances communicative strength. The larger the words repertoire, the more precise becomes the expression. It strengthens all the language skills, and increases receptive as well as productive proficiency. Words hold potency and so provide both prosaic and prosodic competency to its users. The concept of word is not limited to verbal (linguistic) words only but extends to the realms of tactile and sign words. The way blinds and deafs successfully participate in communicative activities indicates that they have well

developed systematic mental lexicon. The amount of vocabulary determines the intellectual sphere of one's perception.

In the context of vocabulary research, it is found to be less studied area though there are a number of issues waiting to be turned up. A few scholars have attempted to set up principle and criteria for selection of vocabulary and their structured approach of instruction, yet it has not been an issue to be treated cautiously while designing EFL textbooks and learning materials. They are simply there to be included- but to what extent and how? In the context of Nepal, it has not been an issue at all. Though vocabulary instruction has been mentioned in some of the pedagogic courses of Nepalese universities, there is a vacuum regarding principle and criteria of vocabulary selection. So, there it lacks. The language material developers seem to have followed either their intuitive knowledge or simply the conventional practices.

1.1 Research Question

Though the research study has broadly been guided by the objectives of the research, the research questions that help specify the study are as follow:
➢ What are the general vocabulary selection criteria?
➢ What are the factors to be taken into consideration while selecting vocabulary?
➢ What is the general recommendation for vocabulary instruction?
➢ What are the factors to be taken into consideration while instructing vocabulary?
➢ To what extent does the textbook in question fulfill the selection criteria?
➢ To what extent does the textbook in question comprise the vocabulary instruction techniques?

Research Design

The study has followed qualitative research design to be specific. But at the same time, it has also mixed up some quantitative elements in the study. The statistical corpus database adds lucidity to the study. The qualitative data and the quantitative statistics have been put into completion through a descriptive model. A few tools of statistical presentation have also been applied. From another perspective, it seems to be a comparative document study. The 'English grade XII' is provides database corpus which are compared against 'The Oxford 300', and 'Cambridge Vocabulary (B1 Preliminary and B1 Preliminary for Schools)'. The issue of vocabulary selection and instruction are interrelated. The conclusion of triangular study has been presented descriptively.

Literature Review

As the article intends to cover the seemingly ternary but actually binary issue of vocabulary selection, and instruction and presentation in textbooks, the review of the literature encompasses all of them. Naturally, the issue of selection comes before instruction. Hence, the first is dealt first. Next, presentation of vocabulary in textbooks

will make its room for the interplay between them determines how vocabulary is presented in a textbook. The domain of vocabulary is very vast. First of all, it comprises a large number; secondly, it has numerous issues; and thirdly, it is less studied if not averted. Moreover, dealing with vocabulary selection is not only abstract -for it demands intuition too, but it is more complicated than dealing with vocabulary instruction.

Review on Selection

Lorna, (1987) in **'Choosing Vocabulary Words to Teach'** says, "There are no hard and fast rules when it comes to selecting vocabulary words to teach..... Neither there is any formula for selecting words for a particular grade." Selecting vocabulary cannot start from nowhere. It is found that most of the researchers have consented on Easing the way for selection, Beck, McKeown and Omanson in their **The Effects and Uses of Diverse Vocabulary Instructional Techniques** (1987), propose categories of vocabulary which makes a mile stone in the study of vocabulary selection. It consists of three categories in a leaner form as:

a. Tier one words: the words that listeners are exposed to from very early such as: warm, cold, dog, run, swim etc.

b. Tier two words: the words of high utility across the domain such as: contradict, circumstances, auspicious etc.

c. Tier three words: the words of very low frequency that are domain specific. For example filibuster, pantheon, epidermis etc.

Though this work is the basis for many of the studies afterwards, there is no consistency is the division of the tiers. All three tiers have different bases for the selection of words. The first emphasizes homely learning, second highlights utility of words while the last focuses on frequency count.

Like-wise, Xuehong (STELLA) He and Aline Godfroid in **Choosing Words to Teach: A Novel Method for Vocabulary Selection and Its Practical Application** (2018) mention Laufer and Nation (2012) proposing three explicit criteria of frequency, usefulness, and learnability/difficulty, and a number of implied criteria for word selection. Regarding frequency, they say, "....words with high frequency are more likely to provide a better return....." The pedagogical substitute of the economic term 'return' is their achievement for the endeavor they have undertaken. They cite Nation (2013a) and others believing that without knowledge of fluent access to frequently used words, learners will suffer in their L2 comprehension and production. Further they mention that the Academic Vocabulary List (AVL; Gardner & Davies, 2013) was designed to cater to L2 learners' vocabulary needs in English academic settings. They also suggest that frequency count can be founded either on human intuition or objective corpus. The intuition can be both student intuition as well as teacher intuition. Usefulness is another important criterion for word selection.

They argue though usefulness and frequency overlap one another, usefulness can not necessarily be substituted by frequency. Corpus data may not provide exact information on usefulness of vocabulary so human intuition is needed. They conclude

that several usefulness lists gave way to the inevitability of human intuition and be key judgment in selecting multiword units. So, intuition can never be substituted by any computer program. The third criterion of word selection proposed by Laufer and Nation (2012) is learnability or difficulty. They divided difficulties into two types: interlingual and intralingual. They explain word difficulty is affected by the pronounceability, regularity of spelling, and part of speech of a word, length and number of syllables, morphological transparency, and concreteness of meaning and imageability. Evidencing other researchers, they emphasize teachers' judgment on word difficulty. Along with this, the researchers propose a protocol for word selection that consists of the following steps: (1) select high-frequency words from existing word lists, corpora, or other teaching materials; (2) choose a representative corpus and retrieve the frequency count for each word; (3) have these words rated by teachers for their usefulness and difficulty; (4) conduct a cluster analyses with frequency, usefulness, and difficulty data or, as a simpler alternative, inspect the data visually; and (5) identify word groupings to prioritize for teaching. Concludingly, they state that they showed how frequency, usefulness, and difficulty information can be combined for the purpose of evaluating word selection empirically.

In the same line, Denise Bergström, Cathrine Norberg and Marie Nordlund conducted a study **"The Text Comes First"–Principles Guiding EFL Materials Developers' Vocabulary Content Decisions** in (2021) with the aim of illuminating what guides and influences Swedish materials developers' decisions on vocabulary content for EFL textbooks. They employed semi-structured and open-ended interviews with focus on four areas viz. (i) foreign language vocabulary, (ii) content decisions made when producing a material, (iii) vocabulary considerations during the development process, and (iv) the role of teaching materials for vocabulary development. The results showed that Swedish EFL materials developers are not primarily guided by research- based vocabulary principles when deciding on vocabulary for textbooks. Instead, the materials developers focus primarily on providing engaging texts and base the vocabulary content on end users' (student and teacher) opinions and their own intuition.

Beck, McKeown and Kucan wrote the second edition of Bringing words to life **as Bringing words to life: Robust Vocabulary Instruction** in 2013. They added 'learning words from context' as Common Core State Standard emphasized it. They made the tier-wise categorization more elaborate and prominent. They have also included discussion over the input provided by scholars in their first edition. Here it is claimed that words are better learnt through explanation. It also deals with multiple meanings as well as core meaning. The speciality of the book is that it has included Robust Vocabulary Instruction that is introducing target words and following up for several days with more examples. This approach comprises four elements: introduction, follow up, assessment and maintenance. It also includes detailed provision for vocabulary assessment. Another feature of this work is its attempt to point out the similarity of mental process of reading and writing along with relationship between word knowledge and writing. It also shows ways of creating conditions for vocabulary learning.

1.3.2 Review on Instruction

Vocabulary Instruction is widely studied area compared to vocabulary selection.
Paul Nation is a well established name in both the fields of vocabulary selection and instruction. He has written several books in the areas. His **'4000 Essential Words 1'** (2009) is the first of the series of three volumes. It is a Vocabulary cum. Comprehension volume. The book contains 600 target vocabulary plus words in indexes. It aims at ..... so it also looks like a work book. For the purpose, the book has been divided into thirty units. Each unit consists of twenty new words (given in the content). Each word with its transcription and category, is presented along with an explanation of its meaning accompanied by a sentence with the word in use. Then, it is followed by two to three exercises plus a comprehension lesson. The exercises, in the form of objective questions aim to seek either words for definitions or definitions for words or interrelation of words or sense relation or controlled exercise with initial spelling clues and so on. The comprehension section, comprising mostly a story or an anecdote or a description of a place, consists of all of the target words in context. It is followed by five comprehension questions of which first four are MCQs whereas the last one is an open ended question.
Joe Barcroft developed a module called **'Vocabulary in Language Teaching'** in 2017 that meticulously explains factors affecting vocabulary teaching. The module intends to explore: role of vocabulary, mental lexicon, components of vocabulary, contexts, input- and task-based effects on L2 word learning, vocabulary instruction within communicative language teaching along with others. The module is divided into three main sections. The first section discusses the nature of vocabulary knowledge and the mental lexicon. The second section focuses on how we learn vocabulary, including different contexts of vocabulary learning and the effects of different tasks and ways of presenting target vocabulary in the input. Finally, the third section highlights key implications for contemporary language instruction, taking into account ten principles of effective vocabulary instruction and providing a sample lesson. Yet the primary emphasis is on how language instructors can promote evidence-based vocabulary instruction in the classroom.

Introducing vocabulary and mental lexicon the writer explains how words and mental words are formed. Though a word is a string of phonemes, as a word it starts with a morpheme, the basic independent meaningful unit. He means to say vocabulary and mental lexicon may not have textural correspondence.

1. Morpheme: a. free morpheme
                        b. bound morpheme
                        c. free + free morpheme
                        d. inflectional morphology
                        e. derivational morphology
                        f. affixation: prefix, infix, suffix
2. Lexical phrase: by the way
3. Idiom: throw the house out of window
4. Saying: Beauty is in the eye of the beholder.

5. Formulaic language: How's it going?

Regarding how vocabulary is understood, he explains the form, meaning and mapping relationship. And about how vocabulary is learnt, he mentions six contexts of vocabulary learning as: a. L1 - L2, b. Incidental - intentional, c. Naturalistic - instructed. The 'Process of Vocabulary Learning' is another important subtopic. He says (pp:14) " If the target word appears within.... larger ....level input, that ...provides valuable information about collocates... and information about... properties of the target word..." It is stated that input in variable context over time increases knowledge of properties of vocabulary.

Using metrical stress in word segmentation is another skill in learning vocabulary. He believes spaced repetition to be more effective than massed repetition. Acoustically varied presentation of vocabulary helps in retention. Variation in number and types of task also helps learning vocabulary. Providing opportunities to retrieve and generate target words creates a positive effect on vocabulary learning. Increased processing for one of the three components (form, meaning, or mapping) can increase learning for that particular component and, at the same time, decrease processing for the other two components. Arrangement of words in the input is another factor. For that: - a. maximizing exposure, b. presenting by multiple talkers, c. speaking in multiple talking style/voice style, d. spoken at multiple rate, e. spoken in multiple tone. For positive effect in learning vocabulary tasks like copying while learning, providing opportunities to retrieve and production, and lexical mapping through associative clues like translation, picture etc. should be used.

He has suggested ten principles of effective vocabulary instruction. They are:
1. Develop and implement a vocabulary acquisition plan.
2. Present new words frequently and repeatedly in the input.
3. Promote both intentional and incidental vocabulary learning.
4. Use meaning-bearing comprehensible input when presenting new words.
5. Present new words in an enhanced manner.
6. Limit forced output without access to meaning during the initial stages.
7. Limit forced semantic elaboration during the initial stages.
8. Promote learning L2-specific word meanings and usage over time.
9. Progress from less demanding to more demanding activities over time.
10. Apply research findings with direct implications for vocabulary instruction.

Objectives of Research

This research covers three areas of study. As mentioned above, the research revolves around vocabulary selection, vocabulary instruction and their reflection over the textbook in question. In this context, the objectives of the study are:
- to review criteria/ principle of vocabulary selection.
- to help determine criteria for vocabulary selection.
- to shed light over issues and aspects to be taken into consideration while dealing with vocabulary selection and instruction.

- to help establish vocabulary selection as an issue in EFL textbook designing in the realm of conventional vocabulary instruction.

Limitation of Research

Inalienably, the research has its own constraints. It depends on secondary sources. Grade XII English (published by Curriculum Development Center, CDC, Nepal) is the basic source book. For the present purpose, lessons from first ten units of the 'Language Development Section' of the textbook have been incorporated to obtain data. The data are compared against the list of words of just two other books viz. 'The Oxford 3000', and 'Cambridge English: B1 Preliminary and B1 Preliminary for School Vocabulary List'. There is much under selection and there is more under instruction but only a few of them have been reviewed. The other limitation is that the words having only semantic orientation are taken for frequency count and comparison.

Methodologies

Source of Data

Beside the works mentioned in the review sub-sections, Grade XII English (Curriculum Development Center, CDC, Nepal), The Oxford 3000, and Cambridge English: B1 Preliminary and B1 Preliminary for School Vocabulary List provide substantial data, comparative validity as well as ground for interpretation for and of the study. As it depends on secondary sources, lessons mentioned in section 1.3 and the vocabulary exercises under each unit provide base for research study.

Population and Sample

Ten lessons from first ten units of the 'Language Development Section' of Grade XII English is the umbrella sample of population. Together with total count of the words of each of the lessons, count of every 10th word provide base for actual count of frequency. So, ten high frequency words from the list of every 10th word are the actual sample. Like-wise, words having semantic orientation that are taken for their frequency count in the lesson, which is 87 in number, make another form of sample. In the same line, techniques and activities employed for vocabulary instruction which are studied in the face of currently recommended techniques and activities, form still another range of sample.

Tools and Techniques of Data Analysis

As the research has followed qualitative design, description is obviously a technique of data analysis. Most of the data are presented comparatively in the tabular form. So, tables are another tool used in the research study. Similarly, some of the statistical outcome has been presented with the help of charts and diagrams. They are the tools for precision and clarity. They are essential.

Analysis and Interpretation

Data Presentation

As mentioned in the sub-section 2.1, data have been derived from the compulsory English textbook designed for grade XII, by Curriculum Development Center (CDC), Nepal. The materials related to research and covered by research study have been used. The first ten units of the Language Development section of the textbook have been major focus and the details of which have been presented in the tables below:

Table-1: Vocabulary Exercises and High Frequency Words in the Unit Lessons

Unit	Words from Textbook Exercises	Ten High Frequency Words
1.	shuffling, doodling, sneak, plaque, precept, convergent thinking, divergent thinking, critical thinking, creative thinking	- a, the, he, Mr., summer, was, and, write (Out of 110 words collected as every 10th word from 1108 words)
2.	, monogamy, sibling-in-law, milk kinship, matrilineal polygamy, resolve, urbanization, socialization, patriarchal, domination, blatant, lone parent, nuclear family, nepotism, maternity Regarding morphological orientation: pre-, semi-, sub-, mis-, mono-, un-, in-, inter-.	- of, the, and, in, children, for , a, laws, family/ies, Bible (Out of 124 words (Out of words collected as every 10th word from 1241 words)
3.	Regarding origin: penalty, major, stadium, trophy, defender, anthem, dejection, jubilant, reord, suave, podium, tournament, reminiscent, incredible, savor Regarding semanticity: stump, crease, boundary, sixer, googly, leg-bye, wicket, maiden, pitch, power-play, no-ball, yorker Regarding phonological orientation: fine, shine, rein, rail, why, sleigh, height, bright, might, snail, break, fake, five, freight, eight, game, claim, friend, sight, white, gait, by, hail, frame	-of, the, and, a, for, they, final, cup/s, penalty/ies, has/have (Out of 92 words collected as every 10th word from 922 words)
4.	Freight, levitation, gridlock, pneumatic, predecessor, envisioned, equivalent, subsonic, turbulence, deceleration Regarding morphological orientation: hyper-, ultra-, up-over-, multi-	-the, of, in, be, a, to, than, is, us, has/have (Out of 129 words collected as every 10th word from 1305 words)

5.	expectantly, beckon ,grapple, texture, cobbled, flimsy , attire, marvelous , dynamics, hagiography, psychobiography, pathography, chronicle, obituary, character sketch, profile, memoir	-and, the, he, I, to, in, as, was, us, had (Out of 157 words collected as every 10th word from 1578 words)
6.	prominent ,vulnerable, potentially, transaction, initiatives, launched, enduring, robust Regarding abbreviation and full forms: QR, ISO, IEC, URLs, EMVCo, PIN Regarding phonological orientation: put, push, boom, fool, food, hood, loose full, bull, book, foot, boost, groom, moon, soon, look, hook, cook, should, soot, room, soothe, stood	-the, is, and, a, merchant, scheme, payment, has/have, their, value (Out of 131 words collected as every 10th word from 1319 words)
7.	fear ,anger, surprise , disgust, sadness, happiness, relief , triumph i. contentment Regarding sense relation: etiquette laughter, snorting laughter, stress-relieving laughter, silent laughter, nervous laughter, cruel laughter Regarding phonological/acoustic orientation: charge, duty, laughter, commission, undertaking, responsibility, hilarity, persistent, infectious, ephemeral	-the, she, to, I, are, in, a, person, him, also (Out of 151 words collected as every 10th word from 1527 words))
8.	wrapped, embarrassment, abundance, ordinary, teetering, outskirts, dragging, sewage, sludge, organic waste, inorganic waste, methane, waste reduction, monofil, market waste, incineration, hazardous waste Regarding morphological orientation: ment, ly, ion, hood, ness, er, ical, ic, able, y, ive	-the, one, a, I, our, on, two, and, not, or (Out of 139 words collected as every 10th word from 1390 words)
9.	redwood, propane, occasional, wake-up call, logging, detrimental, stint, resolution, transformation, debris, sustainability, tree line, precipitation, tropical zone, Kyoto Protocol, pollutants, geosphere, deciduous, ephemeral, trash Regarding morphological orientation: rattlesnake, sunflower, touchdown, moonlight, daydream, fireworks, watermelon, basketball, passport, washcloth, weatherwalk, grandmother, crossman	-the, and, of, she, her, a, felt, but, to, on (Out of 163 words collected as every 10th word from 1634 words)
10.	position, redundant , professional, referee, verification, consultant, competence, opportunity, imperative,	-to, the, your, CV, you, a, and, research, that, for

achievement, volunteering, on the job training, career opportunity, skill development, apprenticeship, career counselling, credentials, human capital, internship, soft skills, minimum wage, recruitment, role model, aptitude and assessment Regarding phonological/prosodic orientation: rhyming with here and hare fear, fare, fair, bear, bare, beer, care, heir, ear, air, share, lair, leer, cheer, chair, share, sheer, shear, tear (v.), tear (n.), mere, mare, deer, dear, dare, clear, sneer, snare, gear	(Out of 147 words collected as every 10th word from 1479 words)

Table- 2: Words of Vocabulary Exercises and their Frequency in the Text

Unit	Words prescribed and their frequency (semantic orientation only)
1	shuffling: 1 plaque: 1 sneak: 1 doodling: 1 precept: 13
2	polygamy: 1 urbanization: 1 socialization: 1 patriarchal: 3 blatant: 1 lone parent: 1 nuclear family: 1
3	penalty: 6 major: 3 stadium: 2 defender: 1 anthem: 1 dejection: 1 jubilant: 1 record: 1 suave: 1 podium: 1 tournament: 3 reminiscent: 1 savor: 1
4	freight: 1 levitation: 2 gridlock: 1 pneumatic: 2 predecessor: 1 envisioned: 1 equivalent: 1 subsonic: 1 turbulence: 1 deceleration: 1
5	expectantly: 1 beckon: 1 texture: 1 cobbled: 1 flimsy: 1 attire: 1 marvelous: 1 dynamics: 1
6	prominent: 1 vulnerable: 1 potentially: 1 transaction: 17 initiatives: 1 launched: 2 enduring: 1 robust: 2
7	fear: 1 anger: 1 surprise: 1 disgust : 1 sadness: 1 happiness: 1 relief: 1 triumph: 1 contentment: 1
8	wrapped : 1 embarrassment: 1 abundance: 1 ordinary: 1 teetering: 1 outskirts: 1 dragging: 1
9	redwood: 11 propane: 1 occasional: 1 wake-up call: 1 logging: 8 detrimental: 1 stint: 1 resolution: 3 transformation: 1 debris: 2
10	position: 3 redundant: 1 professional: 2 verification: 1 consultant: 1 competence : 1 opportunity: 1 imperative: 1 achievement:

4

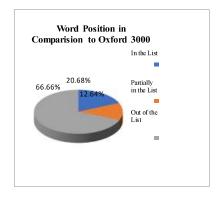**Table- 3: Comparison of Words under Vocabulary Studies against Words in Oxford 3000**

Words from Exercises Found in Oxford 3000	Words from Exercises Partially Found in Oxford 3000	Words from Exercises not Found in Oxford 3000
achievement, anger, disgust, embarrassment, equivalent, exactly, fear, initiative, improve, major, professional, record, relief, surprise, sadness, opportunity, reward, wrap, = 18 words	contentment, consultant, defender, expectantly, happiness, , potentially socialization, transformation, urbanization, verification = 11 words	abundance, attire, anthem, beckon, blatant, competence, cobbled, doodling, dejection, deceleration, dynamics, detrimental, debris, dragging, envisioned, enduring, freight, flimsy, gridlock, imperative, jubilant, launch, logging, lone-parent, nuclear family, outskirt, ordinary, occupational, pneumatic, predecessor, polygamy, plaque, precept, patriarchal, podium, prominent, position, propane, robust, redwood, redundant, resolution, reminiscent, suave, savor, sneak, stint, shuffling, tournament, turbulence texture, transaction, triumph, teetering, wake-up call, = 58 words

Table- 4: Comparison of Words under Vocabulary Studies against Words in Cambridge Vocabulary (B1 Preliminary and B1 Preliminary for Schools)

Words from Exercises Found in Cambridge Vocabulary	Words from Exercises Partially Found in Cambridge Vocabulary	Words from Exercises not Found in Cambridge Vocabulary
achievement, disgust, exactly, fear, happiness, improve, marvelously, opportunity, ordinary, position, professional, reward, surprise, stadium,	contentment, anger, defender, embarrassment, expectantly, occupational, potentially, relief, sadness, socialization, transformation = 11 words	abundance, attire, anthem, beckon, blatant, competence, cobbled, consultant, doodling, dejection, deceleration, dynamics, detrimental, debris, dragging, envisioned, enduring, equivalent, freight, flimsy, gridlock, imperative, initiative, jubilant, launch, logging, lone-parent, major, nuclear family, outskirt, pneumatic, predecessor, polygamy, plaque, precept, patriarchal, podium, prominent, propane, robust, redwood,

tournament, wrap = 16 words		redundant, resolution, reminiscent, record, suave, savor, sneak, stint, shuffling, , turbulence texture, transaction, triumph, teetering, urbanization, verification, wake-up-call, = 60 words

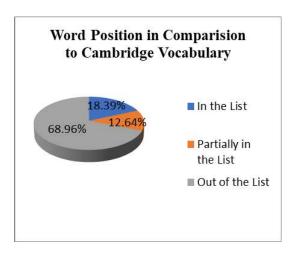**Chart: 1**   **Chart: 2**

Chart 1 shows the position of words in the vocabulary exercises compared to the word list in 'the oxford 3000' whereas chart 2 shows the position of words in the vocabulary exercises compared to Cambridge Vocabulary (B1 preliminary and B1 preliminary for schools).

Table- 5: Vocabulary Instruction in the Textbook and Concern for Vocabulary Instruction

Unit	Techniques and Activities Employed for Vocabulary Instruction in the Textbook	Concern for Vocabulary Instruction
1	- finding words for the given meanings - teacher consultation for defining the given words	cts of vocabulary **-**Morphology, phonology, semantics, grammar, lexicon • Vocabulary Selection Principle/ Criteria • Vocabulary size •Procedures for teaching vocabulary - Introducing
2	- solving word puzzle - finding meanings * and using in sentences - using a dictionary and forming words using the given prefixes	
3	- finding origin and meaning of the given words	

	using a dictionary
	- defining terms using a dictionary
	- categorizing words in term of pronunciation variation
		-Practicing
		- Using games and activities
		• Context of vocabulary learning
		    a. L1 - L2,
		    b. Incidental - intentional,
		    c. Naturalistic - instructed

4	- fill in the blanks with the given words - forming words by using the given prefixes	• Techniques and strategies (oral & graphic)
5	- matching (words with meanings) - using a dictionary	• Form, meaning and mapping • Mental lexicon • Multiple units
6	- matching (words with meanings) -full forms - using a dictionary for pronunciation	• Multiple meanings • Learning burden (identifying the most difficult area/ aspect of word learning)
7	- synonyms and antonyms - matching (words with definitions) - finding situations* for the use of the given terms - listening to teacher for finding syllables	• Part analysis for whole learning eg. minimum, minute, diminish etc. through '-min' meaning 'small' (Nation 2001)
8	- fill in the blanks with the given words - study of cases/ examples - forming new words by using the given suffixes - finding meanings in dictionary and using in sentences	• Root analysis • Regular and irregular spelling eg. 'ie' for /e/ sound in 'Friend' (Nation 2001)
9	-fill in the blanks - developing compound words from the given roots - matching (words with meanings) - minimal pairs	• Role of functional words as they are the high frequency words everywhere. • Relation to other words
10	-fill in the blanks - defining terms and using in sentences - categorizing words in term of pronunciation variation	

Discussion

     Table- 1 shows vocabulary exercises and high frequency words in the lessons of the units. As it has two sections, the first consists of exercises related to various aspects of vocabulary study. The second section contains frequency corpus. For the purpose of unit-wise frequency count, every 10th word of each of the lessons has been enlisted and their frequency was conformed. For example the highest number of words in the count of 10th is 163 words collected from 1634 words in the lesson. The text corpus regarding the word frequency shows that 'Article' is the category that has been counted the highest frequency among the sampled texts. The word 'the' has been repeatedly used in all of the selected texts. It has also shown that function words have higher frequency than content

words. Articles, prepositions, conjunctions, pronouns, pronominal adjectives etc. are the primarily frequent words.

Similarly, table- 2 shows the list of the words under the vocabulary activities entitled 'Ways with Words' in the sampled units. Only the words, from the unit lessons that have direct semantic orientation have been enlisted in the table. The number against the words shows their frequency in the lessons. Most of the words do not have any frequency. They appear just once. Among the six high frequency words in the lessons that is; transaction: 17, precept: 13, redwood: 11, logging: 8, penalty: 6 and achievement: 4, only the last one with frequency of 4, has been found in 'The Oxford 3000 ' word list (details of which is shown in table- 3).

Table 3 shows comparison of words under vocabulary studies (semantic orientation only) against words in 'The Oxford 3000'. The total of 87 words has been compared against the words in 'The Oxford 3000'. The comparative study gives a clear picture about the position of the words under the vocabulary study in the lessons in the face of the words 'The Oxford 3000'. The words in the study list are found in relation with the 3000 words in three different ways: first within the list; second, partially in the list and thirdly, out of the list. In the comparison, 19 words are found to be there in the Oxford list. Like-wise, 11 words are partially found in the Oxford list that is their roots are in the list but the derivatives or inflective are given in the unit lessons. The last and largest, that makes the total of 57 words, are not found in the list. Table 4 shows the same as table 3 except the words in the unit lessons are compared against the word in Cambridge Vocabulary; B1 preliminary and B1 preliminary for schools. Both tables are shown in vivid visual representation in chart one and chart two.

Table 5 shows techniques and activities employed for vocabulary instruction under the lessons of the units, and concern for vocabulary instruction. It also has two sections. The first indicates strategies distributed throughout the lessons whereas the second section deals with various issues that are to be considered while planning for vocabulary instruction. So far techniques and activities employed for vocabulary instruction under the lessons is concerned, it is seen that, techniques like- finding words in the text for meanings, defining words, solving word puzzles, using a dictionary, categorization, fill in the blanks, forming words using affixes, matching, synonyms and antonyms, full forms, compound words, minimal pairs, pronunciation practice (drill) etc. have been used. In the second section, the areas of attention for vocabulary instruction have been mentioned.

Analysis and Interpretation of Data

How words are learnt

Word understanding has many layers. In most of the cases, the relation between words and the referents is arbitrary. On top of that, the relationship that exists in between is

also taken for granted. As a result, weaker layer and weaker semantic network is formed in the mind of, especially, L2 learners. For comprehensive understanding of words, a number factors associated with meaning gaining processes are to be taken into consideration. The diagrams below try to summarize (1) the 'World of a word' required for holistic understanding of words and their semantic expansion, (2) the 'Word of the world' the concept that a word creates in the mind of a learner. As mentioned below, it is enhanced by events encountered in spheres of everyday life, and the gaps in the circles denote openness for constant modification.

Figure-1: The World of a Word

sources

Phonic/graphic

     suprasegmentals

multiple units,

derivation,

connotative

colocative, style,

idiomatic

Knowledge of word origin /

Word form:

Phonology and

Morphology: Root,

affixation, inflexion &

categorization
Semantics: Denotative,

sense-relation,

formulaic and

expression etc.

Figure-2: The Word of the World

world created in
learner which is
events encountered in

is

Word

The concept of the
    the mind of a
    enhanced by

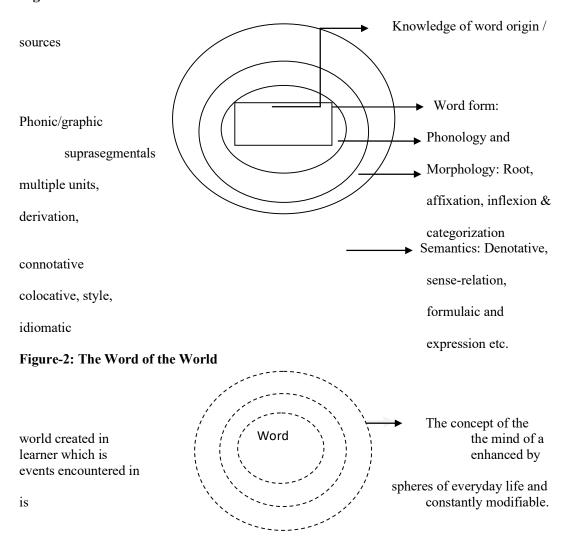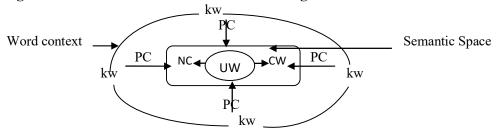spheres of everyday life and
    constantly modifiable.

Figure-3: Framework for Word Understanding

This figure (3) shows 'Framework for Word Understanding' that is how meaning of even unknown word is derived in certain contexts and how it changes from unknown word (UW) to comprehensible word (CW). The Unknown word, UW in the continuum of words, has a vacuumed semantic space with negative charge, NC which, under the influence of positive charge PC, becomes comprehensible word CW. It is determined by the third and fourth context among four ones namely a. Misdirective, b. Nondirective c. General, and d. Directive proposed by Beck & et. al. (2002, Ch:1).

From the analysis of the data presented in the table above, it can be said that the primary frequency words are function words. The effect of function words on other words is yet to be analyzed. The selection of content words should also be research based. Next, most the target words are not found in the list they are compared against. They are academic rather than communicative. The nature of the data in table five shows that the horizon of vocabulary instruction is gradually expanding. It has steeped ahead from the conventional limitation and included quite a many dimensions. Yet a distinct model to lead vocabulary instruction into the mainstream of language pedagogy is of dire need.

4 Findings

From the analysis of the data on both vocabulary selection and vocabulary instruction above, following findings have been drawn:

Findings on Selection	Findings on Instruction

There is a strong consent among scholars about the absence and the need of a concrete approach regarding vocabulary selection. Criado, (2009), Norberg & Nordlund, (2018): state "..... there appears to be a lack of systematicity concerning vocabulary content in EFL textbooks." Based on the analysis of data used for the study, and intuition brought by them, it is found that a number of factors are to be taken into consideration while selecting vocabulary for instruction. Though agreed upon the need, scholars have varied approaches to address the need. Beck, McKeown and Kucan in the 'Bringing words to life' (2013:28) introduced tier-wise categorization of words, and proposed criteria for **Tier Two** word selection as:
    a. Importance of utility,
    b. Conceptual understanding, and
    c.Instructional-potentiality,
	There is much wider variation in vocabulary instruction model than in selection model. The processes of selection and instruction are closely intertwined. Vocabulary selection determines the way of instruction but the vice-versa is not true. Regarding vocabulary instruction following issues has been identified.
	- Second language learners tend to have looser network of words in their vocabulary. (Verhoen 2011)
	- Distantly repeated practice is

(multidimensionality) - Unknowingness (as implicit criteria) - Importance and usefulness/ utility (absolute vs. relative utility) - Living World Vocabulary, LWV (students' actual word knowledge proposed by Dale & Rourke: 1979, mentioned in Beck & et. al (ibid) - Textbooks (word frequency in texts) - Vertical relationship of words among textbooks of various grades - Role and utility of words - High frequency and high utility (that can be equalized to tier one, making a bulk in conversation, and tire two, in literate person's vocabulary respectively) Stahl and Nagy (2006) mentioned in Beck & et. al (ibid, PP:22) - High frequency and academic other two being technical and low frequency Nation (2001) - Frequency with dispersion (the one that is found widely used across different domains) - Subject specification (register) - Subjective judgment or/and author's intuition - Teacher's perception as important vocabulary - Everyday meaning system vs. meaning created by book language - Concrete - abstract distinction - Target learners (perceptibility) - Expectation of the target groups, Prowse, (2011)	more useful than massed repetition. - Using the words in extended conversation leaves a lasting effect. - Providing instruction and key concept in L1. (Carlo & et. al. 2004) - High interest textbook should be chosen. (August 2009) - Purposeful talking (Swain 1994) - There exists lexical bar between everyday meaning system and meaning created by book language and therefore the bar has to be crossed for academic success. (Beck & et.al 2002) - Affective engagement is a prerequisite for vocabulary learning, Tolminson, (2013) - "Recycling of words in a textbook is of immense importance to promote vocabulary learning." Matsuoka & Hirsh, (2010); Nation, (2013b)

Conclusion and Suggestions

Conclusion

Frequency and learnability (developmental psychology) are the two major bases to be taken with high consideration while selecting vocabulary. Common European Framework of Reference for Language is both a reference and criteria for vocabulary selection. Textbooks and the vertical relationship of words across grades provide reliable information regarding selecting vocabulary. As mentioned in Cambridge English Vocabulary for IELTS Advanced and Cambridge Vocabulary, theme and notions are good criteria for word selection. The sources for such theme and notions can be like- academic presentation, media sources, social media, public speeches, transactional dealings, medical counseling, general publications, transport and aviation, banking and so on. Scholar's intuition is another widely applied criterion for vocabulary selection. Instruction is the other facet of vocabulary issues. Though there is variety in vocabulary instruction models, after all, focus of instructors should be on holistic comprehension of words. The more detailed is the knowledge of word dimensions, the

more comprehensive becomes the instruction. There is a vast repertoire of techniques and strategies in the realm of vocabulary instruction. The treatment of words in the sampled lessons, although gradually increasing in dimension, seems like a side-light instead of the head light.

Suggestions

- ❖ While selecting vocabulary, relationship is to be maintained between words and developmental psychology.
- ❖ Not all difficult words are useful words. Difficult ones are to be introduced while useful are to be elaborated.
- ❖ Even the intuition of the designers need to be valid. Vocabulary selection must be research based.
- ❖ A comprehensive model of vocabulary instruction should be developed and introduced among instructors.
- ❖ Vocabulary should be taken as an issue in material designing.

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