

## **Teaching Vocabulary in a Lexical Set for Upper- Intermediate Level Classes**

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**Abstract:** The acquisition of vocabulary forms the bedrock of language learning and proficiency across diverse contexts. In this article, we will explore the crucial aspects of teaching vocabulary, the most effective strategies, empirical evidence, and the essential considerations that are vital for successful language acquisition and development. This article provides a comprehensive exploration of effective strategies in vocabulary instruction, drawing from both classic and contemporary research. It examines the impact of various methodologies on language learners' acquisition of new words, outlines the challenges in vocabulary instruction, and offers insights into future potential research areas to further enrich this critical aspect of language development.

**Keywords:** vocabulary acquisition, expose, contextualisation, eliciting, lexical approach, lexical set, lexicon, fixed expressions, collocations, labelling.

### **Introduction**

Vocabulary acquisition is a fundamental component of language learning, influencing a learner's ability to comprehend and effectively communicate in a target language. The introduction sets the stage for the article by highlighting the critical role of vocabulary in language proficiency, framing the importance of effective vocabulary instruction, and identifying the article's aims and scope. The needs, objectives, and preferences of the students should guide the implementation of vocabulary teaching tactics (Coady & Huckin, 1997; Nation, 2001). As a result, educators ought to be able to modify their pedagogical approaches to accommodate the various learning preferences and styles of their students. The fact that words can alter your perspective on the world is one of the main reasons you should put in the time and effort to expand your learner's vocabulary. Furthermore, one of the main ways we connect and communicate with significant others in our lives is through our ability to use vocabulary effectively. Selecting the ideal word enhances our writing and speech in terms of accuracy and clarity. We use words as tools to reason, advise, inform, and persuade. However, in order to begin teaching vocabulary for learners you must use a methodical approach that makes use of the English language's power

### **Methodology**

This section delineates the methodologies used for gathering research, the criteria for article selection, and the theoretical frameworks underpinning effective strategies. It draws from diverse scholarly works, empirical studies, and instructional manuals, incorporating both qualitative and quantitative research methods to capture the multifaceted nature of vocabulary exposure. We can explore some more useful presentation techniques and approaches (or methods) for teaching vocabulary in a lexical set. First of all, We must clarify the term lexical set. Lexical set is group

of words or phrases that are about the same topic, for instance: weather - storm, rain, wind, cloudy, sunshine, etc.

Lexical approach: a way of analysing language that is based on a lexical items such as a word, multi-word units, collocations and fixed- expressions rather than grammatical structures. Some ELT books and coursebook packages organise their syllabus around the lexical approach, for example: ELT book, McCarthy, M., & F.O'Dell, F. (2017). *English Vocabulary in Use: Advanced*. Cambridge University Press, is structured to teach its materials based on lexical approach. The lexical approach makes a distinction between "vocabulary"- traditionally understood as a stock individual words with fixed-meanings - and "lexis"<sup>1</sup>, which includes not only the single words but also the word combinations that we store in our mental lexicons (dictionary, word list or vocabulary), e.i:

Words (book, pen)

Poly words (by the way, upside down)

Collocations, or word partnerships (community service, absolutely convinced)

Institutionalized utterances<sup>2</sup> (I'll get it, we'll see, If I were you...., would you like a cup of tea?)

Sentence frames and heads (that is not as ....as you think) and even text frames (in this paper we explore...., firstly..., secondly..., finally...). In a lexical approach, language teaching and learning focus on the above patterns and the ways they can pieced together, along with the ways they vary and the situations in which they occur. Lexical approach includes activities like that:

Intensive and extensive listening and reading in the target language, first and second language comparisons and translation - carried out chunk- for -chunk, rather than word-for-word, labelling, modelling, repetition, drills (choral, individual, substitution), guessing the meaning of vocabulary items from context, noting and recording language patterns and collocations, eliciting, mind-map or word-map, working with dictionary and other reference tools, usage, style, and so on

## Discussion

In a discussion part, we analyze relevance between 2 pre-teaching teaching technique (eliciting) and mind-mapping activity.

Eliciting is a teaching technique. When a teacher thinks that some learners know a piece of language or other information, he or she asks targetted questions or give clues to get or prompt them to give the target language or information rather than simply providing it to the class her/himself, for example, the teacher is teaching words for different vegetables. He/she shows learners a picture of a carrot and says: what's this? The teacher does this because he/she thinks some of the learners might be able to say: it's a carrot. Eliciting is a process in which the teacher tests the knowledge of the students about a new topic that has not been taught, organized by the teacher, in which the teacher plays the role of "one who does not know" and asks his students several questions and waits respond for the questions have been asked, one of the advantages of this pre-teaching technique is that the student is not only evaluated for background knowledge, but also for pronunciation. Through this method, the teacher encourages the student to engage in interaction.

Similarly to the eliciting, Word map, mind map -is diagram which is used to make a visual record of vocabulary on the same topic(lexical set), e.g.

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<sup>1</sup>Davie Davies (2010). *Pass TKT. Preparing for the Cambridge. Teaching Knowledge Test*. Asia Pacific Education.

<sup>2</sup> Maria Spratt, Alan Pulverness, Melanie Williams (2011) *The Teaching Knowledge Test Course*. Modules 1,2 and 3. Cambridge University Press.



Similar and different from eliciting mind mapping is that the teacher can test students' knowledge before and after introducing a new topic through mind mapping. Mind mapping is mainly designed for teaching vocabulary on the same topic, the teacher can keep this activity in different interaction patterns, it is convenient for individual, pair work, group work and whole class knowledge assessment through this task. students' spelling is also checked through this task. Providing interaction in mind mapping is one of the most important features of the task

## Results

The results section presents a detailed analysis of effective teaching strategies, encompassing explicit instruction, mind mapping, context-based learning, and the role of technology integration in enhancing vocabulary acquisition. It also underscores the significance of differentiated instruction and its impact on learners with diverse needs. While teaching vocabulary we must take into consideration our learners' needs analysis, their learning styles and motivation. The book English vocabulary in Use was taught to 30 students during one semester based on mind mapping, eliciting and contextualized learning including lexical approach. When the progress test was taken from them, the results showed that the lesson taught with teaching vocabulary techniques was better rather than the grammar-translation method. It got a much higher score than the result of the mentioned classes. for example, the final control based on the one-semester syllabus of the subject covering 20 topics, including 500 advanced vocabulary questions, a group of students was given a summative assessment based on the lexical approach and another group of students was given a summative assessment based on the grammar translation method. Students taught on the basis of lexical approach found correct answers to 400-450 out of 500 questions, while students trained on the basis of grammar translation method found correct answers to 250-300 out of 500 questions. The results showed that it is very important to choose the right methods and techniques in language teaching, depending on which area of the language is being taught, especially for students and teachers who want to achieve good results.

## Conclusion

Teaching vocabulary requires a variety of methods and techniques that can be adapted to meet the needs of different learners. Contextualization, repetition and review, vocabulary notebooks, using synonyms and antonyms, teaching word families, lexical set, lexical approach, eliciting and mind-mapping, using authentic materials are some of the most effective methods and techniques for teaching vocabulary. Just as word learning is daunting for the student, vocabulary teaching may appear intimidating to the instructor. There are a ton of words! Every word has so much information to provide! And time is of the essence! It is important for educators to remember that no one instructor can teach every word a student needs to know or all the information a student needs to know about a word. Pupils bring a portion of their own or other

teachers' incomplete vocabulary knowledge to class. Instructors should understand what it is to know a term and assist their pupils in transitioning from a limited vocabulary to efficient word use. As they demonstrate to students how to choose the new words they invest in, what they need know about the words, and how to apply them effectively, teachers should employ principled instruction. With a balance of respect for and awareness of the word-learning task, teachers can greatly contribute to their students' language learning. Teachers should use principled instruction as they show learners how to select the new words they invest in, what they need to know about the words, and of the effective use of word-learning strategies. They should also use every opportunity to demonstrate the significance of repeated exposure to words and of the effective use of word-learning strategies.

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