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always select the appropriate word over the more general one. One of the problems with artificial selection criteria is that they ignore the influence of collocation by which words co-exist in specific patterns. Take the sentence below:

My sister is always trying to... her cast off clothes on me.

The word for the gap is "foist" but is wouldhardly feature in any lists of frequencyor coverage.

It is specific to the context, but native speakers have no difficulty with such unusual collocations.

c. Rituals. Lexical chunks can be associated with certain rituals, telephoning for example. They help us to predict certain set expressons that ocur in this activity: *Who's calling? Hold on. Who shall I say is calling?* Often these chunks are not easy to be translated into another language.

Recommendations

General strategies to keep in mind to teach and learn vocabulary are:

a. Encourage wide reading. Poor students often read less, because reading is difficult and frustrating for them. The natural word acquisition process (as this occurs in first language acquisition) consists of gradual acquisition of the various properties of a word through repeated exposure in a wide range of authentic contexts illustrative of its various features (Groot, 2000).

b. Emphasizing learning from context. Exposure to words in context is preferable to exposure to word in isolation. Only context will fully demonstrate the semantic, syntactic, and collocational features of a word the learner has to process in order to establish the numerous links and associations with other words necessary for easy accessibility and retrieval (see also Nation, 1990, & Singleton, 1999, for summary of the arguments and evidence supporting this position).

c. Extending instruction through reading aloud and discussion. Reading aloud can be a good strategy to use with students who have smaller vocabularies. Researchers have found that a certain group of students learned about as many words from a single listening as they would from a single reading (Stahl, 1999).

d. Using suffixes and prefixes. Students encountering an unknown word should learn to analyze it. This means they should identify all the roots, prefixes, and suffixes in the word. This method will seem hard at first, but becoming familiar with more and more word parts, you will soon find that it becomes much easier. Students will take interest in how words are formed and how they have developed and changed over the years.

If that happens, they will be surprised at how fast their vocabulary grows.

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As for adults and proficient readers who would like to learn a large number of words, in a short apace of time, to make the lerned words the basis for learning other words, it is a different story. For them the exposure to new words, is considerably less intensive and varied. These people can undoubtedly learn a limited number of high frequency words incidentally but that is not possible for the much larger number of less frequent words that must be learned at the same time if they wish to speak of functional proficiency.

To make it possible the suggestion is to expose the learners to authentic L2 material and train them in communicative strategies, such as contextual deduction of the meaning of new words so that incidental aquisition can take place (Krashen 1989). But the problem with this proposition is that authentic language material is generally not produced with the intention of illustrating to learners the meaning or usage of certain words but rather to convey information to other native speakers who are already familiar with these words (Groot 2000). To overcome the problem so that the learner can pick up new words from authentic context he/she should have a large vocabulary (Horst, Cobb, & Meara, 1998)

How many words?

There is no standard number. It all depends on the purpose. But we should never allow our students believe that knowing such and such number of vocabulary is all that English is about; steer them away from this quantitative thinking. Yet, it can be mentioned that during the initial stages of English teaching as a second language proficiency, however, requires mastery of a considerably larger number of words.

To the extent that reading comprehension is dependent on word knowledge, there is empirical evidence that for an adequate understanding of academic texts, a vocabulary of at least 7000 words is required (Hazenberg and Hulstijn, 1996) mention an even higher number 10000). Nation (1993) and Laufer (1997) suggest a target vocabulary of 5000 as the minimun lexical requirement for understanding general, non-specialised texts. Various studies (Hazenberg & Hulstijn, 1996; Hirsh & Nation, 1992; Laufer, 1987) have demonstrated that for adequate comprehension of texts at this level, readers must be familiar with more than 90% of the word used.

How to select words?

When you plan your approach to teaching vocabulary some issues should be considered:
a. External and internal words. words can refer to phenomena in the world we perceive: ice-cream, ship, pigeon, chair, or to the concepts by which we organize our world: Wednesday night, hundred, but also the relationships between words within the syntactical structures we use: the, if, under, unless. Lexical chunks bridge the gap between the external and internal worlds by offering us 'prefabricated' lexical items for specific functions: for the most part, once and for all, as I was saying.
b. Selection criteria. Published courses invariably apply selection criteria based on such principles as frequency, coverage, or distribution. Unfortunately this can throw up anamolies. for example, the word 'vehicle' appears to be more useful on the basis of coverage than the word train. But native speakers

of L2 learners, this could be related to their often felt need for dictionary access. Second, learners should be encouraged to process information about words at a deeper level. Among L2 learners this could be reflected in the emphasis on authentic communicative activities. Finally, learners need multiple exposure to words. Extensive reading is the most often cited remedy for this lack. Context has a large role to play, too, both in helping students learn new vocabulary and in establishing how words are actually used in speech and writing. Most drills, unfortunately tend to take shotgun approach to vocabulary. Words seem to be grouped into lessons according to frequency rather than according to meaning. When drills can be customized, teachers can select words that fit into a context, preferably one introduced in the classroom.

On the one hand, Benston (2002) mainains that use of the heritage language holds back English development, the families that "refuse to teach their native language to their children are helping their children acquire English, and that using the heritage language" makes it hard for us to live and work together. On the other hand, according to Cummins (1994) "Primary language support can serve as a scaffold to facilitate the link between background knowledge and the acquisition of a new language."

I personally agree with Cummins, but am great advocate of avoiding using the primary language in the English classroom. Translation in unnecessary and indirect and also creates a dependence in students that is later hard to cure.

Methodology

The traditional way vocabulary is taught in language classrooms-words, then definitions-

is contrary to the "natural way" a child learns his/her native tongue. Students should be hearing only the target language from the instructor, in this case English.

With young children vocabulary learning is relatively easy. The words they need are the words they would use in their mother tongue too, they are concrete things they can see, touch, taste, play with, etc. So it is easy for the meaning of the words to be made apparent without resorting to translation or complicated explanations. How better to teach the word "apple" than to show the children an apple? The sooner students are able to communicate ideas in English, the more motivated they will be, so giving them a bank of vocabulary to draw on is necessary.

Elley (1980, 1989) and Elley and Mangubhai (1983) examined the second language vocabulary acquisition of children who listened to stories. They found rapid growth in English language development for children with greater amounts of free reading exposure. In Elley's study (1989), students exposed to a story three times without intervention showed a mean vocabulary gain of 19% while students exposed once with minor explanation gained 20%, and the mean gain for students exposed 3 times with explanations was 33%. Elley concluded that stories read aloud with brief explanation offer a great resource for vocabulary acquisition in that students with limited vocabulary gain at least as much from the reading as the other students and that this learning is relatively permanent. Factors that influenced the acquisition of the vocabulary items include frequency of occurence of word in the story, amount of help that the context offered and the frequency of the word in picture form within the context.
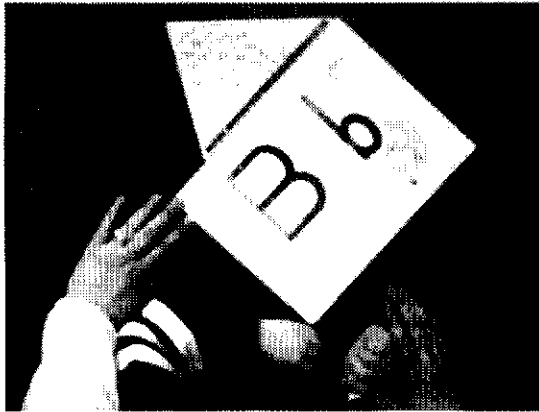
story in Spanish after the reading in order to reinforce important points (review).

All three groups were given a post-test of the same vocabulary items after the treatment and one week later to examine gains in scores. Results in the preview-review group score significantly higher than the control and concurrent translation groups, the concurrent translation group scored the lowest of all three groups and improved slightly one week after treatment. These findings demonstrate positive implications for the use of strategies which build background as a means of teaching second language vocabulary to English learners.

How should the words be presented?

Traditionaly, vocabulary used to be offered to learners in the form of lists. Some have said we should read as much as we can, write down all the words we do not know, and then look them up in a dictionary. Other systems involve writing down and memorizing words every day. Another suggestion is to learn words related to a basic idea. For example "happy" is a common word. We should try to learn a number of synonyms for "happy". These might include "joyful, gleeful, and jovial." And then we might learn "sad, morose, and tearful", because they have a meaning opposite of "happy" (Dennis Keen, 1989).

For vocabulary building purposes, texts-whether spoken or written-have enormous advantages over learning words by other means. For a start, the fact that words are in context increases the chances of learners appreciating not only their meaning but their typical environments, such as their associated collocations or grammatical structures, (Scott, 2003).

But how important is direct study of vocabulary? Like so much in language learning it depends. Ask someone who speaks a Latin-based languae about how much emphasis to place on vocabulary from context is fine. Ask someone who comes to English from a non-cognate language like Farsi, and suddenly there may be far more emphasis on the need to memorize words and just focus on vocabulary in early stages of language learning.

Even with cognates, there's going to be a certain amount of work required to

1. recognize that a string of letters is a word;
2. be able to recognize the meaning of a word; and
3. use the word appropriately in speech and writing.

James Coady (1997) offers a synthesis of research on second language vocabulary acquisition. He suggests these implications for pedagogy:

Three main principles appear to underline effective vocabulary teaching. First, learners should be provided with both definitional and contextual information about words. In the case

Introduction

Learning a foreign language, like English, and learning words through which we understand the ideas of others express our own ideas lies at the heart of the drive to raise standards in our contact with people of that particular language, and as for English, in our communication with English speaking people which number one fourth of the whole population of the globe. Words are the building blocks of a language and having a good supply of them is very important for students right from the beginning of the English learning.

Studies have shown that reading comprehension and vocabulary knowledge are strongly correlated (Reading Framework available on line Accessed 2003), and researchers have found that word knowledge at school can predict how well students will be able to comprehend text they'll read later (Biemiller, 2000).

Teaching vocabulary sets out an ambitious agenda for all abilities. Most of all, it equips all students for the world in which they will live and work-a world which places a high premium on the written and spoken word.

First Language (L1) & Second Language (L2)

In teaching a foreign language there are at least two languages to be taken into consideration: The first one is a primary language, or a mother tongue, like Farsi, or L1, and the second one which is a foreign language, a L2, in our case, English. Since the mother tongue is taught and learned much earlier than L2 is, it can serve as a scaffold to facilitate the link between background knowledge and the acquisition of the new language (L2) (Cummins, 1994).

Second language learners can make use of what they know in their native language to better understand what they are learning in English.

When used appropriately the primary language assists promoting meaningful learning, which further builds the network of schemata available to the second language learner. The connections made between the students' first and second language thus serve to facilitate new learning.

In order to explore the impact of using the primary language as a scaffold to facilitate vocabulary development for second language, Sharon H. Ulanoff from California State University and Sandra L. Pucci (1999) from University of Wisconsin conducted a study which compares the gains made in second language vocabulary as a direct result of different literacy lessons implementing two bilingual methodologies: concurrent translation and preview-review, the explantion of which will follow.

Students in the three randomly selected third grade classes in the Los Angles area were chosen to serve as the control (not treatment), concurrent translation, and preview-review groups. The children were given a pre-test to assess their knowledge of selected vocabulary items. After the administration of the pre-test students in group 1 (control) listened to a story in English with no intervention or explanation of the story. Students in group 2 listened to the same story in English with the reader using the concurrent method (translating the story from one language to the other). Group 3 heard the same story in English after having the teacher build background knowledge by previewing important points and difficult voabulary in Spanish (preview). They also reviewed the

What Words to Teach, How many, and How?

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چکیده

روش سنتی تدریس واژگان در کلاس های زبان انگلیسی ، با «شیوه ی طبیعی» یادگیری زبان مادری مغایر است . به عبارت دیگر ، در چنین روشی دانش آموزان فقط باید به زبان مقصد گوش کنند.

به نظر می رسد که انتخاب واژگان و ارائه ی آن ها ، تعداد کلمات مورد نیاز برای شروع و روش مورد استفاده برای آموزش زبان ، از همان ابتدای یادگیری زبان انگلیسی از اهمیت برخوردار است .

آموزش واژگان به کودکان کم سن و سال ، تا حدی آسان است . آن ها همان واژگانی را که در زبان مادری از آن ها استفاده می کنند ، می آموزند . اما یادگیری واژگان زبان دوم یا خارجی برای افراد بزرگسال موضوع دیگری است .

این مقاله ، شیوه ها و نظرات متفاوتی را برای بررسی این موضوع مطرح می کند .

کلید واژه ها : هم نشینی ، زبان غیرشناختی ، ترکیب ، محتوایی، اصیل و موثق .

Abstract

The traditional way vocabulary is taught in language classroom is contrary to the "natural way" a child learns his/her native language. In other words, students should be hearing only the target language from the instructor.

Selecting and presenting words, number of words needed to begin with, and techiques used to teach them seem to be important for students right from the very beginning of English learning.

With young children vocabulary learning is relatively easy. They learn the same words that they use in their mother tongue, but the second language vocabulary acquisition of adults is a different story.

This paper presents different approaches and opinions to address these issues.

Key Words: collocation, non - cognate language, synthesis, contextual, authentic