

WORD-LEARNING STRATEGIES IN VOCABULARY TEACHING

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Abstract: *Vocabulary teaching is an essential component of language learning, as a rich and varied vocabulary is crucial for effective communication. In order to help students acquire and retain new words, it is important for educators to employ effective word-learning strategies in their teaching. By incorporating these strategies into their lesson plans, teachers can help students develop the skills they need to expand their vocabulary and become more proficient in the language. Intentional vocabulary teaching is a deliberate approach aimed at providing students with the necessary knowledge, skills, and strategies to expand their vocabulary, enhance their language proficiency, and effectively communicate in various settings. Researchers have offered different definitions of intentional vocabulary learning, with some, like Hulstijn, describing it as a method where learners are aware of what they are learning and engage in tasks focused on specific target vocabulary [3;349]. This thesis underscores the importance of intentional vocabulary teaching and explores the effectiveness of various word-learning strategies in improving vocabulary acquisition among language learners.*

Key words: *Vocabulary teaching, intentional vocabulary learning, word-learning strategies, context clues, morphological analysis, mnemonic devices, visual aids, language proficiency.*

The deliberate instruction of vocabulary through word-learning techniques is crucial for language learning and comprehension. Scholars have stressed the importance of practice and active participation while highlighting the benefits of formal instruction in vocabulary development. Several techniques, such as morphological analysis, context clues, and semantic mapping, have been recommended to enhance vocabulary learning. By incorporating these strategies into instruction, new words are better retained and comprehended. Ultimately, deliberate vocabulary instruction equips students with the skills needed to communicate fluently and navigate language-rich environments[1;93].

One of the most effective word-learning strategies is the use of context clues. By teaching students to look for context clues in the surrounding text, teachers can help them infer the meaning of unfamiliar words. This not only helps students understand the new word, but also enables them to use the word in different contexts. Additionally, using context clues encourages students to engage with the text and think critically about the meaning of words, which can enhance their overall reading comprehension.

According to Laufer and Rozovski-Roitblat, the use of a mixed-methodology approach, which combines qualitative and quantitative data collection techniques, helps to emphasize the intentional nature of vocabulary teaching and learning. In their study, they propose using questionnaires to gather data from educators and learners about the current methods and word-learning techniques used in vocabulary instruction. This approach allows for a comprehensive understanding of the intentional strategies employed in vocabulary teaching and learning [4;104].

Another important word-learning strategy is the use of word roots, prefixes, and suffixes. By teaching students about the meaning and function of word parts, educators can help them understand the meaning of unfamiliar words based on their structure. This strategy not only helps students decipher

the meaning of new words, but also enables them to make connections between related words and expand their vocabulary more efficiently.

According to Crowther, incorporating visual aids into vocabulary teaching is also an effective strategy for helping students learn new words. By using images, diagrams, and other visual representations, teachers can provide students with a visual context for understanding the meaning of words. Visual aids can help students form mental associations between words and their meanings, making it easier for them to remember and recall new vocabulary[2;46].

Additionally, educators can encourage students to use mnemonic devices as a word-learning strategy. Mnemonic devices are memory aids that help students remember new words by associating them with familiar concepts or patterns. By teaching students to create and use mnemonic devices, teachers can help them retain new vocabulary more effectively and apply it in their writing and speaking.

Furthermore, incorporating regular vocabulary practice into lessons is essential for helping students internalize new words. Teachers can use a variety of activities such as word games, puzzles, and vocabulary quizzes to reinforce the learning of new words. By providing students with opportunities to use and practice new vocabulary in different contexts, educators can help them solidify their understanding and retention of the words they have learned.

Based on the study's analysis and findings, several recommendations can be suggested to improve intentional vocabulary teaching strategies in lesson planning for enhancing vocabulary acquisition and retention among language learners. It is crucial to provide professional development opportunities for educators to enhance their understanding and implementation of effective vocabulary teaching methods, ensuring ongoing improvements in vocabulary instruction. Additionally, encouraging active student participation in word acquisition is recommended to deepen their understanding of language usage. To further enhance language acquisition strategies, future research

should focus on examining the long-term effects of intentional vocabulary teaching and word-learning strategies on language learners' overall language proficiency and fluency.

In summary, this study has highlighted the importance of purposeful vocabulary instruction and the effectiveness of various word-learning techniques in enhancing language learners' vocabulary acquisition. Language learning necessitates intentional vocabulary teaching using word-learning strategies that emphasize the importance of practice and active participation in formal instruction to improve comprehension. Moving forward, it is advised that both teachers and students actively engage in word-learning techniques to promote fluency and successful navigation of language-rich environments. Subsequent studies should focus on investigating the lasting effects of intentional vocabulary instruction on language learners' overall competency and fluency.

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