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# The Description of Vocabulary, and the Role of its Acquisition in Teaching Foreign Language

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**Annotation:** This article is devoted to the study of exploration the vocabulary acquisition with the help of innovative methods for ESP (English for specific purpose) learners. The utility of the modern strategies in vocabulary mastery is investigated in the majority of references and professionals in the field of language pedagogy.

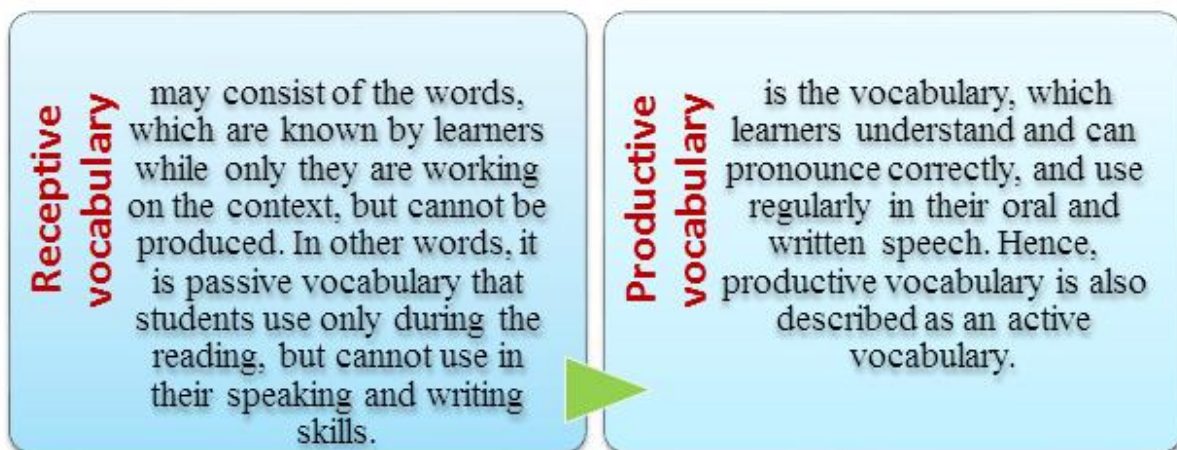
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As described in Neuman Dwyer, vocabulary is the words, which we must be aware of for effective communication and listening. On the other hand, Ur states that vocabulary is the words, which we acquire or teach in any foreign languages. Nevertheless, any items or terms of vocabulary can be the combinations of two or more single words that define one single meaning, such as sister-in-law, post office and so on. [1] Moreover, according to Burns vocabulary is the stock of words that is used by a person, class or profession.

As defined above, it is obvious that vocabulary is the total number of words, which are necessary for communicating and expressing the speakers' ideas. It is important for the teacher to know the latest methods of teaching a foreign language, special teaching techniques in order optimally choose one or another teaching method in accordance with the level of knowledge, needs and interests of learners. [2]

There are several researches of distinguishing types of vocabulary. According to Harmer, vocabulary is divided into two types. The first one is the vocabulary, which students have been taught, and that they are able to use in their written and oral speech. The second one is the vocabulary, which is recognized by students, when they encounter, but cannot able to pronounce. Furthermore, Haycraft states two main kinds of vocabulary, namely receptive and productive vocabulary. [3]



The knowledge of the vocabulary of any languages is a main necessary tool for foreign language learners because the person, who has a rich vocabulary in a foreign language, can easily attain successful communication. According to Schmitt research, lexical knowledge is central to communicative competence and to the acquisition of a foreign language. Nation declared that the interaction between language and vocabulary knowledge use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.[4]

Some researchers such as Maximo, Read, Marion, Laufer and others defined that the acquisition of vocabulary is the most important for successful foreign language use and stands in the most essential position in the formation of complete written and oral texts. Moreover, as Nation realized, in the English language as a second language and as a foreign language learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing). Hence, renowned linguists, Rivers and Nunan argue that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. [5]

Thus, as Krashen cited in his book during travelling abroad students only carry dictionaries not grammar books. Besides that, some linguists say that people do not need be able to present grammatical sentences, if they have not vocabulary knowledge. Because with the help of vocabulary we can express our ideas even if we are not aware of the grammatical rules well at least a little percentage of our speech. On the contrary, if we do not have adequate vocabulary, with the help of our grammar knowledge we will be unable to communicating. The awareness of communicating rule by which the speech exercise is performed and the plan of their own action program is formed. When forming a speaking skill, it is also necessary to take into account the correct distribution of exercises over time. [6]

Other famous scholars such as Maximo and Richard declared that foreign language learners should pay more attention to acquire vocabulary rather that grammar because of two following reasons:

Firstly, a vocabulary sufficiency is very indispensable for language mastery. Secondly, it is completely clear for language learners that they always hold with them dictionaries not grammar books, as poor vocabulary is major problem. Conversely, language learners declare that gaining the new words of foreign languages is the greatest source of obstacles. Furthermore, distinguishing vocabulary from other aspects, we can define that unlike phonology, syntax vocabulary does not have any rules so that learners could follow to acquire and improve their acquisition. Thus, Oxford also cited that vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue, because of tens of thousands of different meanings”. [7]

Besides that, foreign language learners spend much more time to learn by heart and revise the new items, terms, which they have learnt. Categorical meaning often provides a person with a text where different peripheral meanings. When developing automatic indexing of homonyms revealed what great difficulties are associated with the formal distinction of the meanings of words such as device, installation. [8]

From the information above it is clear that, the way we teach a foreign language vocabulary to the learners is fundamental for their learning process. In the teaching of vocabulary, the teacher should have a clear awareness of the objectives, methodology, resources, population, context, and curriculum. In order to make learners accomplish a rich vocabulary, the teacher should think about the appropriate selection of vocabulary when they are teaching, the words

should be in adequate quantities, taking into account the needs of the students and those words should be meaningful for the learners.

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