



وسائل وأدوات لتوسيع كمية مفردات اللغة الإنجليزية للمتعلمين الأجانب

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المستخلص: تهدف هذه الورقة إلى حث متعلمي اللغة الإنجليزية الأجانب على أنه إذا رغب متعلم اللغة الإنجليزية الأجنبي في إتقان وإجادة اللغة، يجب عليه أن يكتسب أكبر قدر من المفردات، لأن البراعة في اللغة الإنجليزية تعتمد على معرفة مفرداتها حيث أن تطوير المفردات هو عمل حيوي. لا تركز هذه الورقة على توسيع نطاق المفردات لطلاب اللغة الإنجليزية كلغة أجنبية فقط، سواء من خلال: طرق التدريس الجديدة، المحتوى أو التعلم المتكامل للغة، ولكنها أيضاً توجه طلاب اللغة الإنجليزية إلى الاعتماد على الذات في تعلم هذه اللغة، حتى يتم تطبيق معظم البرامج المقترحة في هذه الورقة من قبل المتعلم نفسه، واختيار المحتوى المفضل لديه. علاوة على ذلك، تميل هذه الورقة إلى إعلام معلمي اللغة الإنجليزية بأن المفردات تمثل إحدى أهم المهارات اللازمة لتدريس وتعلم اللغة الأجنبية. المفردات هي الخطوة الأساسية لتطوير جميع المهارات الأخرى: الفهم القراءة، والفهم السمعي، والتحدث، والكتابة، والتهجئة، والنطق. سيتم تقديم بعض الأدوات لتوسيع المفردات من خلال هذه الورقة، كجهد موجه لمساعدة متعلمي اللغة الإنجليزية على توسيع وتطوير مفرداتهم. كخاتمة لهذا العمل، فإن النتائج توصي بأن التحدث بلغة جيدة يعتمد على مقدار المفردات التي يحققها المتعلم، كما انه من الممكن تعلم مفردات اللغة الأجنبية خارج الفصل الدراسي. من خلال هذا العمل، ستكون أهمية المفردات ووسائل توسيعها وإثراءها مجالاً ينال أهمية كبيرة. ختاماً، سيتم ذكر النتائج والاستنتاجات والتوصيات.

الكلمات المفتاحية: المفردات، إتقان اللغة، البراعة.

Means and tools to expand the amount of English language vocabulary for foreign learners

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Abstract: This paper aims to induce foreign English language learners that, if a foreign English learner desires to master the language proficiency, he must acquire the largest amount of vocabulary, because dexterity in English language depends on the knowledge of its vocabulary. Though, developing the vocabulary is vital deed. This paper not only focuses on expanding vocabulary to the students of English as a foreign language, through new teaching methods such as Content-Integrated Language-Learning, but, it also directs the English language students to self-reliance in learning the English language, because most of the programs proposed within this paper can be applied by the learner himself, choosing his preferred content. Furthermore, this paper tends to apprise English language teachers that vocabulary represents one of most important skills necessary for teaching and learning a foreign language. Vocabulary is the basic step for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Some tools for expansion vocabulary will be presented through this paper, as a pointed effort, to help English language learners to expand and develop their vocabulary. As an epilogue of this work, findings pretended that speaking a good language relies on the amount of the vocabulary the learner achieves, and learning a foreign language's vocabulary is possible outside the classroom. Through this work, the importance of vocabulary and means of expanding and enriching vocabulary will be a domain that takes a major concern. Eventually, the findings, conclusion and recommendations be mentioned

Keywords: Vocabulary, language proficiency, dexterity.

I. Introduction

Through a period of time, it has become apparent that students in higher education need a variety of study skills for academic success. Therefore, they need to browse several scientific sources relate to their subjects. However, some of those provenances that may help them, are not available in their languages. As English language is an global language, it is possible to find a great deal of references written in English. Thus, it is necessary for them to learn English either as a foreign or second language. Such a learning process needs intensive programmes. Another side, which appertains to English language tuition; The young English language learners, either in preparatory or secondary levels, they make every effort to learn the language perfectly. Such learners may suffer if they are taught by an unsuccessful or unskillful teacher.(Carter,1987). This study contributes to facilitate the processes of learning English, by suggesting some tools and means, which the learner ought to follow or use while studying such a language. The majority of these programmes are self-reliance, teachers of English also resort to such mediums in their teaching methods.

The substantial and fundamental methodology procedures of foreign language acquisition, is to possess an opulent vocabulary for that language. Several linguists have determined that teaching foreign language vocabulary is the fundamental base of controlling that language. (Gairns, & Redman 1986) Actually, the priority or supremacy is given to young learners, because most adult language learning programmes are secondary, in other words when the adults tend to learn a foreign language, they need it to help in obtaining other occupation or to enhance a specific and additional vocation. (Nation, 1990) while, teaching languages for young pupils is a scholastic curriculum.

Unquestionably, that teaching vocabulary to young learners is important because they have some special talents that can make it easier for them to acquire new copious words. Many language experts have worked hard to find schemes or systems to simplify language learning programmes and help foreign learners to have an effective and sufficient language.(Annisa, 2013) Hence, the vocabulary is the power of the speakers, because vocabulary is one of the keys to speaking fluent language. Language learners should know a good collection of words for their language tuition. It is important for foreign language learners to study hard about variation of words, so that they will understand and will not look foolish in a conversation with native speakers. The vocabulary acquisition is very important element in language learning process. Even if the learner's grammar is perfect, but he doesn't know the correct and sufficient words to express himself in English, absolutely it will be too difficult for him to speak the language fluently. Vocabulary learning is vital within English learning

because vocabulary comprises the basic building blocks of English sentences.(McCarthy,1988)

Accordingly, through this study a few concepts, facts and suggestions will be discussed, and information presentation will be introduced through the attributive demonstration. It can be said that the acquisition of vocabulary is not a hereditary peculiarity, but an action that emerges as a result of living the events of the surrounding events toward knowing the meanings of the new words which the individual hears. It is possible also to say that the modern technology originated new class of words. Such words are very important for those who decided to learn the foreign language. Learning these words is required for the language learners to speak the language sufficiently and to avoid any kind of embarrassment when they talk with native speakers.

Statement of problem

Through intercourse with many learners of English, the researcher has found a large number of them falter thinking and attempting to remember suitable words when talking, and trying to remember a word or words to explain their ideas or the destination of their talk but they become incapable to continue the conversation. When they were asked why they are faltering, the majority of them answered that they did not know a large vocabulary to explain what they want to express. This phenomenon attracted the researcher's attention and preoccupied him, then he began to think in some ways to help these learners to enrich their English vocabulary and be able to speak fluently. In the absence of opportunities to learn vocabulary in a specialized way in the classroom, or if the learner feels that learning the language inside the classroom has become boring, or the teacher is not competent in teaching the English language, the learner can apply these programs or means in order to qualify him to speak a language fluently This paper introduces novel methods for expanding the volume of vocabulary for the foreign English language learner.

The chief objective of this study is to help English language learners to enrich their vocabulary. A further aim is to make students perceive that learning a new language cannot be separated from vocabulary. In addition to these concepts, students or English language learners in general ought to realize that expanding vocabulary is not impossible. Specifically, the essential and deliberate goals of this paper are propounded as:

- 1 - To help English language foreign learners to enrich and expand their English language vocabulary practically .
- 2 - To notify those learners that, without good vocabulary, they are not able to understand what is said and also they would not express themselves purely.
- 3 - Learners should know that increasing their vocabulary allows them to understand the others extremely, and leads to better communication.

Methodically, this paper is a qualitative work uses the inventive approach, for programming the suggested tools to expand learner's English language vocabulary. Depending on reference-books, research journals, research reports, electronic reliable publications and related annals. The utilization of the aforementioned sources was done through careful reading and extensive study. The finalized findings were obtained through analysis and interpretation in an effort to take advantage of the means provided, to develop and expand the vocabulary, in line with the scrutiny and meditational rules. Taking into consideration the socio-cultural contact and development in the modern education technology. If it is put into consideration that the development of technology has provided so many new ,invented and idiomatic words, or the same words with very distinctive meanings based on their uses in different fields of communications, the foreign English language must pay more attention to the generated new words that are created as a result of the technological progress.

What is said here is not an advanced recommendation for this work, but an explanation of the difference between this study and previous alike studies. This matter can be described as the significance of this study. This study is different from several other studies, because it is not a case study. It deals with the problems experienced by foreign English language learners in general. Also it manifests the impact of these problems on those learners during their interaction with the other speakers of this language. This study is typical and qualitative because, it takes an interest in weak vocabulary learners and it interested in developing a mechanism to help those learners to overcome these problems. This study deems, looking for tips for improving learners' vocabulary is a big theme which preoccupied many scholars. Whether instructors are trying to strengthen and broaden the learners' vocabulary for school or personal growth, the key is a commitment to regularly learning new words.

Some of English language learners pay more attention to the basic aspects of English language such as grammar, listening and speaking, writing, and they - to some extent - ignore giving vocabulary studying merited concern during their earlier stages of learning the language. Consequently, some of them suffer and face few difficulties when they start to use the language in their daily activities. This case is not distant from scholars and researchers concern. Those scholars took the precedence in carrying several studies related to the subject of this paper. Therefore, numerous studies have been carried out to increase the efficiency and performance of learning English vocabulary among weak vocabulary users and to induce them to enrich their vocabulary. Some of these studies are proffered through the following context.

Alan Hunt, 2005, A framework for developing EFL reading vocabulary. Kansai University Japan.

This framework emphasizes extensive reading, which is arguably the primary way that EFL learners can build their reading vocabulary to an advanced level. The principal notion underlying this framework is that the most effective and efficient lexical development will occur in multifaceted curriculums that achieve a pedagogically sound balance between explicit and implicit activities for L2 learners at all levels of their development.

Chih-Ming Chen, 2009, Personalised context-aware ubiquitous learning system for supporting effective English vocabulary learning, Published online.

Accordingly, this study proposes a personalised context-aware ubiquitous learning system (PCULS) for learning English vocabulary based on learner location as detected by wireless positioning techniques, learning time, individual English vocabulary abilities and leisure time, enabling learners to adapt their learning content to effectively support English vocabulary learning in a school environment.

2. Literature review.

The interest in studying the problems which faced English language learners when they decide to learn the vocabulary of this language were not forgotten. According to (Nation, 2001). This subject has attracted the attention of several researchers, linguists and English language teachers. Libraries and publishing houses have been filled by researches and studies carried on about this theme, either by the indigenous language owners or by the foreign speakers of this language. There is no doubt that whenever the learner has a large vocabulary, his position might be stronger in this language's acquisition.

Definitions of vocabulary

A Vocabulary usually develops with age and serves as a fundamental tool for communication. To have mastered vocabulary is of much importance because the learner will be judged based on the words he uses. The more words he knows, the more he will be able to understand what this learner hears and reads; and the better he will be able to say what he wants to express when speaking or writing. Vocabulary definition varies according to linguists' perspective. Some of them claim that vocabulary is a separate unit. However, others deal with it as an aspect of the language which must be equal with the other aspects such as grammar, writingetc.

Accordingly, there are several definitions to vocabulary. Knowing a word, however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge. Even though these definitions are similar but they defer according to specialists'

view of point. Here are some of these definitions.

1 -A vocabulary is a group of common words within an individual's language. A vocabulary, normally expands with age, serves as a useful and radical and principal tool for communication and obtaining knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a foreign language.(Beck 1978)

2 - Vocabulary is commonly defined as "all the words known and used by a particular person". (Hatch, 1995)

The researcher himself proposed some other definitions to the vocabulary according to type , purpose and design.

1 - Vocabulary can be defined as a collection of words within a specific language which is known to the speakers of that language.

2 -Vocabulary is a list of words or of words and phrases normally alphabetically arrayed, known and used by a person.

Consequently, the most flexible specification of vocabulary meaning can be known to us as, the employed words, or phrases or group of words used among the speakers of a particular language. Furthermore we can say the vocabulary is, all the words that are used in a language are known as vocabulary.

The aspects of vocabulary

The purpose of learning vocabulary of the foreign language is a chief factor to specify the task of acquiring vocabulary. (Maximo, 2000)..stated that English language learners normally exposed to some words that are overlapped in meaning. In this case the learners many be confused. For example the foreign learners would form a problem to distinguish between "hope" and "wish'. This concept depends or bases on their learn abilities. Therefore , there are many aspects of vocabulary. Learning vocabulary is not only in closed on knowing the meaning of the word but also the using of the words in language applications. When the learner comes to the usage of words in speaking or writing he would have some challenges. These challenges could be overlapped if the learners gain the aspects of learning vocabulary. (Schmitt, 1997). The aspects of vocabulary can be presented in:

The importance of learning vocabulary

Vocabulary is principal to English language using because without sufficient vocabulary speakers cannot understand others or express their own ideas. Linguists have their own opinions about this notion. A famous linguist stated,“ . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Walter,2004)

Some others extended in their opinions and they have dared to state that, the lexicon would be the pith and gist of the language. (Lewis 1993). Distinctly, as the learners evolve greater eloquence and wording in English, it is important

for them to gain wide abundant vocabulary erudition, and to develop their own personal vocabulary learning processes. Yet, teaching vocabulary helps students understand and communicate with others in English fluently. The acquisition of vocabulary is essential for successful foreign language use and plays an important job in the formation of complete spoken and written texts. Limited vocabulary in learning foreign language impedes successful communication. Vocabulary is very important for developing reading skills, because foreign language learners cannot understand what they read without knowing what most of the words mean. When the learners learn large vocabulary through their daily-life they will be able to read and understand advanced texts, and can grasp the meaning of words. So the main effort for them is to learn the meaning of new words.

Consequently, vocabulary plays a chief role in learning how to read in order to understand what they read. Beginners of foreign language ought to use the words they hear from their roommates either their parents or any others. Their use of the oral heard words would make sense of the words they see in printed materials. Young learners who used to hear more spoken words at home acquire many words and enter school with adequate and ample vocabulary needed for language learning. Furthermore, those learners would not face difficulties and they progress in their learning procedures exponentially. (Linse, & Nunan, 2005).

A voluminous vocabulary is of course substantial for dexterity of using a language. Consequently, learners should instinctively recognize the importance of vocabulary to their language learning. Thus, learning vocabulary helps learners to master learning the foreign language for their purposes. Eventually, it is possible to say that whereas without grammar, to some extent, very little can be conducted, but without vocabulary nothing can be conveyed. So the lack of vocabulary among foreign English language learners is a major problem which hampers good communication.

Vocabulary is the clue to idealistic communication.

Vocabulary is the most needed proficiency when learning a foreign language. Learning the four skills in a foreign language acquisition is based on vocabulary. Improving vocabulary is the direct and positive influence on the capacity of building up the new language proficiency. Enriching vocabulary makes the acquisition of the four skills -listening, speaking, reading, writing - easier to be performed.

The most obstacles to vocabulary learning or developing.

Encouraging foreign language learners to develop a strong vocabulary requires more than having them look up words in dictionaries. According to (Oxford, 1990). , students need perusal that will help them acquire new word

knowledge and develop comprehensive plan to enable them to intensify augment the extension of that knowledge over time. To help students develop word knowledge in breadth and depth, it is important to recognize four radical obstacles firstly, and then teachers must develop teaching routes to deal with those obstacles:

1 - The quantity of the assignment

The main resource to provide children or regular students with foreign language words in their early life is the milieu where they grow up.(Stuart,2005) : reported that) that the foreign language learner would need a certain number of words that makes him skillful and prolific reader. Children would respond to what they hear directly from their parents and their home breeders. However, regular school-students depend on what they are asked to do through assigned reading assignments. If these assignments are less, they might not cover the students' needs for new words.

2 - The differences between spoken and written English

Gruenberg, M. and Sykes, R. (1991). Carried out a study about the individual differences in earning a foreign language reported that, some of foreign English language learners do not realize the difference between spoken English vocabulary and literary vocabulary easily. A few learners do not have the chance to speak with nature speakers specially in using public speaking. Such learners depend on textbooks in activating their vocabulary . The vocabulary of conversational English power from every day English used in public speaking while literary vocabulary depends on what they met in the text books. Therefore, the need for distinguishing between spoken English vocabulary – and written English vocabulary is very important.

3- The limitation of sources of information about words

A great majority of foreign English language learners depend on the text books for enriching their vocabulary. In this case, Maximo, (2000). claimed that ,students who depend on texts or word part will meet some problems in pronouncing the words. Encouraging foreign language learners to develop a strong vocabulary requires more than having them look up words in dictionaries. Rather, students need perusal chances that will help them acquire new word knowledge and develop comprehensive plan to enable them to intensify and augment the extension of that knowledge over time. Consequently, if learners are exposed to less sources for language acquisition they will be weak speakers.

Learning English vocabulary is sometimes arduous

Even though, English language is an international language but some foreign learners find a difficulty in pronunciation of certain words. actually, in English , words that are difficult to pronounce are the words more difficult to learn. There are some other challenges which make learning English words more difficult; long words are more difficult to be memorized than short ones. Also, when two words overlap in meaning, learners are likely to confuse them. Coady, (1997). Therefore, foreign English language learners may become confused of some words which are near in meanings or pronunciation. So overlap among words acts some kind of mingling in meaning and students mistake those words meanings with others. Then the students forget the right and specific meanings of some certain words. (Harmer 2009) Jeremy Harmer has determined two conspicuous causes to act forgetting the meaning of words. The first one is related to interference from subsequent learning, the second is because of insufficient recycling. in his opinion frequent review of learnt material can dramatically reduce the rate of forgetting the words. Learning words without learning their correct pronunciation makes the learner unable to communicate with others correctly. Moreover, learning the word with wrong pronunciation makes learning that word useless in the proficiency of the spoken language.

IV. Discussion and Findings

This section is the most important part of this paper. Because this part presents what this paper aims to do; in order to inform the reader, the learner and the teacher about the styles and methods that have been developed in order to improve and accelerate the process of teaching the English language. Going about learning new words is an effective way to improve vocabulary. Conventionally, foreign language learners are predisposed to language learning courses in classrooms. The exposure to content texts in classroom is not enough to make English language learners gain the needed vocabulary for more communication skill success. Through resorting to the following tools, the learner is guaranteed to develop a strong vocabulary and keep improving it daily. Some of these techniques can be used outside the classroom. These new tools are different from the familiar styles because they motivate students and make them keep-on looking for more and more materials. The point is that a learner is only limited by his willingness to learn; he must let curiosity be his guide and he will never run out of resources to learn from. (McCarthy,1988). However, the successful Application of these technicalities depends on the learners' age, previous formal schooling, their desire to have native language proficiency.

Michael McCarthy,(2017) presented, in his series, " English Vocabulary in Use", under the title, " Top Selling Vocabulary CD-Rom" , some ideas and opinions for developing English language vocabulary . This programme was designed on the notion "depend-on-self" for developing English language vocabulary for foreign learners. from this work it is possible to infer the following tools for expanding English language foreign learners' vocabulary. The pointed tools are appropriately represented as:

i. Make the dictionary a close companion

Conventionally, the dictionary is the first indispensable resource to improve vocabulary. By looking-up a word in a dictionary, that the students will learn its precise meaning, spelling, alternate definitions, and find much more useful information about it.

ii. Reading with gluttony

Actually, reading is the most operative mean to have large vocabulary. When the learner reads, he meets word being used in context, and that's what makes it much more effective than merely reciting word-lists. Through contextual knowledge which surrounding any new word, there's a good opportunity the learner can conjecture the word's meaning by understanding the overall context. Detecting the meaning of words in such a way is the natural route of language acquisition - and reading provides the best chance, which the learner may be exposed to as a natural way of learning. However, to get a good benefit from reading, the reader must made reading pleasurable activity. English language foreign learners must focus on spacious reading. Prosperous processes to create areas for reading, assist in owning an extensive vocabulary.

iii. Prefixes and Suffixes

Thousands of new words, in the English language, can be formed by prefixes and suffixes. Therefore, this domain is very important for foreign English language learners, to depend on, in learning formalized words derived from one specified word-roots. So English language learners must be convinced that this field is very easy and beneficial for them to acquire much more useful words to expand their vocabulary. However, this aspect requires an assistance and participation from either a teacher or other advanced learner. Also this domain depends on learning words that are susceptible to generate new derived words by adding affixes.

iv. New word a day

If the learner gains a new word every day, he will notice that his vocabulary growing satisfactorily. What makes this tool stands up, that it can be used by anyone, no matter how busy one's schedule is. English language learners are

advised to visit (connect) websites that provide such a service. The most websites that can be depended on are;

Dictionary Word of the Day.

([http://dictionary.reference.com/word of the day](http://dictionary.reference.com/word%20of%20the%20day))

Merriam-Webster's Online Word of the Day.

(<http://www.merriamwebster.com/cgi-bin/mwwod.pl>)

Word Smart Word cast.([http://www.wordsmart.com/infopages/todays_word-
php](http://www.wordsmart.com/infopages/todays_word.php))

These websites offer complete and fine services such as delivering the most useful words used in communication. Since, learning on their own learners have three main sources of information about words: dictionaries, word parts, and context, all of these are important, but each is also problematic. Dictionaries normally. introduce bare words. this matter does not give the learner a chance to use his new learned words in a context. So he would not be able to say or write complete and meaningful sentences. Nevertheless, the compound or part words are used widely in the communication processes, sometimes they confused the foreign language learner because they might not give direct or firsthand meaning. A foreign language learner can acquire a great deal of new words through reading contexts, but this process occurs within long-term matter and gradually. In compare, these websites help depend-on-self learners to develop their language easily and fluently. To make vocabulary improvement a permanent habit in the learner's everyday life, he should make it as habitual, automatic and tightly integrated in his daily workflow as possible.

iv. Labeling surrounding things by their English names;

(What is this in English?)

This phase is one of the most amusing milieu in depend-on-self language learning programmes. This side is beneficial for English language learning. However, it cannot be applied without backing a mate or a pictorial dictionary. through this realm the learner asks his roommate or schoolmate about any element he sees around him or looks it up in a pictorial resource.

iiiv. play with homophones

Using homophones in expanding English language vocabulary is not a sophisticated activity. Technically, homophones are words that sound the same but have different meanings. In other words homophones are a type of homonym that also sound alike and have different meanings, but have different spelling. It is possible for English language learner to develop his vocabulary by using rhythmical words. The learner plays this game with another learner. Each of them asks the other, Do you know another counterpoised word in sound but differs in meaning with(some, - Sum.. etc. for example). The

other learner would say " sum ". However, this variable requires that the learners now that there are many words that have the same pronunciation but have different meanings such as;

see	sea
right	write
dear	deer
they're	there

The cross-words competition is the most available field to exploit this vitality or vigor. By doing things out of the ordinary a learner will not only improve your vocabulary but also make life much more interesting.

ix. Maintaining of new vocabulary elements

Eventually, a learner must not content with learning a big sum of words and their meanings but he should use these words in contexts otherwise some of these words would be lost or unavailing. By keeping a personalized list of learned words, a learner will have a handy reference he can use to review these words later. It's very likely he will want to go back and refresh his memory on recent words, so keeping them in his own list is much more efficient than going back to the dictionary every time. English language learner must not settle after he learns a new word by reading it or looking it up in the dictionary. Even though these variables are good starts, but it's by using the new words that the learner truly commits them to his long-term memory. Learners ought to be creative and try to use their newly learned words in as many ways as possible such as to;

- Write them down;
- Say them aloud;
- Create sentences with them, mentally or in writing;
- Try to use them in a conversation;
- Discuss them with friends.

It's also important to be aware of their own language style: every time they catch themselves saying common or nonspecific words such as "nice", they should try coming up with richer and more precise expressions instead, because the fact of learning a new word says, " use it or lose it." (McCarthy, 2017) Learning pronunciation and spelling must be acquired first then the linguistic description of vocabulary is introduced.

Findings

The language learners must enrich their word-repository and develop linguistic repertoire by enhancing vocabulary. However, vocabulary-learning is challenging, particularly, for the non-native speakers of English who face problems relating to the meanings of new words, spelling,

pronunciation, correct use of words, guessing meaning through the context and so on. As a result of this work the most obvious findings

- An abundant vocabulary makes the foreign language learner able to control the intended language.
- In the shade of some tools it is possible that vocabulary can be acquired outside the classroom.
- Expanding vocabulary is not the job of the teacher alone.
the learner may lose the majority of words he learned unless he used them in his daily activities.
- Vocabulary learning helps acquire language, develop the learners' reading proficiency, and is beneficial for reading comprehension.
 - Vocabulary represents one of most important skills necessary for teaching and learning a foreign language.
 - It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation.
 - Vocabulary is one of the important components of the English language.
 - Vocabulary represents one of most important skills necessary for teaching and learning a foreign language.
 - The extensive reading enriches the amount of vocabulary for a foreign language learner.

Conclusion

English language learners who desire to own a fluent language by expand their target vocabulary, may face difficulty in comprehending what they read when they browse printed works or any other reading materials presented through class-instruction. Vocabulary learning is dominant in language acquisition, whether the language is a second or a foreign language. Resuscitating English language learning programmes, is a very significant principle in keeping on an adequate vocabulary. When teachers take part in vocabulary learning process, either by explicitly teaching multiple meaning words or technical words, teachers can assist students in developing word wealth and increase their understanding of content material. It is important for teachers to make connections between the learners' prior knowledge and the new vocabulary.

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