An Investigation into the Sources, Tactics, and Limitations of ESL Vocabulary Learning, as well as, Test to Analyze Vocabulary Knowledge to Measure Efficiency

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Abstract: *Vocabulary is a repository of words in a language. It's mostly used to assist ESL learners in improving their language abilities. It affects both fundamental and extra components of the language by bridging the gap between distinct areas of language learning. As a result of the exposure to vocabulary, the language becomes more vibrant and varied in its usage, and it becomes a tool for social interaction and interpersonal skills. Resultantly, we come to terms with acquiring vocabulary through input and output-based abilities, which lead to a wealth of experience, techniques and methods for learning and developing vocabulary. The effectiveness of vocabulary acquisition occurs as a result of encountering many tests to assess language competency to identify the influencing elements and eliminate limits that obstruct vocabulary learning. Furthermore, the process of vocabulary learning becomes easier and faster, ushering in better success in learning the target language by cooperating with the teacher and the learner to grasp the intricacies of vocabulary learning.*

Keywords: *Vocabulary, Source, Strategy, Method, Limitation and Test*

1. INTRODUCTION

Vocabulary is a cornerstone of every language, as are the skills that emerge as a result of the appearance of useful vocabulary. The goal of learning the target language will be hampered if vocabulary is not acquired, and knowledge of the projected language will be severely limited. Vocabulary development is essential for communication and skill development. There are various methods and strategies for learning vocabulary. In general, as language is a matter of micro-skills and competence in them, the expansion of vocabulary is the result of external forces and necessary elements of each skill for better comprehension, understanding and application. There is an indication of important strategies for acquiring vocabulary and therefore, vocabulary practice becomes familiar to the learners, resulting in putting a long-term effect on language pedagogy and other components of language.

2. LITERATURE REVIEW

Paul Nation (2001a) recommends a comprehensive method of discursive attitude toward vocabulary in learning and teaching. By decoding the labyrinthine fallacies of the words, he went into great detail about the sources and procedures for learning vocabulary. He came up with the concept of style, planning, strategies, teaching methodologies and the lexical bar as elements that affect vocabulary development. The study finds mastery of a language is followed by excellence in vocabulary, linguistic expertise, and other features. Nation also stated that the range and volume of one's vocabulary can be used to assess for better comprehension, acquisition and application through a variety of tests and other cognitive output.

According to James Milton (2009) the diverse range of frequency and good exposure to lexical variety matter to the learning process of the language and comprehension of the diversity of foreign language. It also demonstrates how lexical performance and authority influence vocabulary acquisition. Milton's discussion in his book covers a wide range of vocabulary learning methods and means. It also emphasizes word knowledge, frequency, inflection and derivation, which provide a fantastic technique to know the vocabulary better.

It is discovered in Norbert Schmitt's (2000a) book that there is a fantastic technique to study vocabulary. It has looked into several concepts that give a boost to vital aspects in vocabulary learning, as well as new trends in style methods and techniques, as well as vocabulary learning and development. Norbert Schmitt discusses the various formations of words and their learning methods, memorizing vocabulary, putting the teacher's contribution to learning on the varied genre of vocabulary based on different nationals, variation of words, collocation, frequency, and particular test fit for a particular pool of learners methodology in terms of vocabulary judged in a retrospective manner with the division of common vocabulary usage on the uniform or universal context.

Vivian Cook (1996) provides an overview of vocabulary acquisition and teaching in this book. He compared L1 and L2, and with L1, he intended to apply the rules of L1 to the second language in terms of words, frequency, the relationship between words and their prototype, and levels of word learning in various countries and environments. He also discussed several tactics and directions for vocabulary acquisition and teaching that can be changed, synced, and effective regardless of the learners' level. He also demonstrates that the frequency of words from huge corpora that are directed and employed by various factors counts to a degree.

Nisbet (2010) proposed three levelled statutes for understanding the basics of vocabulary development: Fundamental words, high-frequency words, and low-frequency words. She also has the concept of providing hints regarding the required instruction in an adult ESL program as well as the teaching method. Baicheng (2009) emphasizes the advantages of purposeful vocabulary learning, which is highly valued in ESL vocabulary learning and provides the learner with the strength and foundation to continue pursuing it. He claims that intentional vocabulary study produces better results than random language learning.

The usefulness of keeping notebooks for learning vocabulary was discussed by Walters and Bozkurt (2009). They made crucial remarks about the learners' and teachers' roles in keeping notebooks in this example, which may inspire both of them as a smart technique for continuing with purposeful learning. They also went into detail on how using a notebook might help you acquire language more quickly and effectively.

In vocabulary instruction, McVey (2007) emphasizes the need for a teacher. He reminds the instructor of contextual vocabulary with a monolingual dictionary and proposes that the teacher assists the students in revisiting the vocabulary they have learned as well as the construction of new words through the use of affixes, prefixes, and suffixes while reading. Folse (2004) discusses some key themes that have gained traction in the vocabulary learning process. He emphasizes that vocabulary learning has equal standing with other terms and that the unproductiveness of the word list discourages translation. Furthermore, he associates the use of a monolingual dictionary to provide new groups of vocabulary with a vocabulary learning approach with the other.

3. METHODOLOGY

This article explains the goal of vocabulary acquisition, understanding the word, the scope of vocabulary learning, ways of employing words, as well as vocabulary test to see whether they have been acquired correctly. The paper is written using a qualitative approach, with secondary data gathered to support it. I gained information through reading and comparing all relevant literature to my concept. In my research I identified certain similarities and distinctions that have assisted me to obtain a better understanding of the topic.

4. RESULTS AND DISCUSSION

The frequency of words is particularly significant when it comes to recognizing and categorizing words in mid, low, and high frequency based on lemmatized words. When it comes to vocabulary learning, it's intertwined with vocabulary development in a variety of skills, with different ways of acquiring vocabulary. In ESL or EFL, vocabulary learning is discovered to be a matter of experience, practice, habit formation, and finally reinforcement with persistent attention and concentration. Some researchers talk about the fundamentals of vocabulary learning and the use of cognitive abilities. Others place a premium on self-discipline, mental processing, solid planning, and learning from mistakes. My findings also demonstrate that four techniques should be applied equally in vocabulary

learning. When students concentrate on two skills, such as reading and writing, they can achieve their vocabulary goals to a significant extent, but when they rely only on listening and speaking, they fall short.

4.1. The Objective of Acquiring Vocabulary

Learning vocabulary is important for analyzing words in terms of formation, origins, and word partners. We should be familiar with some concepts in this scenario, like count, token, and vocabulary types. Additional considerations are to be made, such as counting words and categorizing them. Connoted words and distinct sorts of words provide a dilemma when it comes to counting words. We can turn to Webster's Third New International Dictionary, which has about 114,000-word families (excluding proper names) as per Goulden, Nation, and Read (1990), making it impossible for students to achieve their objectives. Tokens, kinds, and Lemmas are some of the classifications of counting words. Each word in a sentence is counted using tokens. When compared to a token, type refers to counting the words in type form. Lemmas include all of the word's inflected forms as well as its headwords and the outcome of the third person in the present tense which is known as English pluralism, Bauer and Nation (1993).

4.2. Frequency and Knowing of Words

The frequency of words is an important factor in any form of micro-skill. Frequency genres include high, mid, and low frequencies, to name a few. As of high-frequency term, we can talk about Michael West's (1953) *A General Service List of English Words* which matters 2,000-word families. The aforesaid list book can serve a great in covering the high-frequency words, indirect teaching, learning direct, learning by chance, organized meetings and playful timings with words and familiarizing with specialized vocabulary, academic vocabulary and technical vocabulary. Aside from that, a mid-frequency word is halfway between high and low frequency; in this case, mid-frequency words should be taught with less concentration and be taught concurrently. Then, comes low frequency that should be taught after the high-frequency words. These diverse ranges of frequency and their other characteristics contribute to the vocabulary's value.

The experience of word frequency aids in learning a vocabulary, leading to term recognition. Richard (1976) defines "knowing a word" as "the frequency, collocated use, syntactic and semantic qualities, word construction, partners, and functions in a different context."In addition, we can talk about the prototype hypothesis of Rosch (1977) which intersects with the beginner's learning of basic words and becomes easier with time, and then with the creation of a vocabulary storehouse. Rosch talks about the three levels of vocabulary in this prototype, which is shown below.

Table1. *The Three levels of vocabulary*

Superordinate terms	Vehicle	Flower	Animal
Basic level terms	Car, Truck	Rose	Deer
Subordinate terms	Limousine, Dumper Truck	Crimson Rose	Impala

5. DEVELOPING VOCABULARY WITH MEANINGFUL INPUT (LISTENING)

Listening is a good way to learn vocabulary, which is crucial for us because we are used to hearing a lot of things every day. Listening skills can be developed with care, honesty, and understanding. Listening is a type of input that focuses on meaning. We can speed up the process of learning vocabulary by paying close attention to what we're hearing**.**

5.1. Transfer of Receptive Data

Vocabulary development can be accomplished in several ways. In this case, we can discuss written input as it relates to the listening technique. The application of receptive information transfer in the technique can be a good way, and this is an example of a table where there will be some input and the answer should be given by the students based on the speakers' listening and speaking. In this regard, Palmer (1982a) has given away to work out the questions of the table's input, and the questions can be on the following themes in this period. Maps and blueprints, streets, tours, architect plans, theatre seats, and weather forecasts are just a few of the topics covered. Details, polls, timetables, and football results are all included in grids and tables. Family tree, climate, pie graphs, and flow charts are just a

few of the diagrams and charts that can be found. Office holidays, appointments, hotel reservations, and more are all recorded in diaries and calendars and radio shows, recipes, diets, shopping lists, and car rental firms are among the lists, forms, and coupons available for receptive data.

5.2. Listening to Reading Materials, Comprehension, and Story-telling

Reading is an excellent way for students to expand their vocabulary.In this regard, students can listen to any reading materials, such as reading text or narrative that is correctly directed by an audio tape or by a teacher with specific reading materials in the learner's hands. During the telling of the story or reading of the text, learners should acquire the meaning of the words from their listening to comprehend the meaning with some selected vocabularies on the board, and at the same time acquire the vocabulary which is practised and comprehended with retrieval and repetition of the meaning and story, whereas recognition takes place slowly. In this case, the text, its conception and relationship, graded readers, story content, the struggle between the known and new words with varied connotation and denotation, as well as decontextualization and generative meanings of the target language are all related difficulties, the learners have to approach.

5.3. Quiz and Decontextualisation

Depending on the class and learning staff, quiz competitions should be held from time to time. A quiz competition is one of the most effective ways to learn new words. Teachers should be mindful of the vocabulary they chose for their students to keep their interest, as interest can boost a learner's motivation to study a language. In this scenario, a story should be continued in a continuous, serial, or episode-by-episode format, and in this case, the students should be involved in a reciprocal relationship with the teachers and the students.

In Decontextualisation, the words should be emphasized not only for their meaning but also for the word component. Definition speeds up and expands the vocabulary process. Understanding becomes more than undefined terms in the case of gained familiarity with the words. There is an aspect of students' higher and lower abilities that will be variable in learning vocabulary. Another important factor in learning vocabulary is the book you choose.

5.4. Generative Processing and Negotiation

Learners encounter new words in a variety of contexts, broadening their vocabulary knowledge through experiential learning of words from various linguistic perspectives, as well as explanation, drawing, and negotiation. In this respect, teachers stimulate mental processing during vocabulary learning. In this case, the use of a long serial story and repeated practice of the same vocabulary will provide conative meaning in their way based on linguistic and contextual meaning, resulting in generative meaning that will help the learning procedure become more lasting. However, research is still being conducted to determine how it affects advanced and simplified readers. There should be some divergence in giving the theory that the same application can be possible for the factor and they are different in their application and in this regard which one is useful and which is not to be judged properly and is to be measured accordingly.

Negotiations have emerged as a critical component of vocabulary acquisition. In this regard, Ellis and Colleagues (1995) discuss unmodified input,pre-modified input, and contract. These are the baseline directions; there should be synchronization among the key factors. With the help of a baseline concept, input and output should be negotiated. In this regard, learners can contribute to the creation of many more new words and aid in their deep processing. The bond formed between non-native speakers grows stronger than the bond formed between teachers and students. Good negotiations help with vocabulary learning. The teacher will catalyze this regard, taking into account the learner's capacity, willingness, and ability.

6. ACQUIRING VOCABULARY THROUGH MEANINGFUL INPUT (READING)

Learning vocabulary via reading is assessed on a scale of vocabulary knowledge acquired during the reading, which is a fantastic approach to boost learners' confidence in their vocabulary acquisition. If someone walks through the door, their degree of understanding will gradually increase. To determine the scale of threshold, Laufer and Sim (1985) employed a parameter for text's language, context, and structural variation, which come first for greater comprehension. That is why it is tough to have a good vocabulary during vocabulary.

6.1. Intensive and Extensive Reading and Direct Teaching

Intensive and extensive reading denotes proper comprehension, dealing with words and their various usages concerning the nature of discourse. In this situation, graded readers are very important for extensive reading because they have a full-fledged, all-encompassing, and diverse range of learning vocabulary. Graded readers benefit both beginners and intermediate learners because they are appropriate for them. According to Richard Schmidt (1990), graded readers' application starts with texts of roughly 5000 words in a word family of 300-500 vocabulary.

Intensive reading entails an in-depth knowledge of something that necessitates special concentration, inbuilt specific classification, and detailed ideas that are limited to 300 to 500 words in length. In this scenario, vocabulary learning, which, according to some writers, requires direct teaching, appears silly, particularly in this case. Naggy and Colleagues (1987) believe that now is the time to squander time acquiring vocabulary. Direct teaching and vocabulary practice are required because mastering the enormous amount of vocabulary will take time. However, I believe that when it comes to high-frequency and low-frequency words, it is dependent on the level of graded readers and learners, as well as native speakers. For non-native speakers, deliberate learning can be useful at times.

7. VOCABULARY ACQUISITION THROUGH MEANING-FOCUSED OUTPUT (SPEAKING)

In terms of word frequency and speaking, few words are required to continue in comparison to writing; the difference can be made based on exposition and context. According to Pawley and Syder (1983) because of our requisition in an early period of second language learning, so many words and phrases are committed to memory. Crabbe and Nation (1991) referred to 120 topics that are very relevant in daily use and come to use verily during a conversation. Teachers should help students gain fluency with different techniques of the method. This includes greetings, politeness formulas, numbers, buying goods, ways of requesting food, accommodation, help, and directions. Teachers should do this in group and pair work, and this should be continued with lexical sets.

7.1. Using Teacher Feedback and Making Decisions

Semantic mapping can be used to increase the possibility of vocabulary learning for teachers and learners. The teacher will provide input on a map by providing some clues and suggestions in conjunction with explanation, justification, and connections in the semantic map. Teachers and students will collaborate on the input and visualize the inference in semantic mapping. A meaning-centred output refers to a productive goal, and it appears difficult to obtain productive knowledge from receptive input. It can be done in a variety of ways, such as through retrospective ideas, film reviews or discussions about current issues.

This relates to providing a solution to problem activities carried out by students under the supervision of the teacher, as well as providing an idea of vocabulary and its reuse in vocabulary learning. There will be four groups of learners, and the teacher will appear around and provide the necessary vocabulary to help them get into the matter. The group of four will then join the other group of eight learners who will represent themselves. And eight students from two groups will share their ideas with the rest of the class using the vocabulary discussed in their discussion while reasoning and making decisions.

7.2. Information Transfer Activities and Task Division

One of the most important activities in speaking mode for learning vocabulary is information transfer. In this case, Palmer (1982b) states that during the discounters of learning, the learner can convert a chart, table, picture, or diagram into spoken or written form. In this case, the learner is propelled forward by the map's description, and their job is simply to explain it, or it can be done for preparation and practice. We can think of information transfer and information splitting. The learner group that will work on this issue will explain and describe one of their activities as well as the process of information transfer and the second expert group will work out in groups and try to get it to the works to learn vocabulary.

In split information, one student may be able to tell the name of a picture that is unknown to others, while another may be able to tell the name of a picture that is known to others but unknown to the first group. There will be a trial from the two parties on the different pictures, and thus there will be an

exchange of words and they are getting instantly from one another, and the question is split and the answer is split, and there is learning of vocabulary due to receptive and productive ideas known to each other. Hall (1992) considered split information to be important primarily in technical vocabulary, particularly in mathematics, to describe various shapes.

7.3. Retelling and Using Cooperative Tasks

Retelling is the act of repeating something and then continuing to tell it again. In this case, the students read a text of about 100 to 200 words and then retell it. It conveys the concept of learning vocabulary from the text delivered by the learners, resulting in generative use. According to Joe (1998), the absence of text in retelling encourages generative use, whereas the presence of text during retelling encourages more learning outcomes with target vocabulary used in the retelling but not the best learning goals.

Knowing the meaning of the word in conjunction with other ideas is referred to as using cooperative tasks. It denotes the word's choices as well as other possible ideas that could be used in opposition to the word. This includes one type of ranking activity or listing activity of specific words of various types. In general, they are problem-solving, classroom activities, and brainwave activities. In this regard, a teacher will assist them in obtaining the best possible ideas and making repetitions of the word for reinforcement with generative use, by asking various questions and explaining the words. This will assist students in learning more words in this manner.

7.4. Role-Playing and Turn-Taking

It refers to drama-style classroom activities in which students play out or simulate what might happen in a certain situation. You can practice haggling with a shopkeeper for any product; for example, students may be asked to play the roles of shopkeeper and customer in this scenario, with consequences simulated dependent on the participants' decisions. The speaker and listener roles in a conversation are always changing. The person who spoke first becomes a listener when the person who spoke first takes his or her turn in the conversation and starts to speak. In this regard, Newton (1995) noted that if the learners are in the same arena of the same group of knowledge, the negotiation produces a lot more learning and is more important than tasks.

8. VOCABULARY ACQUISITION THROUGH WRITING

Learners differ in their approach to writing vocabulary; in some cases, they are concerned with the application of vocabulary in writing and the use of diction; there is a choice between different types of writing applicable to different types of people, and learners are accustomed to writing vocabulary at their level. In this case, learners of various levels make the error, and it appears to be a striking age for university students of second language learners, in this case, lexical are made their way to be charged with an error. According to Leki and Carson (1994), the main concern of second language vocabulary learners is a lack of vocabulary.

8.1. Measures of Vocabulary Size and Writing Growth

There is a method for calculating the amount of vocabulary used productively in a written text. There is some debate about the size and growth of the vocabulary, as well as its impact on the levels and capacities of different learners. This capacity judgment is done by the word list relevant or used in a different way or different level of word frequency and this will judge thus the frequency level of the learners of vocabulary in written text. Arnaud (1984) demonstrates that the appropriate test is used to judge the use of language. Another way to assess the size and growth of the vocabulary is to judge the learners' written text or composition vocabulary. Some factors to consider in this regard include synchronization with a lexical difference, authenticity, closeness, complications, and lexical adjustment.

8.2. Paraphrase, Translation and Dictionary Use

We can discuss paraphrase and translation, in which students read the sentences in the text and then explain or rephrase them on their own for clarification, with the teacher providing a model. Students will also convert the projected language with the text in their native language to the projected language with the words they want or that appear in the text. In the second–hand cloze, Laufer and

Osimo (1991) propose a link between pre-reading and translation. This method instructs students to fill in gaps with previously learned words that provide an idea of the material previously worked out. Later on, the context will be formal, which will be unfamiliar to the students. Learners will be told to fill in the blanks in their first language, which will result in translation into a second language.

Students can read any text and write it on their own, which is a good activity because the words found in the original text are written by using exact known or unknown words, synonyms or antonyms, or derivational morphology. This increases vocabulary and helps to act as a writer by requiring a writer to be aware of various tasks such as formal vocabulary, word formation sequence and chain, cohesion and coherence in a text, and so on. The use of a monolingual dictionary in writing is discussed by Harvey and Yuill (1997). In this regard, the most common actions are to check to spell (24.4%), analyze and examine meaning (18.3%), judge the existence of a term (12.8%) and evaluate grammar accuracy (10.6%).

8.3. The Dicto-comp and Associated Activities, as well as the Semantic Map

A Dicto-comp Ilson (1962) is a system in which students are kept occupied by listening to a text and then asked to quote it from memory. It entails seeing the words on the board and maintaining their integrity by removing the letters of the words and translating the target words. The term dicto-comp, Nation (1991) refers to dictation, late copying, the regeneration task, and the dicto-gloss system. The concept entails developing a semantic map of a topic in partnership with students and teachers. After the teachers' introductions, the students will plot them on a map and figure out how to proceed with writing. The learners' groups can be divided into numerous groups, and they will proceed with the target words instructed in such a scenario.

8.4. Using Written Input & Issue Logs

There is a discussion about the design and use of written input, which affects the vocabulary used in speaking, and this motivates to create a large amount of vocabulary in writing in conjunction with recall and adjustment of the input. There is also a discussion about how modified and designed speaking activities can mushroom the way of applying some vocabulary for the writing task. Students' vocabulary will be graded by under- and over-marking common and uncommon words in the paper they receive. They will produce a written summary of their work, and after a few days, they will want to update it slightly with new words, and this process should be repeated regularly to build a foundation of complete ideas for the summary.

9. VOCABULARY LEARNING STRATEGIES AND PLANNING

The vocabulary learning method is important for getting into language with the development of idea strategies. Gu and Johnson (1996) discuss the various strategies that are influenced by different catalysts such as option, application of the vocabulary, diction use and excellence in vocabulary. He also discusses learning from context, using a dictionary, writing down vocabulary and rehearsal of vocabulary learned. Success in vocabulary learning is dependent on specific planning, which is an important part of vocabulary learning. According to Kramsch (1979), some people combine learning methods by picking words, recording them, and monitoring them. In this regard, teachers' responsibilities include syllabus planning, the separate practice of various phases of strategy and providing feedback to students.

9.1. Learning Words from Context

Guessing from context is one of the most reliable methods for learning vocabulary. Experiential learning refers to taking in information from the environment, as well as reading and hearing things, with an emphasis on the text's substance, which can be extended and limited. According to Naggy Herman and Anderson (1985), native speakers gain quantitative information for up to 10% of the undiscovered words in a text after reading it. Guessing involves generating ideas for comprehensive reading, participating in discussions and conversations, seeing films and movies, and listening to stories and radio. Poor guessing is reduced by skills. There are a variety of techniques to assess guessing, and some aspects have a significant role in the framing of guesses. In this regard, the genres, as well as the impact of the word form, the length of the context, and the use of unfamiliar words, are all considered.

9.2. Collocations, Phrases, Synonym & Antonym

A natural collection of words that are closely linked to one another is referred to as collocation in the English language. Because collocations can take many various forms and have varying relationships between the words that make up the collocation and this is a great challenge for the learners. For instance, the Collocation of 'Relationship' with the verb is-to enjoy a relationship, with adjective-close relationship, with a noun -relationship issues, and with the phrase–a web of relationships. Interestingly, learners can pick up and learn vocabulary through phrases and idioms with distinct meanings from the context by using collocation. The phrase gives literal meaning for instance 'which generates word for word meaning whereas idioms have different meanings such as 'Achilles heel 'which gives off special and figurative meaning. In line with this, students can have the concepts of synonym and antonym, homonym, homophone, and homograph at the same time, which will help them, comprehend the stages and complexities of the meaning. To summarize, collocations, phrases, and idioms will expand learners 'vocabulary, allowing them to be more effective at guessing and interpreting context in the second language

9.3. Word Cards and Word Parts

Making a deck of word cards is a quick and simple way to improve vocabulary. It entails writing the word, its emphasis and pronunciation, as well as the type of word, and then writing the definition and statement on the opposite side of the card. According to research, using word cards can be tedious, but it has a significant impact on vocabulary learning. In this regard, Nation (2013) adds that the effectiveness of learning vocabulary can be increased through the use of mnemonic techniques, specifically the keyword technique, which increases the probability of learning vocabulary by 25% over conventional methods.

Most English words are variable and subject to change based on affixes. We know that affixes are divided into two types, one inflection and the other derivation. English inflectional affixes are of English suffixes, e.g.,s for plural, -ed, -ing, for 3rd person singular 's' for possessive, er for comparative, est for superlative. They are not changeable. The characteristics of inflection are not subject to change in terms of other variables that occur with the word in the sentence and are even unchanged after derivation gets fixed. Derivational affixes mean the use of prefixes and suffixes. In derivation, there is a change in the case of most suffixes and a few prefixes in terms of parts of speech after their addition. In this respect, we can refer to good (adjective)/ goodness, feeble (adjective)/ enfeeble. It is notable that affixes more particularly prefixes change the meaning of the word substantially–for example, view/ preview, lucky/unlucky; hope/ hopeless. In this respect, words made with affixes are termed complete words. There are two types of words tems, one where the root stands alone and has meaning is called free forms such as job/jobless. Free forms which cannot have validity on their own without an affix are called bound (preamble). Bound stems are acquired as mnemonic items in this regard by words being placed in context.

9.4. Using Dictionaries and Morphological and Semantic Cluster

A dictionary is a collection of words that can be used for a variety of purposes. Dictionary types include monolingual, bilingual, and bilingualism dictionaries. Bilingualism is advantageous because it provides a preference and aspect (Laufer and Hadar,1997). Dictionary skills are influenced by receptive and productive abilities, which differ depending on receptive and productive use. They are coming up with the strategy in the idea of getting information from context, using the entry and subentry, matching the meaning of the context and its application of it.In addition, productive use entails the system encoding and translating concepts into meaning. Pronunciation, spelling, meaning, grammar, restrictions, collocations, inflexion, and derivation are some of the issues that learners face when using a dictionary.

Morphological clusters are a well-known term for the process of word development. These clusters frequently form around a single word. In Rochelle Lieber (2009) we can refer to some morphological formations can be of derived words, compound words and converted words. Learners get a lot of new terms from it from the dictionary or experience. For example, some morphologically related words for "beauty" are beautify, unbeautify, beautiful, unbeautiful, unbeautifulness, nonbeauty, beautifying, beautified, beautification and beautifier. The basis for morphological comprehension is morpheme

analysis, which is the smallest element of meaning in language. In content area education, he also conducts a systematic analysis of lexical semantics of word formation using mapping as a helpful strategy when words thematically related. This is one type of brainstorming activity that works best in a group setting. Teaching words in the semantic clusters is especially effective since it involves not just growing vocabulary but also establishing relationship between words using semantic feature analysis, which uses a grid of words and attributes.

9. 5. Drawing Attention Activities to the Word

We can increase our vocabulary by paying attention to words. Nation (2001b) discusses various activities that can pique the learners' interests. In this case, pre-testing, pre-teaching, using a list group, and focusing on specific parts of the text are all examples. Pre-testing means that learners can get an idea of what happens before going into the details of strategies, and pre-teaching means that the strategy should include playing a role, realia, mimicry, gesture, indicating pictures, and drawings on the board, which may refer to the dramatization of text. Text dramatization can be used to teach vocabulary. This method is simple to implement. Dramatization appeals to children and is simple to learn, so it can keep their attention. Many situations can be acted out or demonstrated in a dramatic or demonstrative manner. Following that, there are drawings and photographs whereas words and sentences can be efficiently represented with images of various shapes and colours. Drawings can be used to represent the meaning of things, actions, traits, and relationships, and in this situation, scaffolding can help to boost efficacy in learning vocabulary by using series, scales, and systems.

10. LIMITATIONS OF VOCABULARY LEARNING

Vocabulary is a major topic, and study on it deserves a lot more attention because of how adaptable and diverse it is. Researchers have conducted research into the size of a vocabulary in the context of English Language Teaching (ELT).Because of its odd character in its use,it is the fact that it cannot be generalized to another language, it is particularly difficult to obtain into English vocabulary due to its limits and size.

One of the most distinguishing characteristics of English vocabulary is its breadth; for example, there is a degree of resemblance between a group of things and acts in English. For example, lounge, couch, chair, table, bed, earth, and ground are all related to sitting semantically in the same alignment, yet due to the physical differences in the terms, they produce various meanings. However, the situation is handled differently in another language. In other languages, particularly Arabic, it can be found in root format and remain semantically in the same range, reducing the drudgery of learning.

The English language thrived on loan words which allow for much more area to be encoded for its complication of words. It is well known that English has been flushed and has reached a particular degree as a result of the incorporation of many terms from other languages as a result of colonial influences. The table below shows how the English language grew as a result of a cross-national approach (Nation & Meara, 2002a). In this regard, we can credit Latin, Greek, French and some other languages which contributed significantly to the development of the English language.

Table2. *Words of different origin*

Ground Animals	Meals	Anatomy
Deer	Venison	Cervine
Rabbit, hare	Coney-	Leporine
Goat	Mutton	Hircine
Cow	Beef	Bovine

The first part of the aforementioned issue addresses ground animals, the second part describes French derivatives who come to the feast, and the third part mentions them in the anatomy section. Similar techniques can be found in a variety of lexicon genres, but because of their familiarity and popularity, it has a wide reach in the English language. Anglo Saxon, as well as other Greek and Latin languages, contain similar forms for certain purposes.

English retains unusual terms, although other languages choose to associate roundaboutness with general norms in other ways. It can be extended in this way: break for a relationship, split for a solid object, crumb for frozen things, cracks for ice, rift for wall, fracture for bone; these appear to be a bit

out of the ordinary in terms of the word list's choice of words. In another language, there is less variance, and learners can acquire a clear picture of the terms and how they are used by using the same word for all conceivable variations.

10.1. Lexical Bar

Corson (1985) defines the lexical bar as an impediment to acquiring any difficult or perplexing terminology that requires a feeling of application with correctness in their thoughts and avoidance of misapplication. Language acquisition can be difficult or simple depending on the size of the lexical bar, which restricts how vocabulary is learned. It can be spoken and written, verbal or other jargon, formal, informal, colloquial, and personal expressions. If the application of the word is not done correctly, it will result in misinformation, misquotation, and misunderstanding, putting the writers in jeopardy.

The English vocabulary is a labyrinthine system of word items that require special attention to get into a bit of depth of knowledge. English has developed the concept of some broad aspects in terms of items, whereas, in another language, the number of the core is a little smaller in size with the generation of new words (Ringborn, 1983). It is assumed that the normal storehouse of words at an intermediate level in English is 4000-5000 word families, but that in other languages, 2000-3000 words are sufficient. As a result, statistical and morphological distinctions between languages are frequently compared.

10.2. Vocabulary for Specific Purposes

Barber (1962) defines academic vocabulary as "scientific vocabulary" or "sub technical vocabulary". It appears to be beneficial to focus on specialized vocabulary and assess the learners' proficiency and knowledge in the vocabulary bank. Academic vocabulary cannot be universally applicable to all disciplines because each is unique in its application. There is a method of listening and reading activities that leads to vocabulary acquisition. It involves direct teaching, the use of word cards, and the study of word parts. Even if students understand the topic matter, intellectual terminology can be confusing, as illustrated here in a hilarious way. Between the literate and the word-weary and disenchanted situation, academic phrases frequently form a lexical barrier (Corson, 1984). Teachers who persist with at-risk pupils can help them overcome their difficulties. It's a noble goal, but it won't be accomplished quickly. According to Corson (1995), academic vocabulary is used in presentations, discourse analysis, and summary writing. There is a distinction between technical vocabulary and academic vocabulary, which is distinct from the broad service of a word list. Technical words are employed for a specific purpose, but academic literature requires the concentration of specified words with created words

10.3. Length of Vocabulary and Language Skills

In English, there is a close relationship between several components such as vocabulary size, use, and testing about the four skills of English. In terms of word size, there will be differences between languages in terms of vocabulary size and other linguistic techniques. If a language, such as Simplish, Nation & Meara (2002b) has a relatively small core language of 2000 words, it provides a fantastic technique to make all of the conceivable compoundings. Apart from basic words, when confronted with difficult words, the core words can construct all conceivable strands for word formation and application, analysis, perception and understanding, and comprehension. Teachers should consider the size of the core vocabulary that a pupil should know and be able to use. Knowing the vocabulary size of a class with 500 or more terms appears to be beneficial, but it is preferable to discuss how to explain the many characteristics of the terms rather than quantity and choice.

In terms of vocabulary intricacy, English is not the simplest language. Due to its international use and attachment to other cultures, the English language has evolved with various kinds of vocabulary such as vocabulary, technical vocabulary, scientific vocabulary, business vocabulary, medical vocabulary, and so on, which have become important to learners and teachers as they are varied and verily, they can be useful for learning and teaching. There is a common assumption that an enormous vocabulary is required for an expert in English to talk successfully in English. However, dedication to learning vocabulary is accompanied by motivation, which is worthwhile. Learners should focus on learning the

language's fundamental vocabulary in this situation. Some of the rules that apply to the English language will not apply to all other languages. Most significantly, it works with the learners' and teachers' strategies to achieve the desired result. Furthermore, vocabulary learning necessitates the creation of a combination of vocabulary learning materials and procedures.

11. TESTING THE VOCABULARY ACCOMPLISHMENTS

The process of evaluating vocabulary is comparable to that of evaluating other aspects of language. Some issues, such as reliability, validity, practicability, and wash back, are important in assessing vocabulary knowledge for a variety of purposes, including determining the length of vocabulary, measuring short-term and long-term achievement, and discussing strengths and weaknesses in vocabulary learning. Because it has a separate entity, it is handier than other fields. A discussion of various tests to analyze vocabulary knowledge and determine efficiency is provided below.

11.1. **Vocabulary Level Test** (Schmitt, 2000b)

i) Dictionary ----,ii) Book----, iii) Pen--- iv)Lion----, v) Table ----

These issues can be addressed in five different methods, each embracing a different amount of frequency, and teachers can be aided by the exam in determining the learners' level and working accordingly. This will aid the teacher in working with a group of students by creating a contrast between high and low frequency.

11.2. The productive Levels or Completion Test (Laufer and Nation,1999a)

Students are being taught how to make inferences based on the fill-in-the-blanks method. It expands on the concept of recalling the expected word from a sentence's clue. This will stop them from guessing or using other similar words, resulting in a skill that will help them be more productive.

Completion Test

i) Migrating birds and fish have a strong h------- instinct.

ii) It was most g------- of you to lend me the money.

11.3. Matching Test (Read, J and Chapelle,A.Carol,2001)

i)   Aural   _____   i)   Full of evil intentions

ii) Baleful   _____   ii) A wheeled vehicle for living or travelling

iii) Caravan   _____   iii) to bury someone or something

iv) Daze   _____   iv) Relating to hearing

v) Entomb   _____v)   Unable to think clearly

vi) Whole or complete, with nothing missing

vii) Expected or thought likely to succeed.

11.4. A 1000 Word Level True\False Test (Nation, 1993)

If a word is in the dictionary, learners must answer truly; if the word is not in the dictionary, they must answer Y. It entails having an idea of seeing the world and understanding its meaning. It can sometimes provide meaning and sometimes it cannot. This test is dependent on the learner's prior knowledge of the word.

i)   Actions speak louder than words.___

ii) Children should be seen hot heard.____

iii) All things come to those who wait._____

iv) He who hesitates is lost._____

v) You can kill a man but you cannot kill an idea._____

11.5. A vocabulary Breadth Test (Read, 1995a)

In the above test,four words should be selected, that correspond to the test term. At least one item from each of the two boxes must be selected by picking up the words for availing of the test. There will be a box with some words. Learners have to select at least one from each of the boxes and provide synonyms for each of them.

Limitations

technological	Serious
Remove	Resource

11.6. A Vocabulary Dictation Test (Fountain and nation, 2000)

Each of the Dictation tests for vocabulary consists of five paragraphs, each of which includes less

Commonly used language. Although the test is given in dictation mode, only the 20 target words

for each level are marked. There are four different versions of the test. It's a quick way to evaluate a learner's listening vocabulary.

11.7. A Definition Completion Test (Read, 1995b**)**

i)   A large amount of ice, snow and rock falling down off mountain_____

ii) A state where things are of equal weight or force_____

iii) An order to join a military organization_____

iv) A sofa with no back or arms_____

v) A person who is fluent in speaking_____

11.8. A Sensitive Multiple-Choice Test (Laufer and Nation, 1999b)

There should be a word which matters a right word meaning from the same words means there should be some word options.

Workaholic means:

i)   Rest from work

ii) Take much time to finish work

iii) A compulsive worker

iv) Connected to alcohol at work

v) Don't know

11.9. A Translation Test (Nurweni and Read, 1999)

There should be some sentences and the learners have to read the sentences and write the meaning of the sentences in the first language.

i)   He spoke up against the unjust ruling.

ii) His stuff was ransacked by the cops.

iii) The train arrived at the station much earlier than expected.

iv) They are workaholics to achieve their goals.

11.10. A Pair Word Test (Numberg & Rusenblum, 1977)

Because of the author's _____ tone, a fascinating subject, the role of luck in everyday life, becomes excruciatingly ____.

i) Understandable, blurred

ii) Informal, scrupulous

iii) Sedative, dull

There are numerous variations of the test, and no single test item is particularly effective in this regard. Learners should select a test based on their current situation, such as budget, goal, and levels, which can be beneficial to learn, understand, and explain, resulting in an effective test that gives the learners strength and success.

12. CONCLUSION

The significance of vocabulary in a language's evolution cannot be ignored. It is also important for effective communication. Words, in particular, are useful in many settings and should be studied carefully in ESL. The learner's attitude, sentiments, and emotions, as well as the word's variety and many features, context, frequency, and occurrence on the terms, should all be considered when using the vocabulary. It also displays many ways for learning vocabulary, as well as instructors' responsibilities in creating a learning environment based on interactive and mutual effort between teachers and students. Apart from that, there is a description of some techniques for keeping a variety of sources available, with variations in each source and application varying from person to person, by recognizing the lexical bar, calculating the learning cost, and finally assessing efficiency through a vocabulary test.

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