

# “Professional vocabulary learning strategies in content courses taught in English”

Amantina Pervizaj<sup>1</sup>  
Vehebi Sofiu<sup>2</sup>  
Bujar Kelmendi<sup>3</sup>

**Abstract:** Being young European country, Kosovo, takes place among countries with special interest in foreign language acquisition especially English. Therefore many colleges included English teaching in content courses, but the difficulties they are having inspired us to have a concrete research in facilitating this challenge.

This research is focused on a very important language component-vocabulary learning strategies in content courses. With the most sensible and significant group of students, who need a special care in all domain of life as the acquisition of professional vocabulary affects the complete learning process and as well as their ability to catch up with the difficulties while learning something new and something critical.

By analyzing data of the interviews and observation of students and tutors we found that the cooperation between two is missed out. The form of proceeding information and its perception level where totally far of achieving both pairs' target.

Therefore, this research is a varied and decent study on teaching and learning content vocabulary.

## Introduction

The root of success, key of progress, and the priest of knowledge absorption is the abundance of vocabulary. Even in native language or foreign one to explain or understand things fluently, we need rich vocabulary, so as much vocabulary we have or gain everyday as better for our aim achievements. Many of us are faced with such question so hereby we are going to try to find the best answer and solution to such difficulties. These situations gained priority to be solved as the contrast among first language- second language – content course language was big, and created a gap in learning process and there was time to solve this problem.

While biology, physics, chemistry or math teacher at all is explaining professional issues well known by her/him but so unknown to students there appear such difficulties in explaining a word or a problem to a foreign language for both teacher and student too. So finding the best way of teaching and learning, understanding in context, linking ideas, and practicing them is one of main aims of having this research.

In addition, one another need is vocabulary itself, as it has gained a priority in language communication and explanation, and the need to teach or to learn it is as high and absorptive as the disposal literature

Overall the research is expected to contain enough material to offer some possible solutions to the problem of learning content courses in foreign language in this case English, will try to find answers to some questions of teachers and students as well. In this case, it will try to seek solutions for many knots and thus make learning easier, and teaching more profitable, what is one of the biggest needs on a daily basis.

### Literature Review of Vocabulary learning and teaching in foreign language

Throughout the decades vocabulary's importance in a language has moved by back stages to the front ones for the only one and very true reason – the circle of moving the language use nowadays. As earlier language aspects, were of other importance as translation aspect and writing skills were more emphasized but now it is the contrary the need to communicate and create bridges throughout the countries and vocabulary is the key of success in these aspects. Folse tells an anecdotic story about him trying to buy flour in a small store in Japan not knowing the word "flour" in Japanese. Knowing several grammatically correct forms for asking did not do the job, nor did the attempt to describe flour as "pre-bread".

After a long and frustrating hour, Folse left the store – without the flour. There is a reason we tend to travel with a dictionary, not a grammar book. As the British linguist, David A. Wilkins puts it: "without grammar, very little can be conveyed; without vocabulary nothing can be conveyed" (Wilkins, 1972). [Linguistics in language teaching. Edward Arnold, London].

### Vocabulary's importance in content courses

The Limits of my language are the limits of my mind. All I know is what I have words for. – Ludwig Wittgenstein (nd) . Trying to define best vocabulary's importance, I face with difficulty of words I need for, so I have a clear idea what do I need vocabulary in general, but content area is a specific corner of knowing vocabulary for, so we should be focused in specific needs and specific ways of learning. Being aware of every day English does not mean that we can understand and demonstrate all newly learned issues, to discuss about, or to conceptualize

particular issues in content courses as terminology, and professional language is so far of usual language being used, and even national speakers of English need vocabulary guider for particular issues.

Folse in 2004 considered that in the last decade, our field has seen enthusiastic interest in the role of vocabulary in foreign language courses. This recent interest has led to research with practical classroom applications for foreign language classrooms. In order to progress in a foreign language, learners need to be able to understand what they are hearing and reading. That is, the input must be comprehensible in order for it to be useful and meaningful to the learner and help with acquisition (Krashen, 1982), but if learners do not understand a sizable portion of the vocabulary in the language that they are reading or listening, then this language is not comprehensible and therefore cannot be useful for acquisition. Many argue that vocabulary is one of the most important-if not the most important components in learning a foreign language, and foreign language curricula must reflect this.(Folse &Krashen pp.1,3,6)

#### Professional vocabulary development in content course

Vocabulary development is a vital part of all content learning, but it is too often ignored. The link between vocabulary knowledge and comprehension is undeniable. While wide reading increases a student's vocabulary significantly, teachers must realize that direct and explicit instruction in vocabulary must also occur daily in all classrooms. Students enter school with vastly different levels of word knowledge. Teachers must build word-rich environments in which to immerse students, teach, and model good word learning strategies.

Because research shows that having students look up words and write definitions - is the least effective way to increase their vocabulary, this page features many strategies and methods for teachers to use in classroom instruction.”- (West Virginia Department of Education,2013)

Vocabulary - Being the main point in understanding the content issues, vocabulary needs to be in the advanced level in order to complete the needs of students and teachers` aims within the class and lesson. Therefore, for having better results and different kind results as a model we took the following research: (Developing Vocabulary by Learning Content Area Words-Document,2013)

Research in vocabulary acquisition suggest that students learn between twenty-five hundred

and three thousand new words a year ( Beck &McKeon, 1991), with a significant amount of these coming from context-area texts.

Active engagement is a key ingredient if students are to connect new vocabulary to concepts they already know. The role of prior knowledge has been well documented as a key to comprehension, including prior knowledge needed for vocabulary learning (Anderson &Free body, 1981)

## Methodological Approach

### Aims and Objectives

Alongside the countries, international schools are in a wide range. However, the foreign language extension is widespread too. A high percentage of population knows the language and communicates very fluently, is considered a good signal complete the needs of trend. But depth in the root ,where the education pulse beats “schools” need something else, need something special, something more sensitive and more shallow, detailed and multilateral, which is foreign language itself, and now in our case is English language.

Being a teacher in Turkish –American College and having Albanian language as mother tongue, teaching English to different nationalities is the best experience maybe a teacher in Kosovo can gain. Therefore, I was in the cutting edge, and clearly noticed students` problems in content courses. And their urgent need to increase the level of professional vocabulary knowledge even though they were considered as English speakers but their professional vocabulary was in the minimal limits ,because their English classes weren`t fit with their English language need but it was Advanced English Language and Literature Learning. In addition, students verbally were going on having no idea how to surpass the great problem of theirs when content course classes came on and they had no idea what was being explained most of time.

I considered this a red alarm as English teacher and I begun to interfere with different methods taken by different sources within my classes without affecting the learning process. As I begun to use particular methods in my classes the aim and the objective was clear – Practicing and understanding Professional Vocabulary throughout the courses as much they can and using

particular strategies but exact ones to achieve aimed success in content courses without the need to interfere with native language explanation.

### Research questions and hypothesis

As all researchers in the beginning of their researches do –Put the questions to answer I did so. Moreover, the questions to be answered in this research are:

1. Is vocabulary the most difficult skill in the learning process of teaching content in English?
2. What is its influence in students` success into a content course?
3. Which are the ways that teachers explain the word or unknown processes?
4. How do students accept the unknown word in such way explained?
5. What are new and very useful methods to teach vocabulary?
6. Which are the most common issues while teaching and learning process related to content courses?
7. What is student satisfaction after trying some proposed methods?

However, we have hypothesis to be proved too:

H(1)- Students understand content courses, even an unknown word in its context.

H(2) – Students learn content vocabulary by reading extensive exposure to reading professional texts.

Maybe throughout the research I met different hypothesis and answered in other questions too but surely, I was very trustworthy giving priority in the previously pledged ones.

### The instruments

The instrument being used in this research about professional vocabulary learning strategies in content courses taught in English are:

1. Proficiency Test
2. Student Questionnaires
3. Teacher Interviews

### Proficiency Test

This was the first step and the most important one; it took a great deal of time, as some students who considered to be good in English were against and others being doubtful to be or not to be tested. “Moans” but they had to do full fill the test with no marks but with one condition “As different answers I take so many 100s (best point in test) I give “And the main fact and reason about beginning this research was going to be done. In addition, students themselves were going to understand their weaknesses, with their answers not verbally tested by heart. In the research 5 classes with 20 students – 100 students in total, participated including 9<sup>th</sup> (16 year old), 10<sup>th</sup> (17 year old) and 11<sup>th</sup> (18 year old). They had to answer in 5 exercises measuring their proficiency in all aspects they meet the unknown word, as paragraph, listening a lecture and giving feedback, translating phrases or particular scientific words or expressions etc. Totally there were 100 points to gain in order to be considered as a good or best student. Moreover, each student was going to be marked by 1- 100 points according to understanding level or right answers they gave.

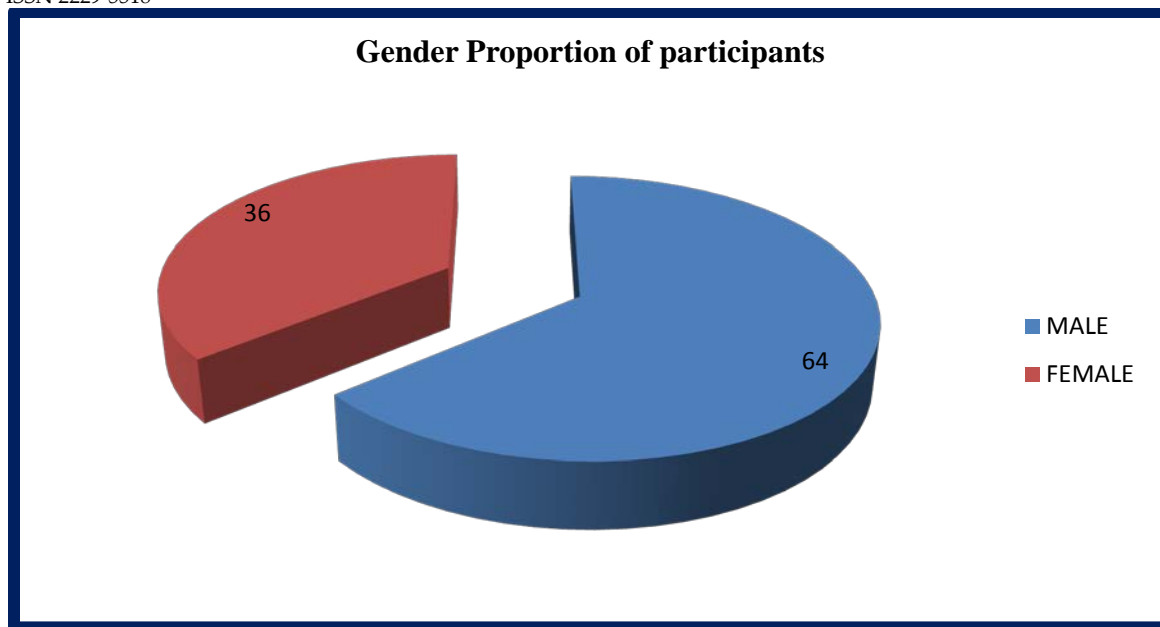


Fig.1.Number and Gender of Participant in Research

First Step-Paragraph reading and giving a Feedback- afterwards the feedback would be graded as:

- -Fail/ Acceptable/ Good/ Very Good / Excellent/Lastly, it would be presented as a percentage or in number of students.
- 9<sup>th</sup> Classes ` Paragraph:

One source of evidence that species evolve is Comparative Embryology .When we compare the embryos of different vertebrate, we find that there are some obvious similarities However, if the adult forms are then compared, many of these similarities cannot be found. For example, all vertebrate embryos possess very similar embryonic bones just behind the brain case. In a fish these bones develop into jawbones, whereas in mammal they develop into ear-bones and function as a part of the hearing apparatus .If all vertebrate have a common ancestor, we can begin to explain why the embryos are similar. (Pearson,1978)

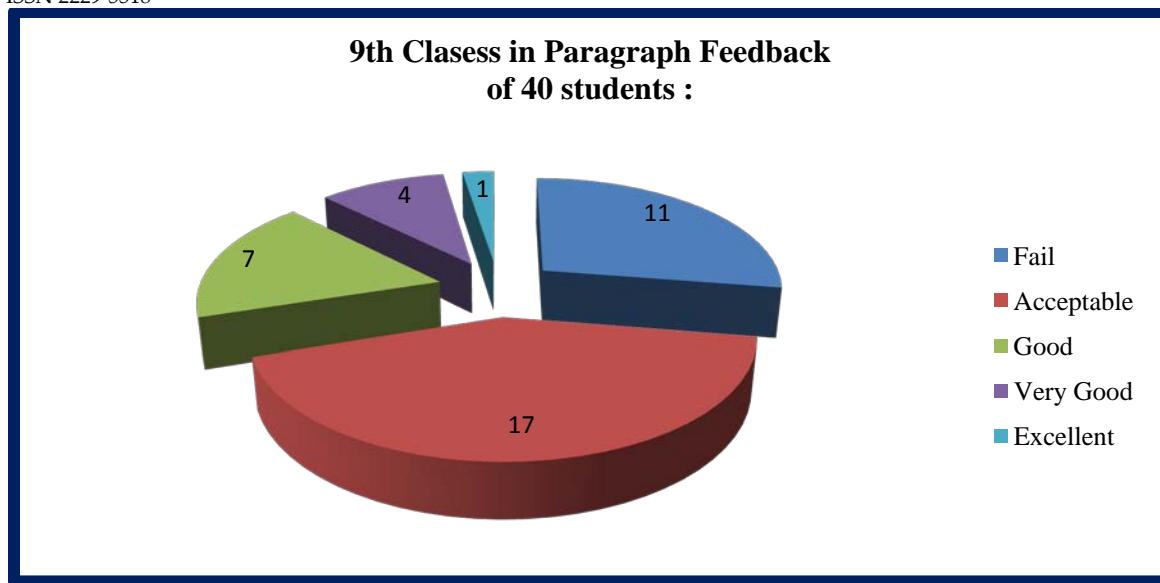


Fig.2. Proportion of Paragraph Feedback of 9<sup>th</sup> classes' students

The paragraph was about the issue they were familiar to, and students hadn't so many problems to understand. However, they were so confused in giving feedback, as they didn't remember the words being used and trying to remember them while explaining they forgot even what a paragraph was about. Therefore, it resulted to have

11 – Fail, but having those who were more understandable e larger group of them was

17 – Acceptable

7 – Good level,

4 – Very good

1 – Excellent, it was because the student lived in America until last year.

So students got aware of their abilities.

10<sup>th</sup> Classes'



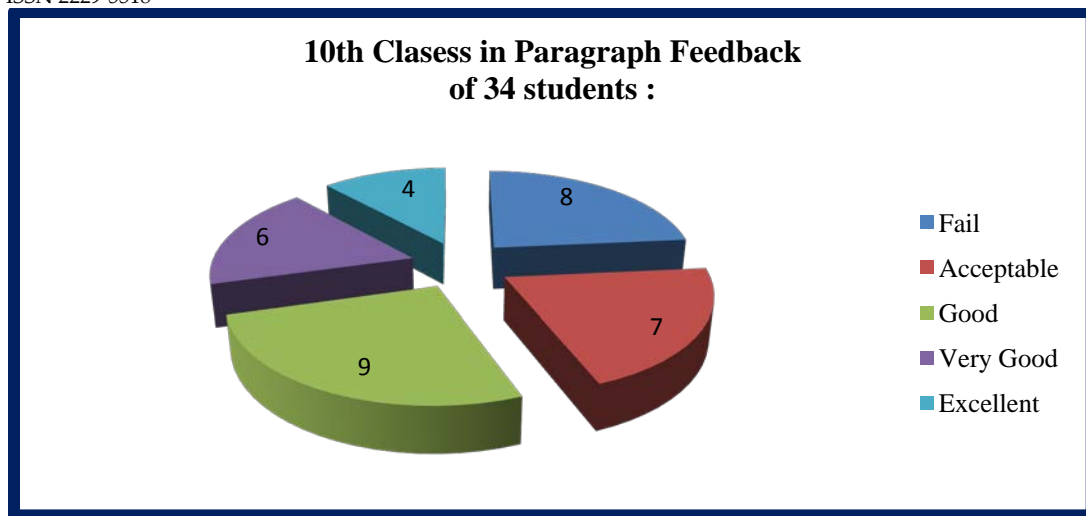


Fig.3. Proportion of Paragraph Feedback of 10<sup>th</sup> classes` students

The paragraph in Biology was a reason why the result was so balanced, but also because students were more interested in this topic they understood it better and while giving a feedback they used their own knowledge to surpass the possible difficulties in particular moments they considered difficult to explain. Even though 8 –Failed- to give a feedback maybe of lack vocabulary they had in general about English, some considered the paragraph confused, and some justified that it was important to understand and giving a feedback is not so important. However we had

7 –Acceptable presentations,

9 –Good ones which were fluent, with mistakes but easy to surpass them as problem. Afterwards we had

6 – Very Good, with nice vocabulary, good presentation but they had no confidence while explaining and it kept them off the topic sometimes they went far of paragraph trying to explain it properly.

Moreover, the best group of excellent ones –

4 students, it wasn` t surprising as they were native speakers of English.

11<sup>th</sup> Classes paragraph:

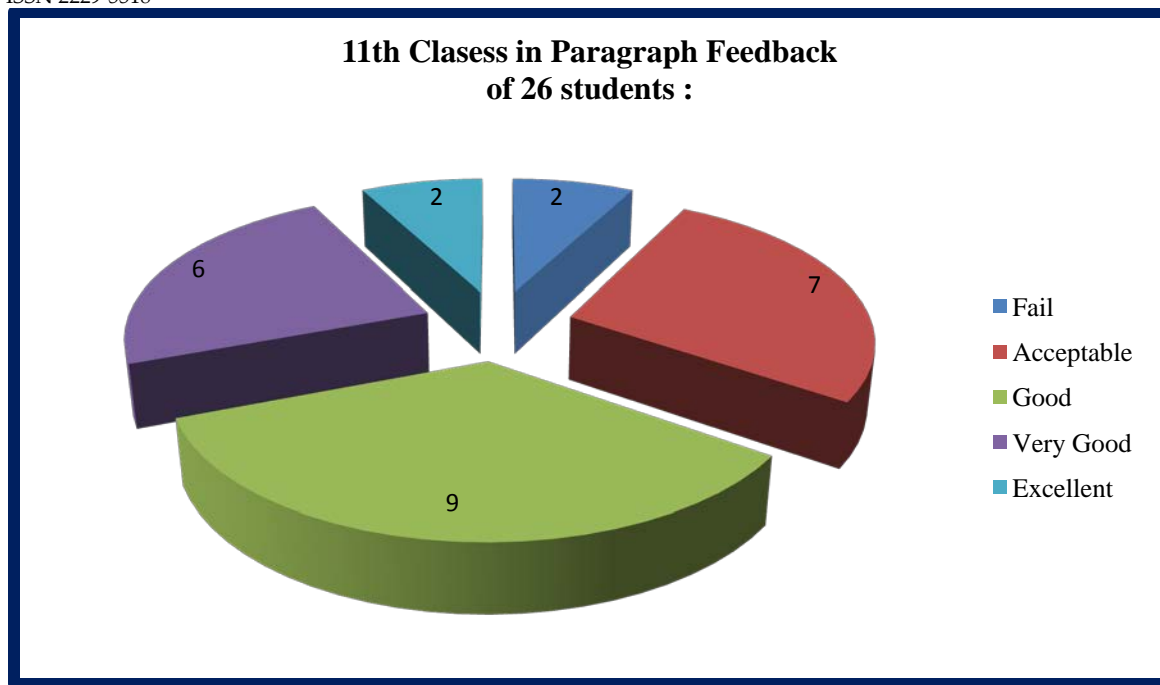


Fig.4. Proportion of Paragraph Feedback of 11<sup>th</sup> class's students

The paragraph in History of England was intentionally reserved for them as they were learning this for the first time, the terms were unknown, the way history was being explained was somehow attractive to them, and we gained the likelihood to have this result.

2-Failed and

2-Excellent we balanced the proportion, afterwards we have

7 -Acceptable and

6 - Very good, which is so balanced again, and summing up with stable ones

9- GOOD, and this was great proportion that there is a lot to do but not impossible.

2<sup>nd</sup> Step- Paragraph Listening and Giving feedback and afterward get grouped according to the level of being understandable:

-Not understandable

-Somehow Understandable

-Understandable

-Well Done

9<sup>th</sup>Classes: Listening and giving Feedback

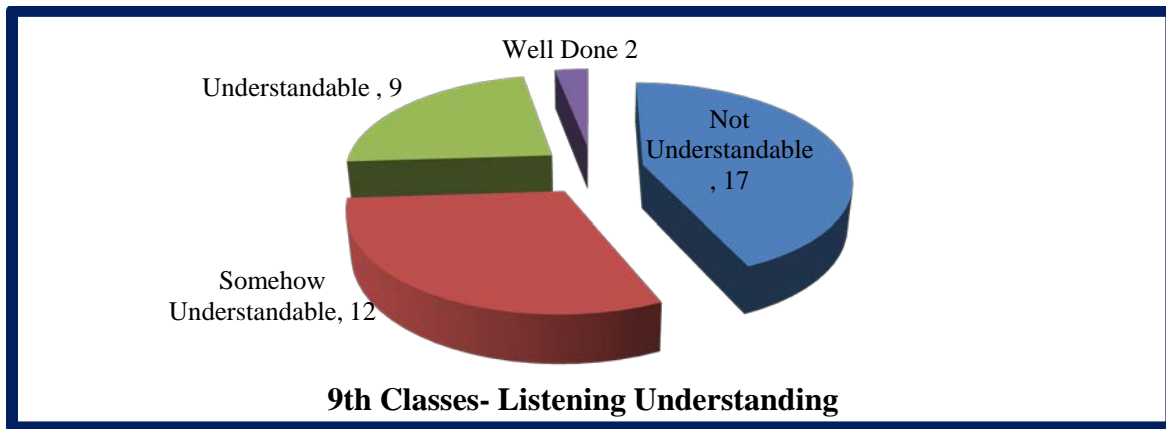


Fig.5.Proportion of 9<sup>th</sup> classes` students` abilities in Listening and Understanding skills-

10<sup>th</sup>Classes: Listening and giving feedback

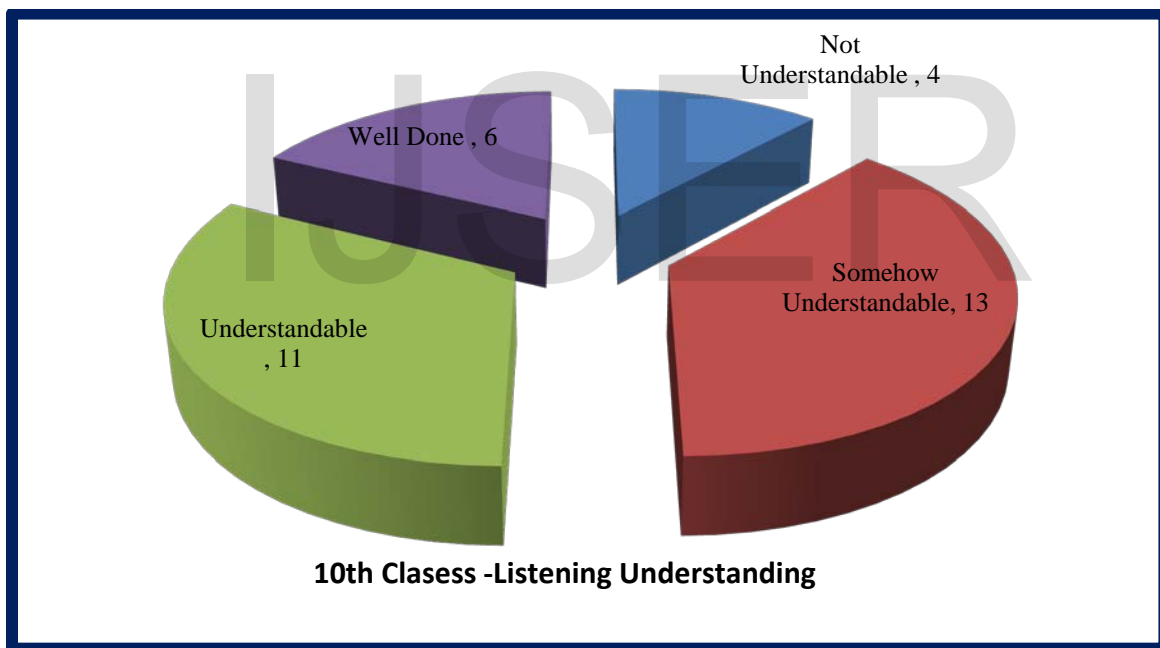


Fig.6.Proportion of 10<sup>th</sup> classes` students` abilities in Listening and Understanding skills

### 11<sup>th</sup> Class –Listening and giving Feedback

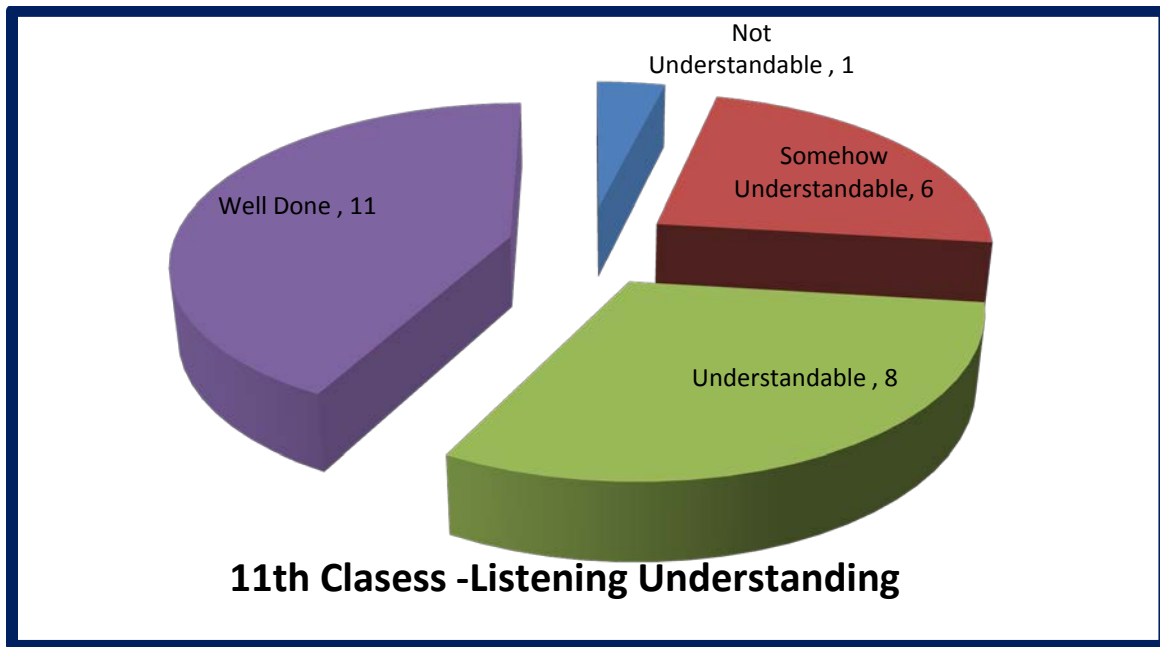


Fig.7.Proportion of 11<sup>th</sup> class`s students abilities in Listening and Understanding skills

IJSER

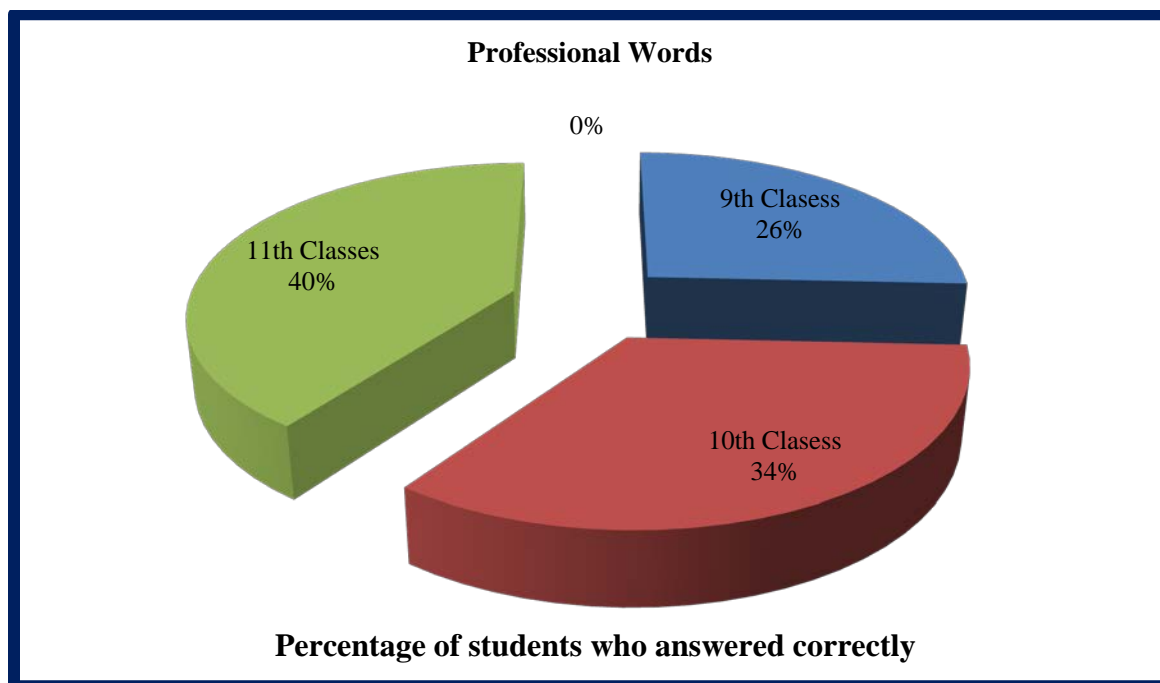
In the stage – 2<sup>nd</sup> Listening Understanding and giving feedback – we had, similar result in each level as listening is always a problem to foreign language learners. Nevertheless, in content courses, it becomes more and more difficult and confuses the situation and the balance of 1<sup>st</sup> step Paragraph is broken down. Even though the proportion of Not Understandable- Of

9<sup>th</sup> Classes were 17 –which orientated them to work hard in this aspect,

10<sup>th</sup> Classes 4 , and

11<sup>th</sup> Classes 1, being not understandable, was just about their neglect. Somehow understandable – 9<sup>th</sup> Classes -17 and 10<sup>th</sup> Classes 13- was really nice proportion according to their level and previous listening experiences, whereas in 11<sup>th</sup> Class there were just 6 ones, the behalf number of 9<sup>th</sup> and 10<sup>th</sup> classes, because 11<sup>th</sup> Class had more advantages having more content classes and more listening exercises. Understandable result was in this proportion: 9<sup>th</sup> – 11students, 10<sup>th</sup> – 9students, 11<sup>th</sup> -8students, with understandable presentations, and Well done – the best ones were in this proportion: 9<sup>th</sup> – 2 students, 10<sup>th</sup> -6students, 11<sup>th</sup> -11students. Overall, there was stable proportion of listening skills in content issues, based on their abilities and low vocabulary level they are supposed to have.

In the stage 3<sup>rd</sup>-English Translation –In this stage I gave the same test to all students in order to balance their age nad their proficiency in particular words, phrases and idioms, afterwards they got graded by 0 – 100 , and I categorized them in percentage according to their correct answers in :Words, Phrases, Idioms.



### Fig.8.Proportion of students who answered correctly the content course vocabulary

As it is pointed out in previous paragraph the Proficiency test was just like tong to convince students about their weaknesses and stir them up to work hard in this aspect of their language, even though the results weren't so weak as it was observed visually. As there was a group of students showing a great result in each stage, but there was a contrast also having students having no idea what was going on either in a short paragraph, whole lecture, or even a word. Having the two contrasts we had also the balanced level that knew and understood almost 50% of lecture, paragraph or had idea about what was going on. The result, which fit to my previous concerns about the vocabulary level and the urgent need to increase that level, was clearly seen in 3<sup>rd</sup> Step whereas none of the students could pas 40 % of Word explaining stage

IJSER

Satisfaction Question:

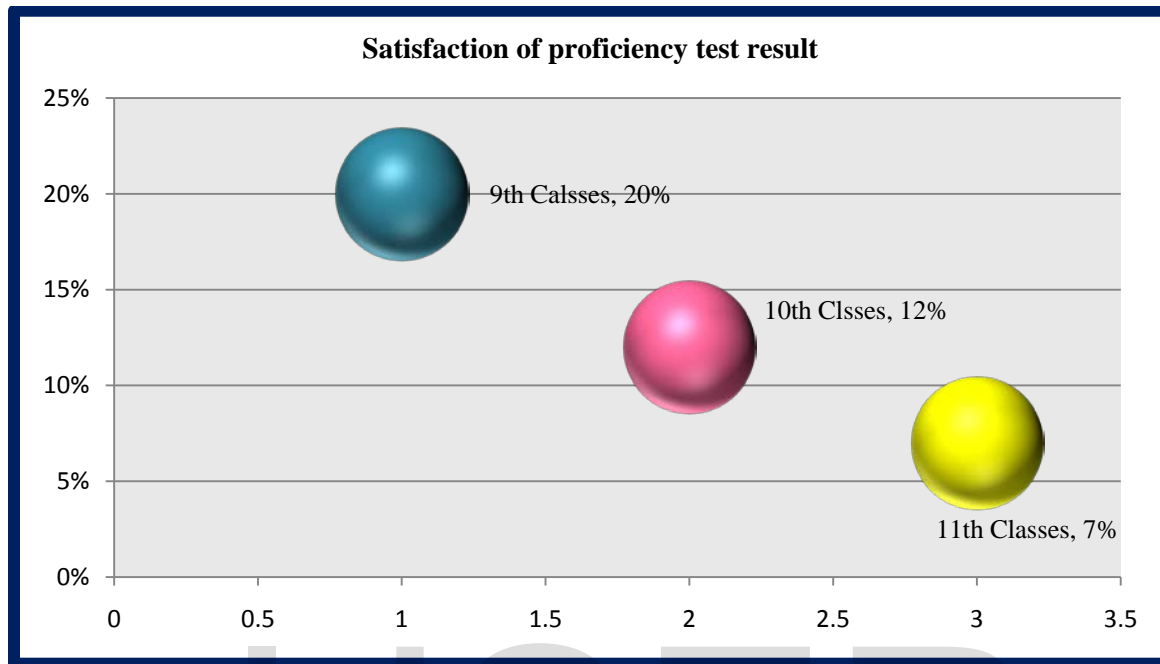


Fig.9. Percentage of students` satisfaction in proficiency test

As it was previously clear that wasn't any satisfied result in any stage of proficiency test, students showed that they also aren't happy with what they are about English

### 3.3.2 Student questionnaire

Indeed this was very useful to draw students` attention in vocabulary specifically systematically going to professional vocabulary and convincing them with their weaknesses in previous stage of sample proficiency test.

Question 1.-

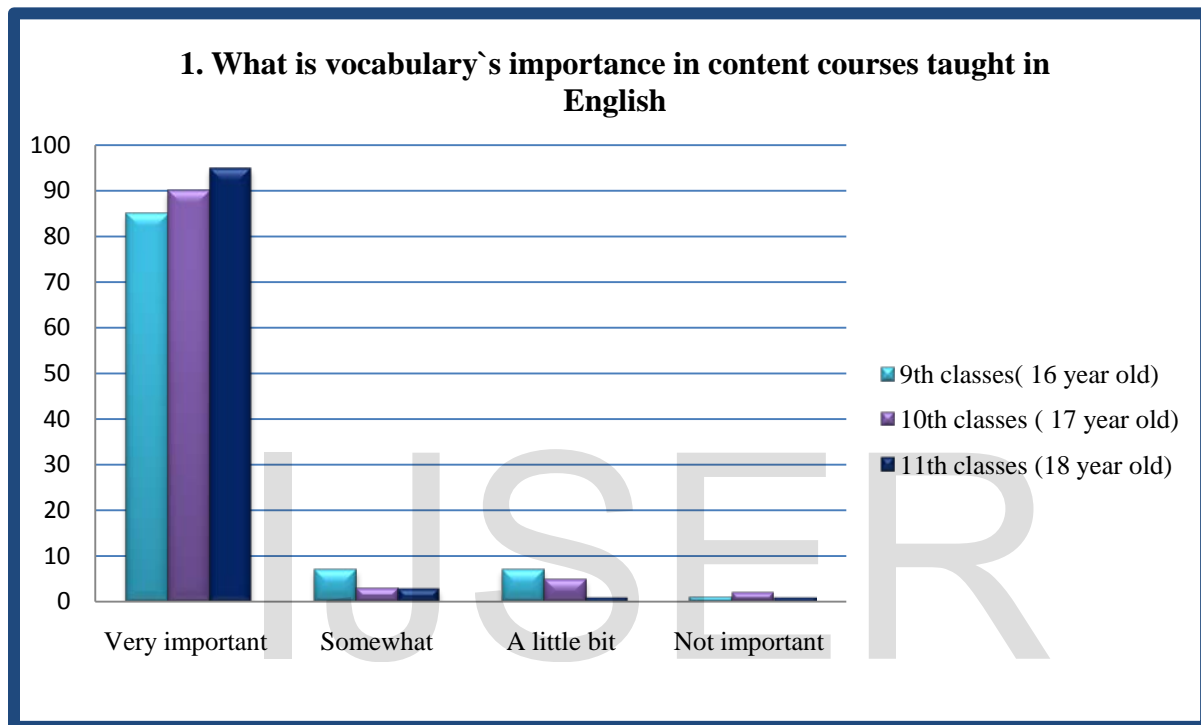


Fig.10.The Result of Vocabulary`s importance in content courses taught in English .

As it is presented in the chart the first question: What is vocabulary`s importance in content courses taught in English? –It resulted to be very important except some lower cases that do not affect the result .Overall, students were aware of vocabulary`s importance in content courses , and with this assertion they also show that they are convinced to work hard in order to achieve progress, which was absent until then .

However, this result was the key to have other successes in continuity, as to know the problem is 50% of solving it; the rest is as easy as a pie.



Question 2

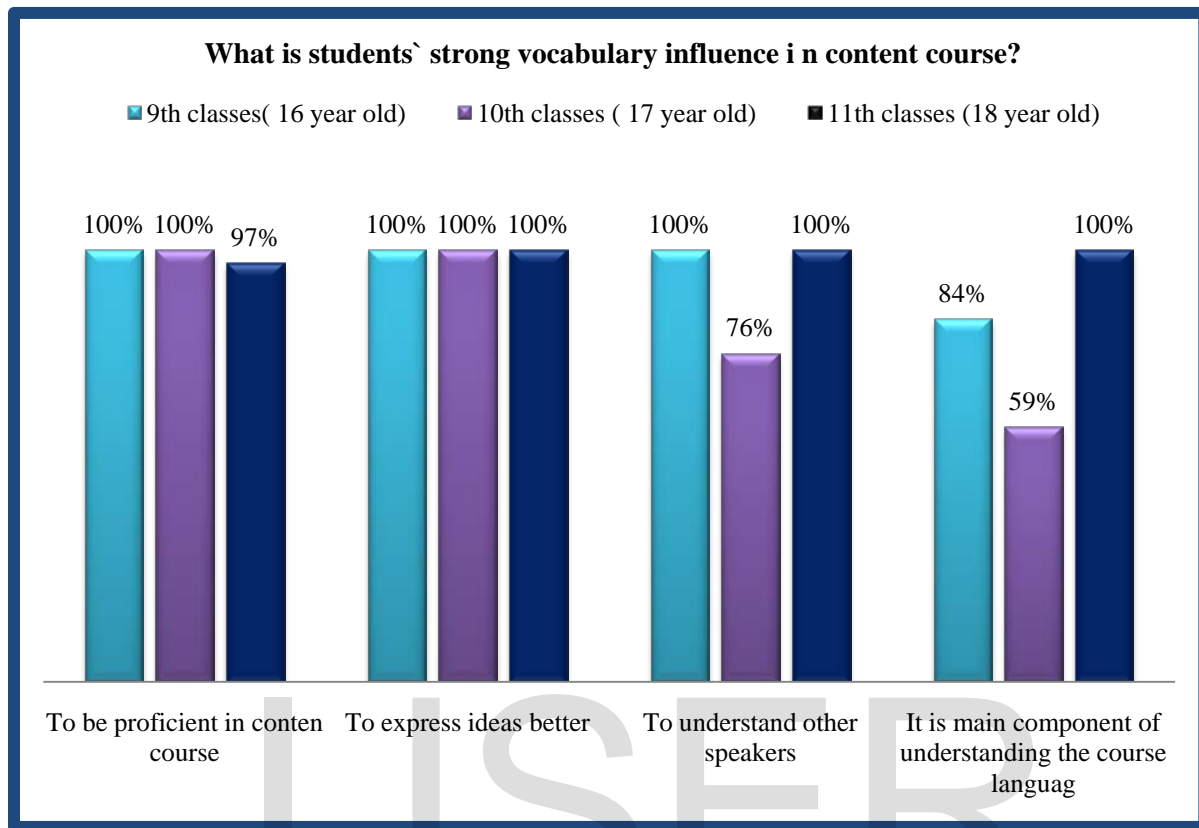


Fig.11.The result of Strong vocabulary`s influence in content course.

Hereby, we went deeper in vocabulary`s importance, to strengthen the credibility of vocabulary and get the main idea about the aspect and reason they consider vocabulary important for.

So as it is presented in the chart there are some aspects of vocabulary`s importance as: To be proficient in foreign language; To express ideas better; To understand other speakers; And because It is Component of language.

So it resulted with 100% in all generations 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> classes with the same proportion who decided that vocabulary`s best aspect is To express ideas better, afterwards they deployed in second position To be proficient in foreign language, third was To understand other speakers; and the last one Because of being language`s main component.

So students were aware of it importance and now they were aware of the aspect of it and they gave a percentage in each kind and deployed them according to the importance they think it has.

### Question 3

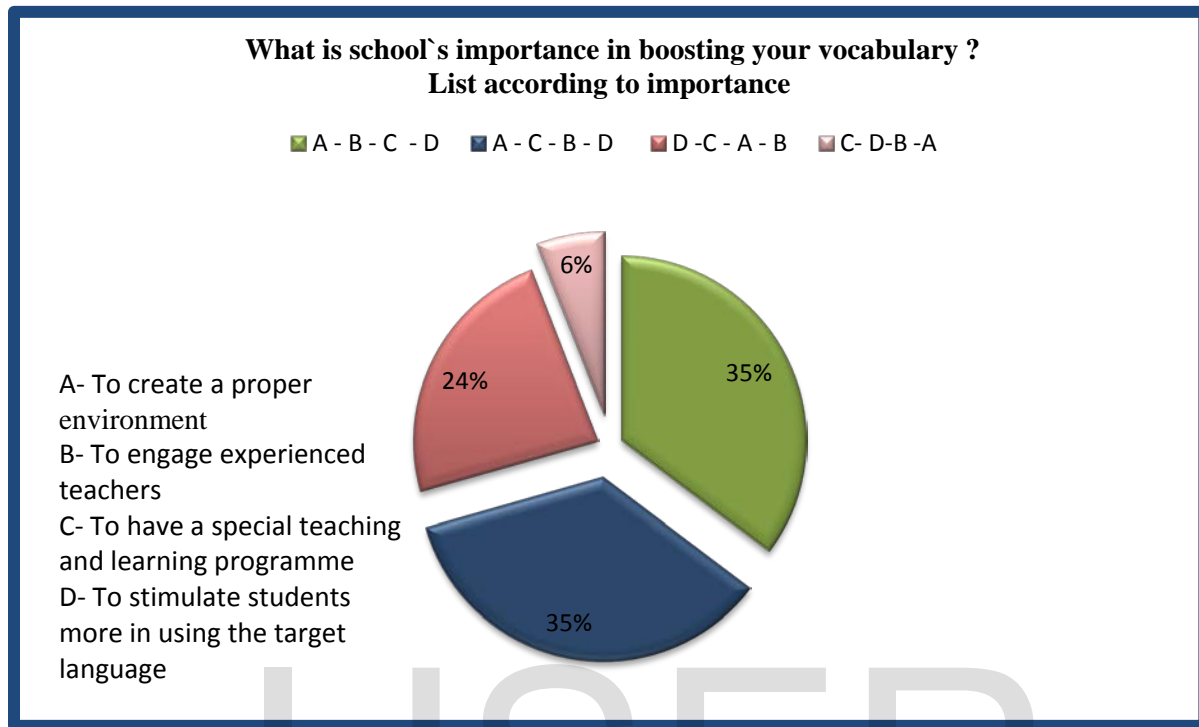


Fig.12.The Result of school's importance in boosting vocabulary

Differently in this question, we considered more reasonable to not group students by their classes and to take the result in the number of them but we did a general evaluation about this question.

However, it resulted that two of combinations: A- B -C - D and A- C- B - D both with 35 % each, to more acceptable as an option, and D- C-A-B 24 % being not far of eligibility leaving the last one C - D - A -B with just 6%, and less acceptable to them. Analyzing the best combinations A- B - C - D and A- C - B -D,the only one difference of importance between B - C and C - B that ones were also similar to each other both related to teacher and teaching. Therefore, students were very clear, sincere and devoted to answer correctly and logically.

Nevertheless, hereby we should understand that environment is very important and stimulating students in using target language is less important because if there are other conditions full filled the students themselves get orientated.

Question 4

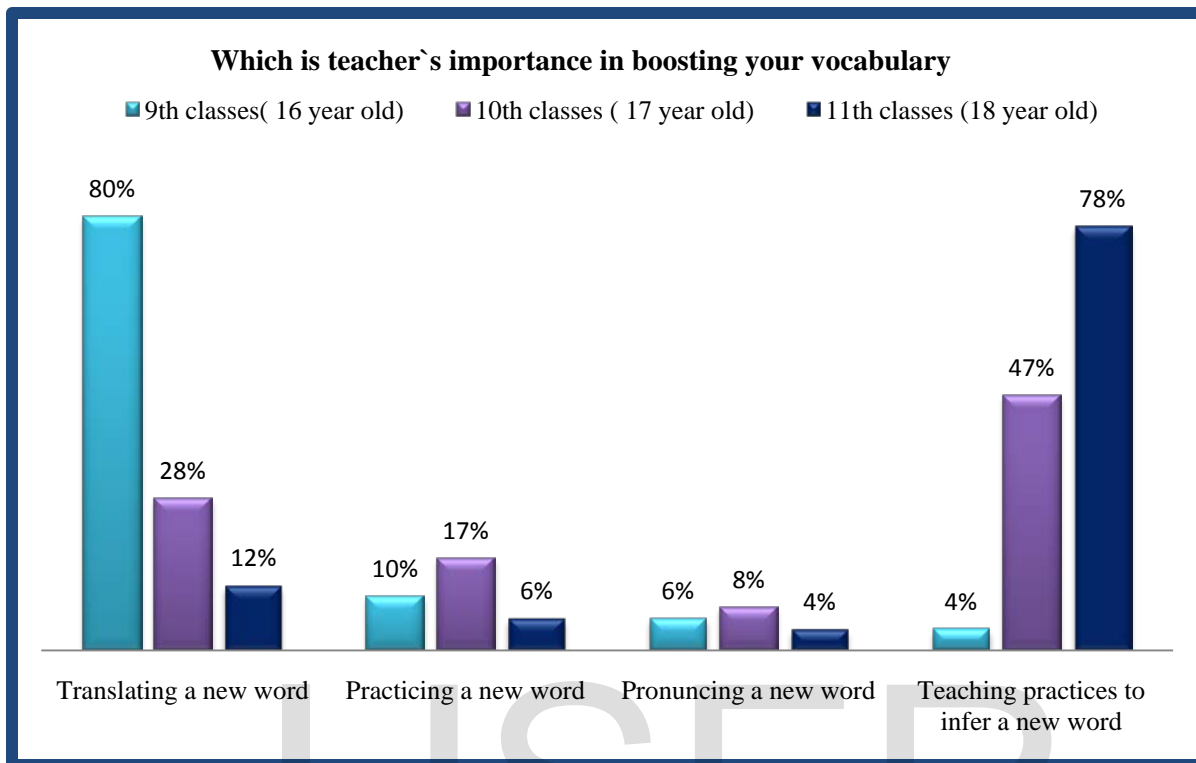


Fig.13.The result of teacher's importance in boosting vocabulary

Here we constrict the focus: Teacher and its importance in boosting vocabulary, but specifying the form that teacher can help in this aspect as: Translate; Practice; Pronounce; Teach practices to infer a new word. It resulted that 9<sup>th</sup> classes gave priority to the option of Translation (considering that is was the easiest way, and they are a bit lazy in other aspects which activates themselves), 10<sup>th</sup> and 11<sup>th</sup> classes Teaching practices to infer a new word as they were known to their need to learn in themselves not always with teacher's presence. According to the result Pronunciation resulted to be the last thing students need teacher for – as it should be reasonable as everyone can do it in themselves, also it happened with practicing where students didn't give many points to this importance considering it not in range to need a teacher for.

Overall, as a teacher, we should be focused in teaching practices and serving them to students as it is the biggest need of them to us.

### Question 5

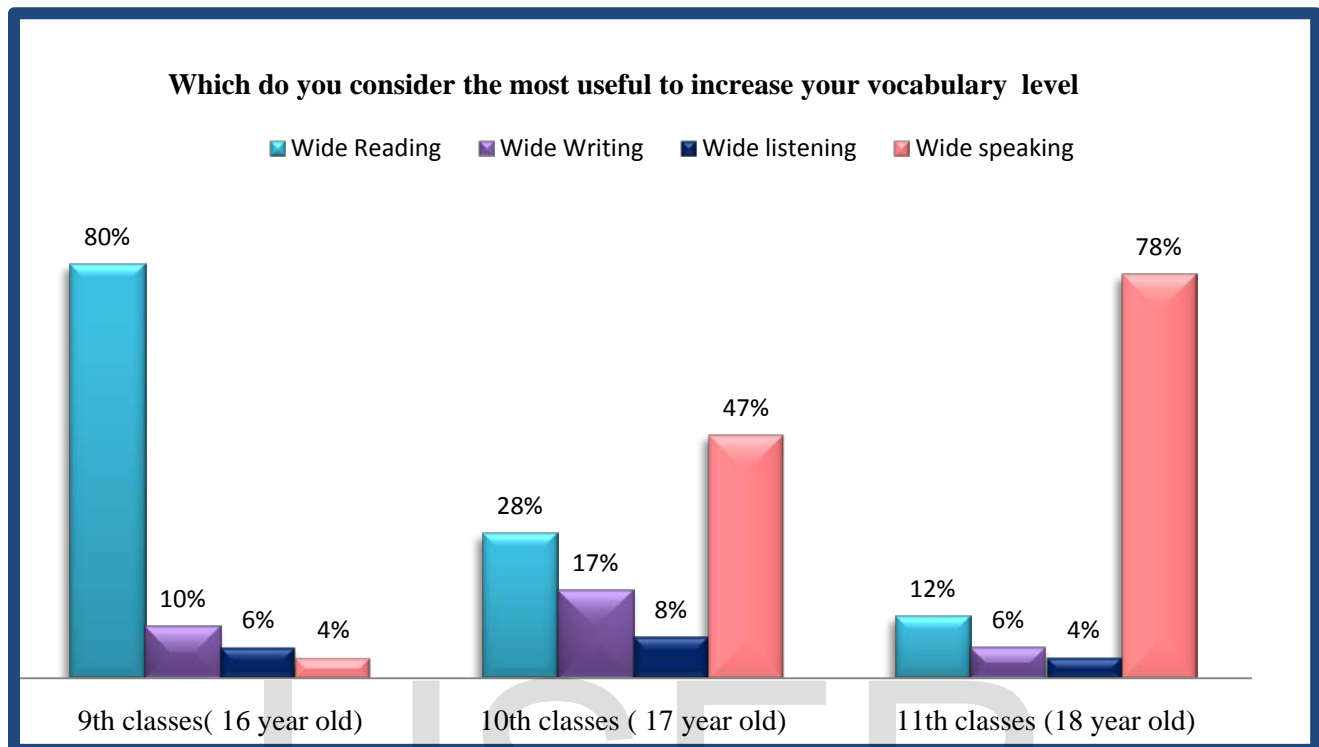


Fig.14.The result on the ways of increasing the vocabulary level

Question 5 – Is about the way that student find easier and more useful in increasing the vocabulary level they have. It resulted that reading and speaking were considered more profitable in increasing the vocabulary level, and listening at least, but writing was in stable proportion 6% to 17%. These results were in different classes, so different attitudes were about this reason, as 9<sup>th</sup> classes considered reading 80% important, 10<sup>th</sup> classes speaking 47 %, 11<sup>th</sup> classes speaking 78%. Nevertheless, writing and listening resulted to be disliked and maybe ignored by them.

However, in this stage we gain another important key – to teach reading and speaking more but considering to pay attention in writing and listening more and increase the level of student`s interest and dim the idea of ignoring writing and listening while increasing vocabulary level.

### Question 6

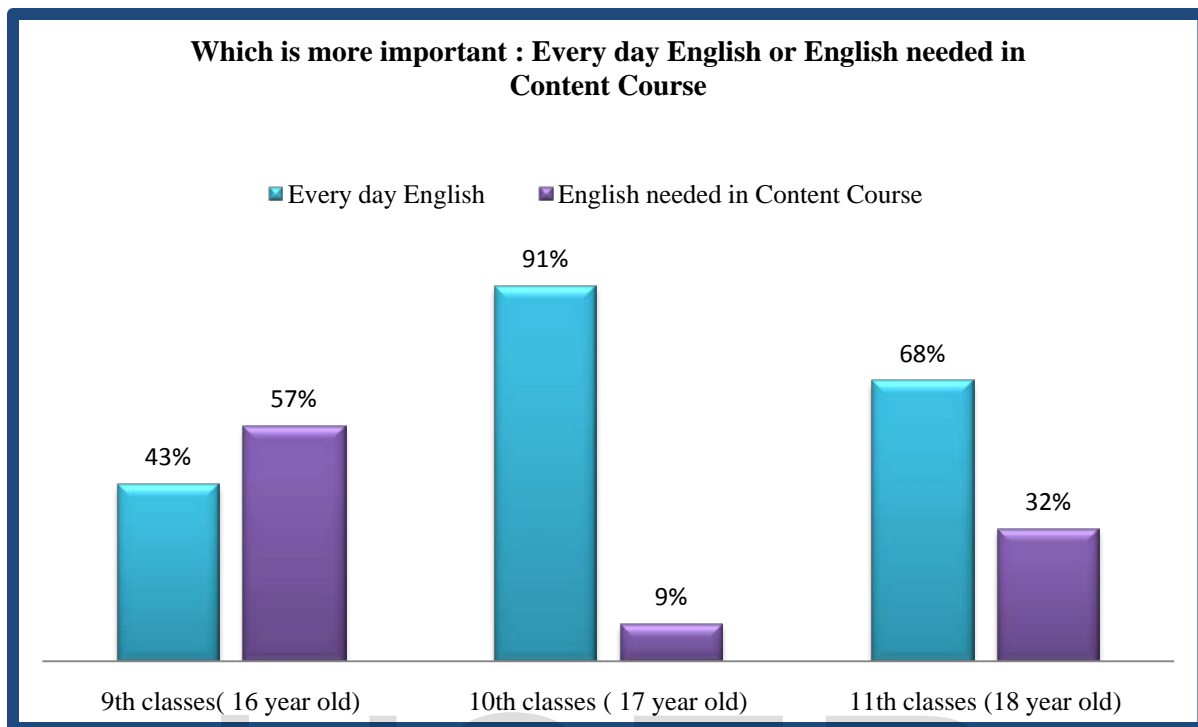


Fig.15.The result on the importance between Everyday English – Content Course English

Question 6- was somehow an indirect orientation to the main point – Content Course English, and we gained the expected result as most of them gave priority to every day English but interestingly

- 9<sup>th</sup> classes with 57 % gave priority to Content Course English but this should be because of their current problem they were actually concerned with.
- 10<sup>th</sup> and 11<sup>th</sup> classes had surpassed those problems they didn't care so much about it.

With or without mistakes they had taken the grades, but every day English is considered wide and they were so thirsty to absorb as much they could, so they graded it more important than Content Course English.

So the next lesson we should keep in mind as teachers is to create a balance and proportion between all kinds of language to not handicap learners – normally if we want to teach professionally, we shouldn't ignore one side to emphasize one another.

### Question 7

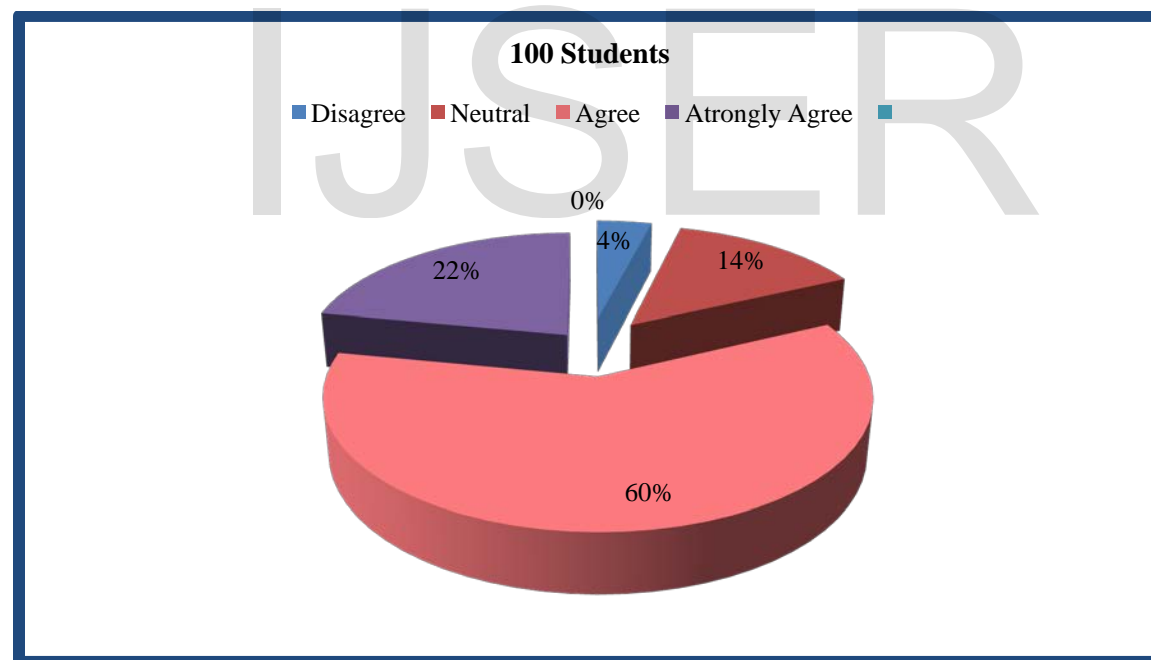
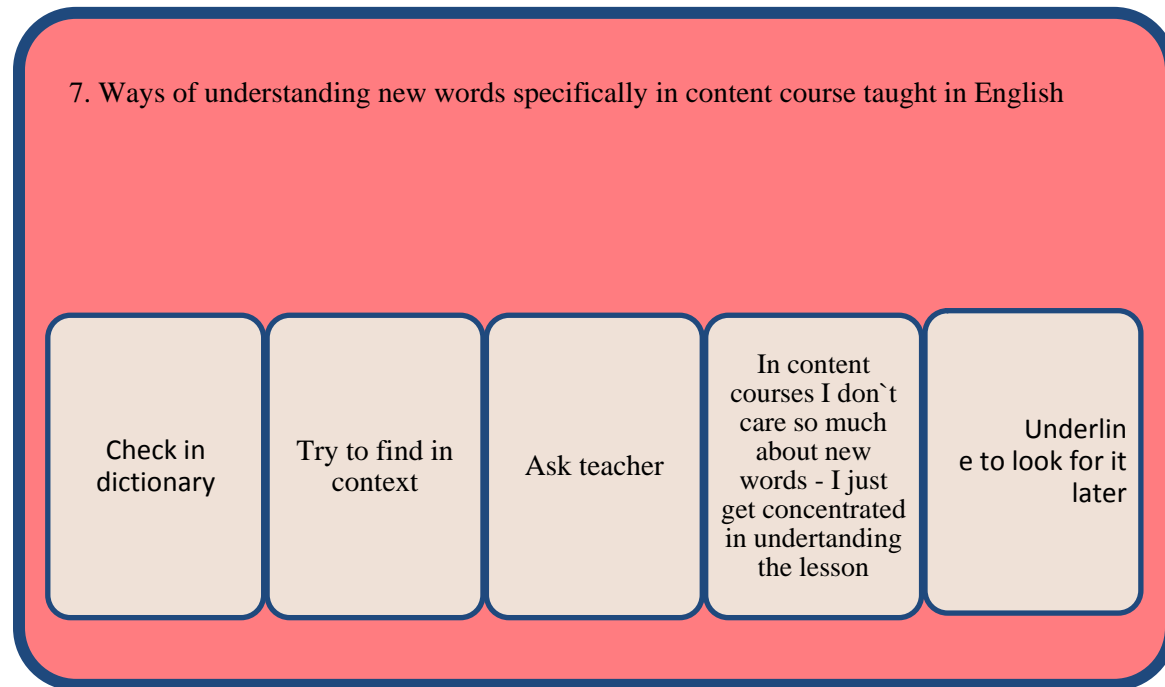


Fig.16. Percentage of the acceptance of such ways to understand a new word in content course

As it is clearly, seen ways of understanding new words were all acceptable and useful to the majority number of students. Surely by the end we have a clear idea what are students needed for and how can we help them.

Question 8

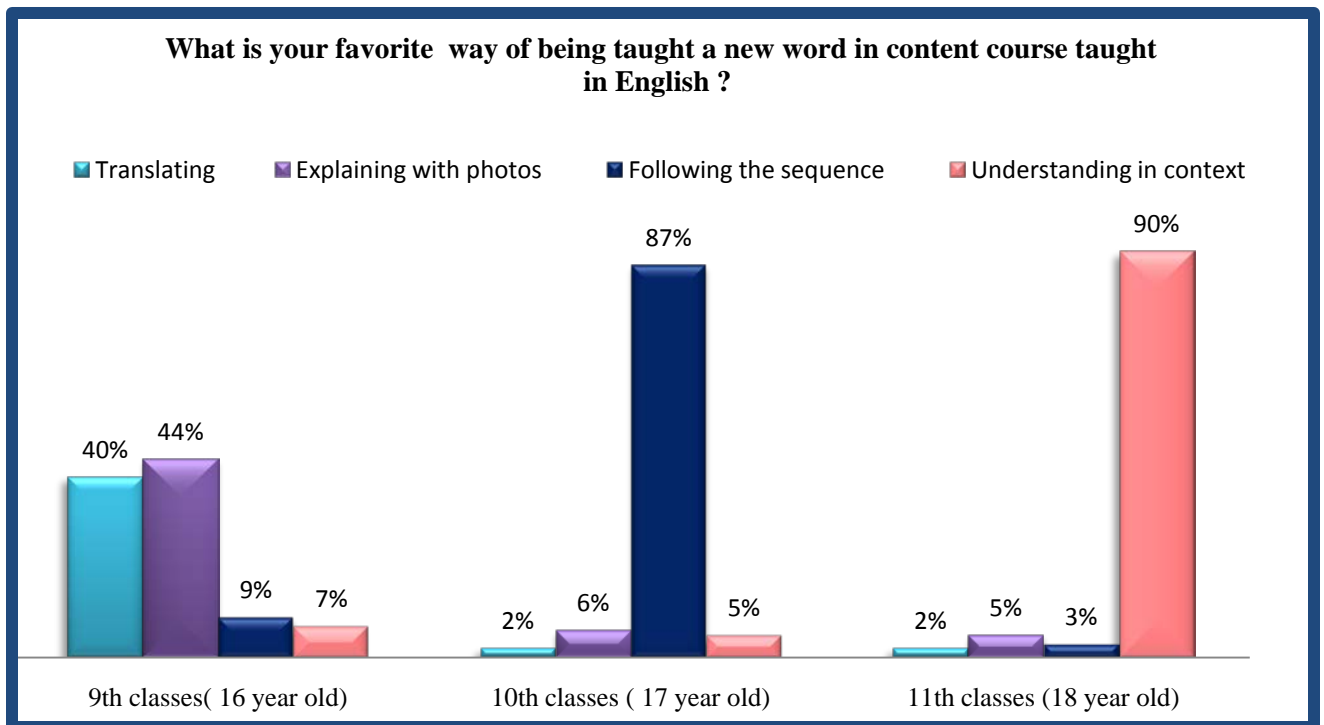


Fig.17.Students` favorite ways to be taught a new word in content course

This question was the most important one for Content Course Teachers to use this information in order to have clear idea about explaining e new word.

As it so clear 9<sup>th</sup> Classes gave priority to explain with photos and translating approximately in the same percentage. As they pointed out in the 4<sup>th</sup> question that teacher`s main role should be to translate, this is maybe as a result of being less experienced , maybe euphoric, or they try the easiest but the most damaging way too. As another group of them thought differently – explain with photos broke down the idea that young student want easiest ways to learn.

10<sup>th</sup> classes – preferred to follow the sequence and 11<sup>th</sup> classes understanding in context. This is clear and clever decision of theirs in order to not lose the time, to not interrupt the lecture and teacher ,but this shouldn`t be always as they may create a big gap of unknown but understandable words or phrases which means they understand but they aren`t able to explain.

Question 9

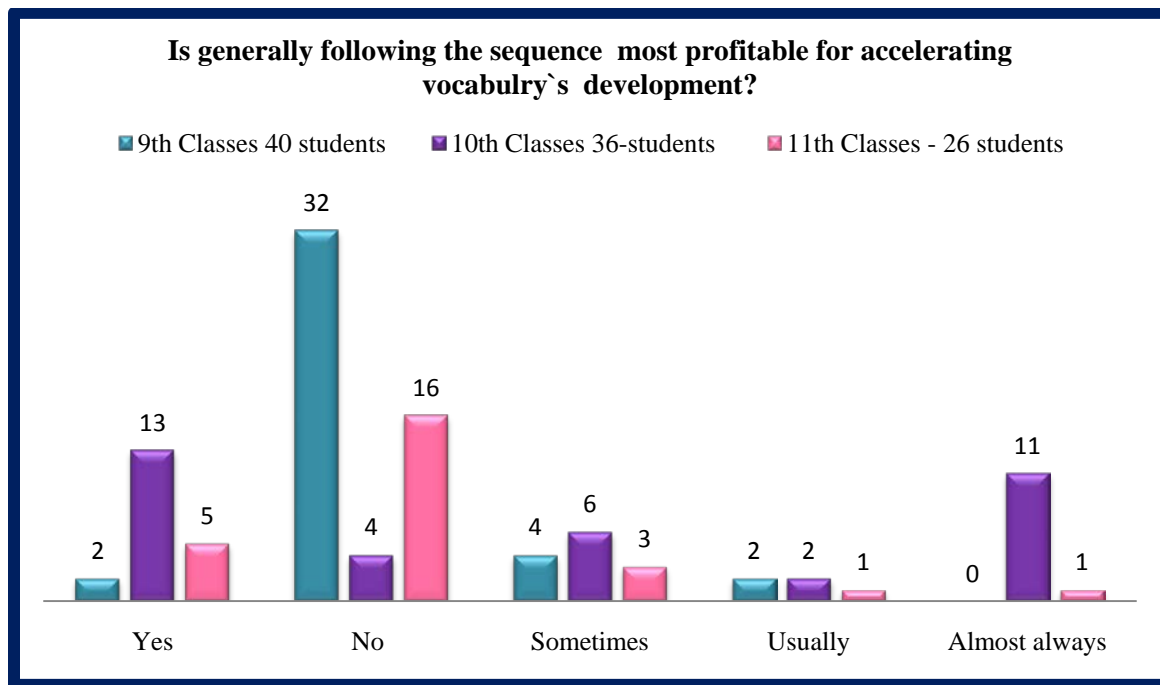


Fig.18.The result of profitability of Following the Sequence method for accelerating Vocabulary's development

This resulted after some methods being used but repeatedly students pointed out that they stay after their first proclamation that this is not the most beneficial way for vocabulary accelerating .And this means that if they stick in any way we consider profitable it does not mean students will to.



Question 10:

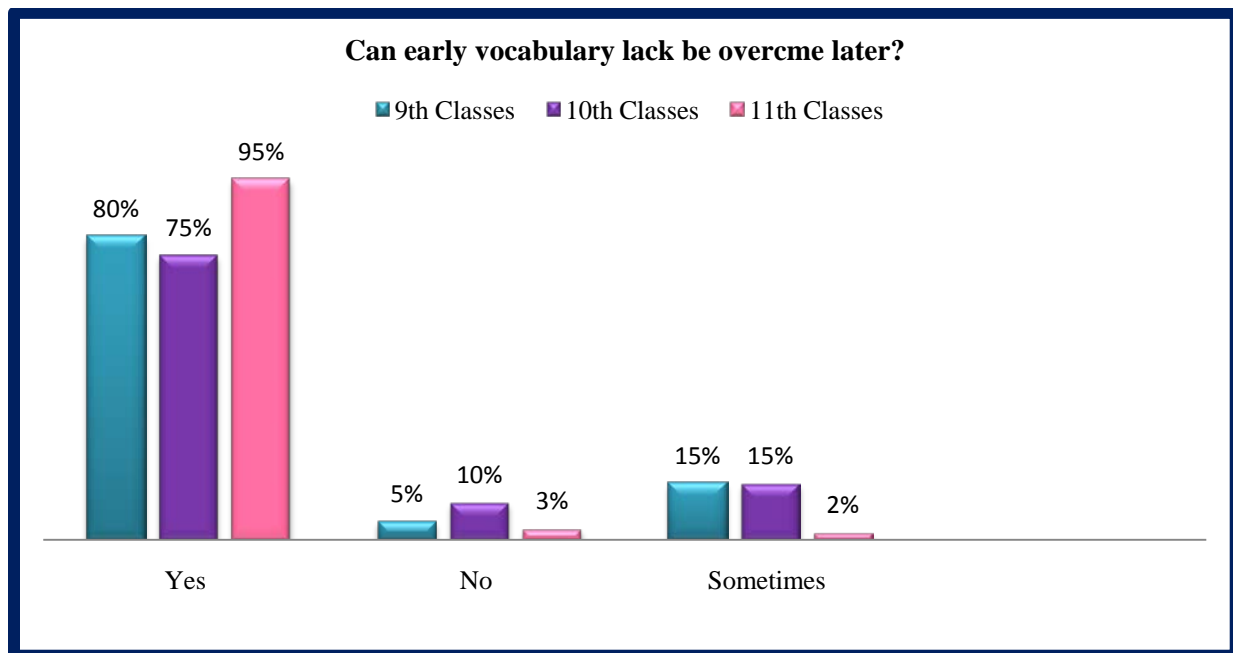


Fig.19.Result on the question” Can early vocabulary lack is overcome later?”

As it is seen, they are very optimistic and have many hopes that today it is better than yesterday worse than tomorrow.

### 3.3.3 Teacher interviews

After having clear what were student aware nesses, and their concerns about English language, in general and Content Course English. The key of progress the brain of success Teachers where those who should give the last and the most important word, talking with experience, with full of convenience and great confidence, we interviewed English language teachers but mainly Content Course Teachers.

In following, we designed all questions with answers we gained.

1: We should explain here that teachers were very sure and very concerned about these and they looked forward to find the best way to surpass these situations

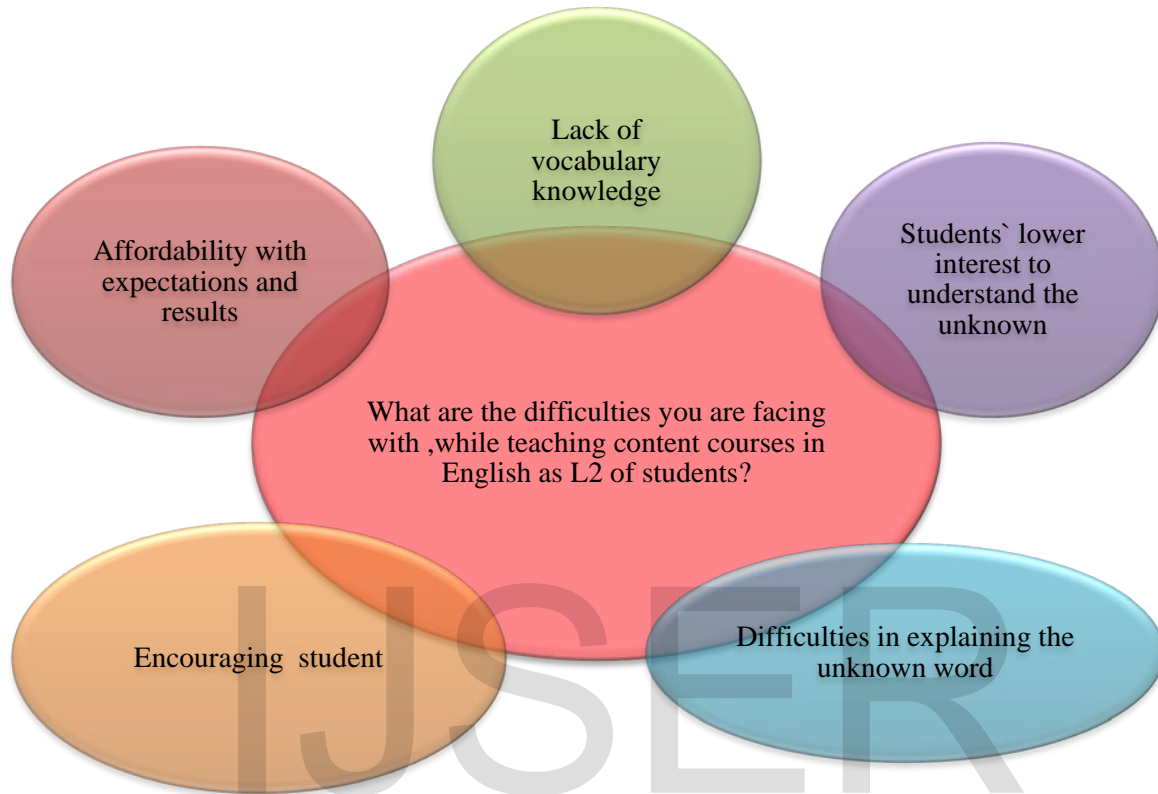


Fig.20.Difficulties that teachers are facing with while teaching content courses in English.

2: So it resulted as students pointed in the questionnaire, the problem is not the interest the problem is understanding.

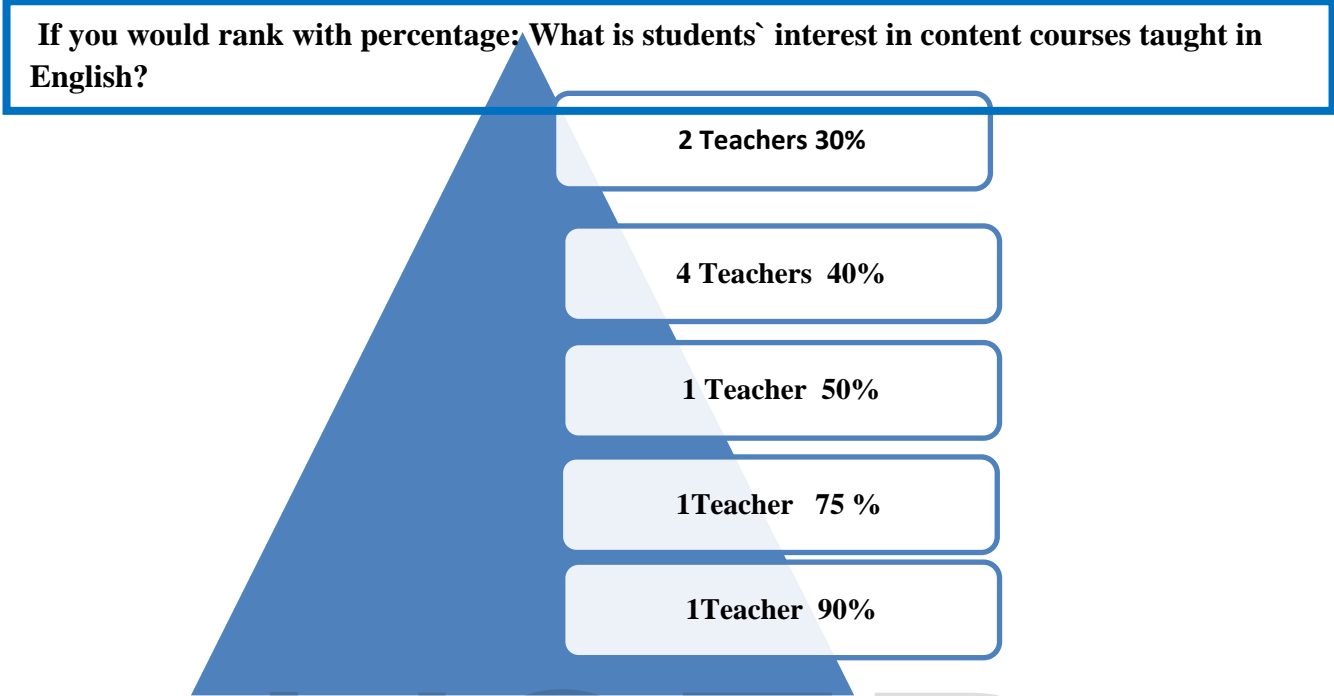


Fig.21. Percentage of students` interest in content courses taught in English – According to teachers3: So according to them general vocabulary knowledge or previously learned vocabulary should be a part should be considered.

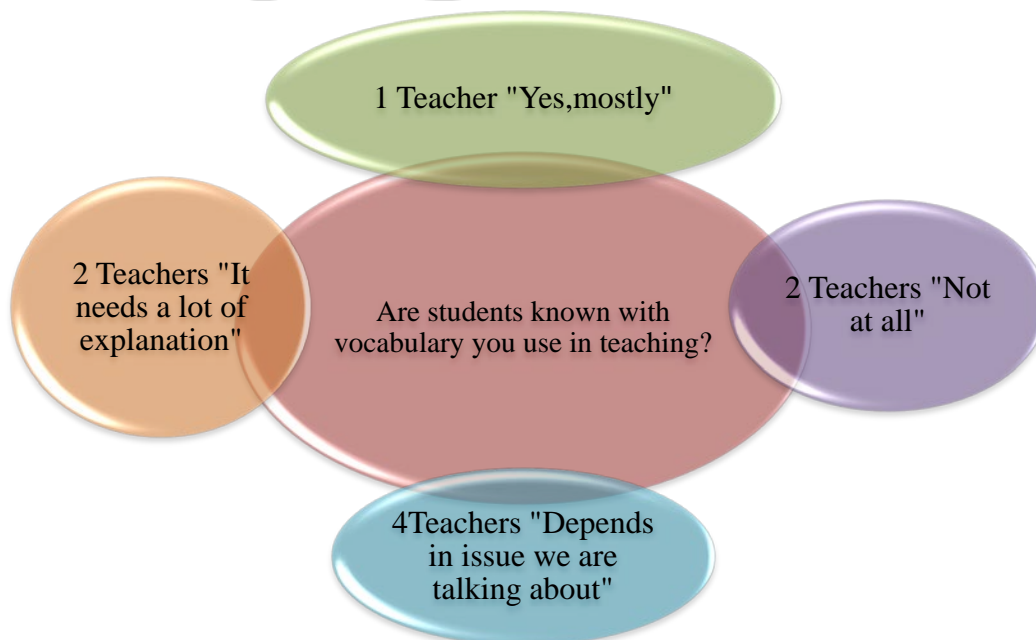


Fig.22. How much students know the vocabulary being used in teaching content courses

4: As the question was about vocabulary and the way of absorbing it or exactly about giving glossary or particular words needed for course and of course we had different ideas of teachers, whereas some of them agreed that it was good and acceptable way, even though they cannot practice so often. However, also another group strongly disagreed about this issue and considered unuseful, but not attractive to students too.



Fig.23.Ideas on giving Glossary to students before beginning the lesson or in the beginning of the course

5: Hereby, teachers explain their methods to elude the problems within the class with unknown words and give a really useful feedback according to their continuous reading about this problematic issue and their experience of years or decades



Fig.24 The ways teachers elude the difficulties they face to while teaching content course

6: Here teachers explained the ways citing that they would follow if there would have students to accept also time to process the international trend of vocabulary teaching around the world and combining with specific needs of a certain group, they gave the feedback which is figured out below:



Fig.25. Some ways teachers use to teach the unknown word

It's worth to say that processes as proficiency test, students' questionnaires, and interviews with teachers were done in one year period of time and step by step not in a day or in a week

For instance, proficiency test took 2 months, as each stage was done separately and after another one ended. Questionnaire was done after some methods were proved and some results were taken to create another question up to concrete situation. Interviews were done systematically day by day, for months, as I interviewed them in particular periods to keep them fresh while talking about certain issues not boring them and make them try just to surpass the situation.

In addition, there were some methods implemented and they took some periods too.

However, it was the most important thing to be done for this research and we should pay a special attention on it , and while trying or implementing it we had to be careful and not to pester students in contrary we couldn't have a result and we could lose their patience and gain their ignorance instead.

Therefore, finally after everything was done, many methods that are mentioned in this material were tried and some others were proved, we gained the conclusions we took responsibilities for.

### Conclusions

To be a L2 speaker and teacher, means to know the problem and to teach it, but trying to facilitate the difficulties makes you face with a couple of problems considered unseen until last decade. As we have pointed out earlier too, there are many colleges around the Europe or around the world teaching in L2, in Kosovo too. Whereas I noticed this problem being in a large amount and not being considered as a problem but, as disability of students to accept, understand, or remember the word being used throughout particular lectures in content courses taught in English .

The first step toward the results was to show students the level they are and the knowledge they possess in all skills of language, in order to decrease their self confidence (considering the damaging factor in learning process), and increase the willingness to learn differently and together to surpass their weaknesses in particular language problems in certain courses.

So we did a proficiency test in gender proportion 64 female and 36 male;

In the first exercise –Reading and giving feedback in such paragraph it resulted to have approximately not likely results “GOOD” was the average- students could achieve, leaving VERY GOOD and EXCELLENT in low percentage. This meant students were GOOD in giving

In second exercise – Listening and giving feedback- hereby we had a confused situation and more difficult stage as listening to L2 learners is always problem to be surpassed, but students had really big challenges while they did listening and they were totally out some time. It resulted to have the option SOMEHOW UNDERSTANDABLE – the approximate one .

The third exercise –Translation- explaining the words, phrases or professional words in English not using their mother tongue- proved the results of previous exercises- as we had all results under 50% answering correctly the sequences.

So fortunately, we had a certificate of the students needs, weaknesses, and somehow there was a kind of map to be followed in order to succeed.

While thinking about this problem we had many questions unanswered until then as:

- ✚ Is vocabulary the most important skill in the learning process or teaching the content course in English?

According to the results scored from the survey we have 80% - 90% clear support to the option of very important pointing vocabulary in the highest position according to the importance of it in learning content course, but also teachers in the interviews pointed out that vocabulary is almost the key of success in certain courses.

- ✚ What is its influence in students` success into a content course?

In this stage, students had many options as : to be proficient in content course; to express ideas better; to understand other speakers; it is main component of understanding the course language. Hereby it resulted that all of the particular options were considered approximately very important resulting 100% - to express ideas better, but the last one having lower percentage was being the main component of understanding the course.

- ✚ Which are the ways that teachers explain the word or unknown processes?

Firstly, we should point out here- students in the survey done to the importance of teacher in boosting vocabulary they gave 80% - in translating a new word and 78% in teaching practices to infer a new word. Using synonyms or antonyms; Using miming; dictionary use; Using as many examples as they can with the same word trying to teach in context;



Using videos to explain the problem; Using pictures or flashcards ; and Drawing of possible;- Which resulted that – they never would like to use the native language of students. Even though in previous survey, students needed teacher to translate directly.

✚ How do students accept the unknown word in such way explained?

Fortunately students were likely similar to the ways teachers explained as more useful: Following the sequence (10<sup>th</sup> classes) and Understanding in context (11<sup>th</sup> classes) whereas lower classes were more confused giving priority 44%- Explaining with photos and 40% - Translating.

✚ What are new and very useful methods to teach vocabulary?

All the methods teachers mentioned above were considered new, but it should be pointed out that which one is more acceptable to students that one is the most useful and the newest one to be used properly.

✚ Which are the most common issues while teaching and learning process related to content courses?

In teaching it was –Lower level of students` interest in content lecture as a result of lack language knowledge; In learning as well it was the most common issue happening in content course classes.

✚ What is student satisfaction after trying some proposed methods?

Students were highly satisfied, but they always want something different and something new , something funny and teachers cannot be always in top form to follow these needs even though they want too. So the rest to be done is to cooperate in teacher- student relation in order to be good coworkers within the class, In contrary there would not be any better result than the result we had in the beginning in proficiency test.

Moreover, throughout the research we really answered these questions and gave the feedback about them too because the results were coordinated and there was no reason to surpass any of them .However we took many ideas, models, ways that students prefer to be taught, and teachers` preferred model to teach meanwhile.

One of the most important aims in this research was to find the best way about students and facilitate teachers` responsibility, and surely increase the vocabulary`s level and facilitate students` learning process. Shortly, to achieve admirable success in content courses or content areas generally we should find the best fit for everyone if there is just one or more.

Therefore, the result was really combined and fruitful to, but surprisingly very attractive, producing many other questions by the moment we found an answer to one another.

However, while interviewing teachers there were many methods mentioned as being used, but many of these methods were used once or never even, they were well known to teachers, but they instinctively they had “mechanized” one method or easier one –*translating*. However, to increase the self-consciousness of teachers and students we asked both of them and showed the result taking the bad models and the best ones all as a result of their work even being teachers or students. Consequently we had teachers` and students` full consciousnesses of their weaknesses and their belief that there should be changed something, therefore both of them began to implement ideas they know that fit to their need and students need for.

So also it was proved that students need diversity of methods to be used in class, but teachers need good time managing .Students need diversity – was proved because I heard always students wanting another teacher or other classes’ teachers and when they were asked about this, they mentioned the way teachers teach or the form they explain the issues. Consequently, everything that teachers need is to use the methods they just know, and students need to save their time instead of asking or misusing the lecture time.

It was proved also that English teachers should be very careful in their program and implementation of methods because there is a need of using variety of methods and involving all skills equally as they full fill each other and help In language progress, even being professional or general one.

Overall, after all phases passed and all results were concrete, students had a satisfaction question again after differences. However, it resulted to be very different of the previous one

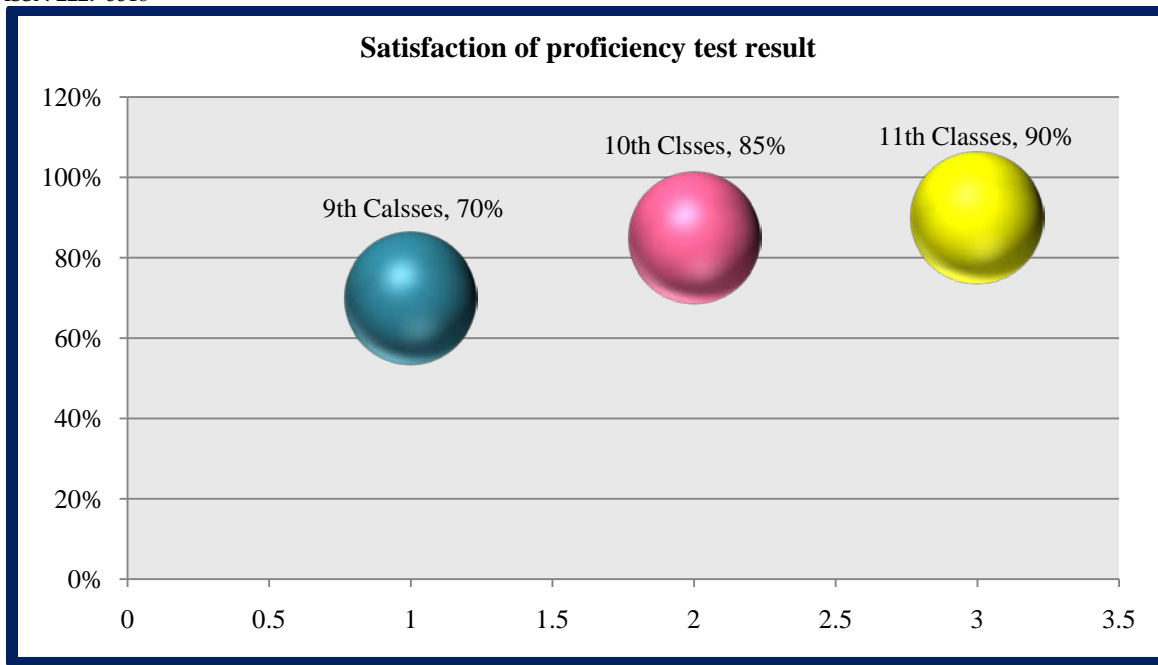


Fig.26.The satisfaction result after the research

And finally the result was there, everyone knew that the difference was it, to work hard but not in the easiest way, to learn but continuously, to be obedient in requests and methods, but everything to be wreathed to one another in order to prevail the knowledge.

## Implications and suggestions

### Modern approaches in Language learning

The day, week, month, year, decade, and century passes and wipes out many challenges and takes on many others. So with many challenges and current trend all around the world is recently English speaking as second language as primer condition to “breathe “ , so there are done many researches and many researchers are working on this to have better result and easier access in language so one of those is presented as EYE LEVEL learning type, remaining the circle of –

Writing – Reading – Vocabulary – Active Listening, realized with thematic approaches and combined strategies in each levels (U.S. Department of Education, 2013). As it is clearly seen the combination between language skills and language primer need. Consequently, the observation on these sequences combined different previous methods with current need of language to be on time complete the needs of learners. As it is seen the combination is between three skills : writing- reading –listening , but in this circle is the key : vocabulary- which contains main focus ,as we should have words to read, write and listen with, so further on it is going to be explained the way vocabulary can be learned or the strategies to be used for.

### Seven suggested activities to learn a foreign language

Some of these activities focus only on form while others focus on meaning or on usage. Here are seven activities that can be done with any foreign language. It is important for the teacher to keep the pace of the activity brisk to maintain student interest. Again, the goal of these activities is to increase the number of target vocabulary retrievals. Folse in 2004 predicted such activities as:

- Activity(1). Have the class read a list of expressions aloud in the target language. This is good for group pronunciation. (Either knowing a word is not like a light switch that is totally on or totally, off; knowing a word is more like a dimmer switch with varying degrees of knowledge. Knowing a word involves knowing its pronunciation, spelling, part of speech, definitions [polysemy], usages, and collocations. (Folse, 2004)
- Activity(2). Read a list of vocabulary words at random and have students identify the vocabulary you have called out by the number next to the item. While this is important for all foreign languages, it is especially important for students studying a language with a different script, such as Japanese learners of Spanish (or English learners of Arabic, etc.). What you are doing is practicing vocabulary and improving reading readiness. I studied Arabic for a year in Saudi Arabia, and what I found lacking in my own study was not the ability to decode words but rather the ability to do this rapidly enough. I knew the word, but it was frustrating not to be able to recognize the words quickly enough. (Folse, 2004)
- Activity(3). Since recognition usually precedes production, provide simple synonyms or definitions and have students tell you the word you are talking about. (Folse, 2004)
- Activity(4). Do not forget to practice form as well. Ask students questions about the word forms. For example, if the 15 words on a Spanish list include cuchillo, arroz, cocinar, desayuno, noche, tom ate, ayer, and habia, you might ask these questions (in Spanish or in English, depending on the level of the students, or maybe one day in English and the next in Spanish):

Which word ends in -z? Which words start with a vowel letter? Which words start with a vowel sound? Which of these is the shortest word? Which word has the most syllables? Which word is a past tense word? What word is the most difficult for you to pronounce? (Personalized questions like this last one can generate a lot of discussion that requires learners to say the word multiple times to complete the discussion.) Students need to form mental links between a distinguishing feature of the word and the word itself. How many times can you as a native speaker remember only an aspect of the form of the word but not the word itself, e.g., “I don’t remember the word? I think it starts with a *k* and ends with a *ch*.” ( Folse, 2004)

- Activity (5). One of the vocabulary myths is that using translations is bad. *All* learners translate at some point in their foreign language learning. Sometimes a translation is needed to understand a key sentence or passage. In this activity, give the English translations and ask for the corresponding word. ( Folse, 2004)

- Activity (6). Learning words in a context is important. We want learners to have a brief expression or group of words that is a natural connection to the word. These natural connections are called collocations, which simply mean other words that naturally occur with the target words. An example from English would be the word squander. It is not enough to say that this word means, “Waste, not use correctly.” Right now, make up an example sentence with the word squander. (Do not go on until you do this.) The vast majority of native speakers of English naturally combine squander with expressions of money, time, a resource, or an opportunity. Thus, while you could squander sugar or the beach, we do not say that. We usually squander money, time, a resource, or an opportunity. ( Folse, 2004)

- Activity(7). In a list of 15-20 items, many things can be grouped in different ways based on meaning, on spelling, or on grammar. Using again our list of 15 Spanish vocabulary words including cuchillo, arroz, cocinar, desayuno, noche, tomate, ayer, and habia, you might ask these questions: Which two words are time words? Which one is a verb in the infinitive form? Which of these do people eat? Which of these do people eat with? Which is a verb in the past tense? Which of these is made of metal? Which one is the name of a meal? ( Folse, 2004)

Finally, encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. I never have my students copy definitions in the target language unless they choose to do so.

However, vocabulary is critical key in content learning, as much we learn so much we understand gaps in language, having many challenges and the need to surpass stimulated

different researchers to give a touch in this specific issue. Having different findings about, in following we begin with Every Teacher's Toolkit Closing the Achievement Gap for English Learners (Content area Vocabulary,2001)–that represents –

Challenges

- (a) Students need assists in comprehending content-area vocabulary.
- (b) Wanting to assist ELL students in learning content-area words .Solutions
- (c) Educate students on how to use prior word knowledge with new words.
- (d) Show students how to use a concept map to comprehend the meaning of new words.
- (e) Demonstrate how to describe or define words if you don't know the exact word as it is shown in the table nr.1

Table nr.1: Word describing

Content-area Objectives	Learning Strategies
Language Arts	Vocabulary self-collection strategy
Mathematics	Use accessible language
Science	Concept mapping
Social Studies	Circumlocution

Above in the chart is shown how a particular challenge can be solved by particular strategies and up to the table as we understand that not always vocabulary can be learned in such way which can be acceptable for one need but not another one, so for more clarification we have another table nr.2

Table nr.2. Word explaining

	Definitions	Examples/suggestions

Content-area vocabulary	Words used for the subject being studied	Each subject have their own vocabulary: <ul style="list-style-type: none"> <li>· mathematics: <i>algebra, multiplication</i></li> <li>· language arts: <i>fiction, poem</i></li> </ul>
Vocabulary self-collection	A method of choosing, thinking, and recording words you want to learn.	Strategy ideas: <ul style="list-style-type: none"> <li>· create vocabulary list from reading</li> <li>· ask the following questions:  <i>Where is the word in the text?</i>  <i>What do I think the word means?</i>  <i>Why should I learn this word?</i> </li> <li>· Create a notebook with the vocabulary list along with their definition beside them</li> <li>· Use the word in activities.</li> </ul>
Use accessible language	Using prior word knowledge to help define new words	If you don't know what <i>debating</i> means, it helps to know that telling your <i>opinions</i> and <i>ideas</i> is part of it.
Concept mapping	Using a map or diagram to demonstrate how words or ideas relate to each other	A word web can show how words are similar and different, like those in a word family. Example: <i>act, action, active, actively, actor.</i> Mapping words can also demonstrate how words are related to a concept or idea, such as <i>volcano, lava, earth, heat, ash.</i>
Circumlocution	Defining or describing something when you don't know or want to say the exact word for it	<ul style="list-style-type: none"> <li>· You can use to look at the stars. (telescope)</li> <li>· You feel like this when you lose a race. (disappointed)</li> </ul>

Adapted: Every teacher's toolkit closing the achievement gap for English learners.

After being proved, with students in different circumstances it resulted that none of these can function alone, they fulfill one another and give better results after all.



The ten test vocabulary-learning tips. According to some collected researches  
(Sheppard & Chapga 2013)

The biggest concern, the greatest challenge and the best key of language are vocabulary-learning tips. However, every teacher uses different ones or maybe the ones they consider useful, but many of them are failing to be used. So we chose the ones did not fail any time and if those were used strictly and well formed succeeded miraculously, as you can analyze them further :

- (1) Vocabulary Learning Tip One: Read, Read, Read!
- (2) Vocabulary Learning Tip Two: Improve your context skills
- (3) Vocabulary Learning Tip Three: Practice, practice, practice.
- (4) Vocabulary Learning Tip Four: Make up as many associations and connections as possible. Say the word aloud to activate your auditory memory. Relate the word to words you already know.
- (5) Vocabulary Learning Tip Five: Use mnemonics (memory tricks).
- (6) Vocabulary Learning Tip Six: Get in the habit of looking up words you don't know.
- (7) Vocabulary Learning Tip Seven: Play with words. Play Scrabble, Boggle, and do crossword puzzles.
- (8) Vocabulary Learning Tip Eight: Use vocabulary lists.
- (9) Vocabulary Learning Tip Nine: Take vocabulary tests.
- (10) Vocabulary Learning Tip Ten: Get excited about words! Come to appreciate the sometimes-subtle differences between them. (Vocabulary tips, 2013)

Profits from vocabulary abundance in content courses

It is clear now, that there is no success in content courses if there is a student lack of vocabulary. So it is not contentious if we need or not but how to enrich the amount of it , and the previous researches and following ones are giving enough instructions to achieve this success. However, all knowledge a student needs to absorb in content course is up to its ability and skillfulness to understand the particular issue. However, the key of this problem is vocabulary itself, but the way to possess more and various lexicon students should work individually and dedication to vocabulary learning with different but not single strategy,

because the variety of strategies means the variety of lexicon you gain as the brain itself is organized to accept the multilateralism better than bias.

### Recommendations

Because of all challenges we had while working in this thesis , we have some recommendations about having more researches of this nature or this kind of purpose and provide deep analysis and benefits of professional vocabulary learning strategies in content courses taught in English.

Also teachers shouldn't be impatient but pay attention to students, and find the proper way of explanation and they should know some criteria to succeed in a group

- Age
- Knowledge they have
- Method that fits to them
- To stir up students talk about the unknown
- Bring them to the unknown words` repetition many times within the class
- Sates them with vocabulary exercises

Students should know their problem and be far of it in order not reflecting their vocabulary learning and understanding

Therefore, everything we do every step we take, everything we use, for those about ourselves and around us. NOONE is in disadvantage.

## References:

1. Anders & Boss, 1986; Peterman, Heimlich, Berglund, & French, 1991 Semantic Feature Analysis ~ Semantic Feature Analysis (Peterman et al., 1991)
2. Anderson, and Kristin Kline Liu (2004) Content Area Assessments Training Module for the Universal Design of English Proficiency and Content Area Assessment .Retrieved from website: <http://www.cehd.umn.edu/NCEO/OnlinePubs/UDtrainingModuleELLS.pdf>
3. As a Briggs, (1983). A social history of England, (p. 246) .Retrieved from website: <http://www.uefap.com/writing/exercise/parag/paragex6.htm>
4. Bean, 1981; J.W. Cunningham, Cunningham, & Arthur, 1981; Tierney, Credence, & Dasher, 1995; Credence, Bean, & Baldwin, 1998; Bras sell & Flood, 2004. Vocabulary Self-Awareness Chart ~ Goodman Contextual Redefinition . [Word Doc]. New Jersey, United States. 2008. Retrieved from website <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCcQFjAA&url=http%3A%2F%2Fwww.lehsd.k12.nj.us%2Fusers%2Fkennedy%2Fdocuments%2FDevelopingVocabularybyLearningContentAreaWords.doc&ei=3M51U43ELojK0QWgzoCwCQ&usq=AFQjCNHRHiyMimFm0c-YzNZFtaarFC6Mfg>
5. Briggs, 1983. History article. Retrieved from website: [http://www.uefap.com/materials/history/eif\\_bioscii.pdf](http://www.uefap.com/materials/history/eif_bioscii.pdf) ,2013.
6. Content Area Vocabulary, 2001. Retrieved from Every Teacher's Toolkit Closing the Achievement Gap for English Learners website: <https://sites.google.com/site/zidrichesl/content-area-vocabulary-skills-and-strategies>
7. Diane Larsen-Freeman, 2010. Techniques and Principles in Language Teaching. Retrieved from website: <https://method-of-tefl.blogspot.com> ,2013
8. Education Book, 2013. Retrieved from website: [http://education.jlab.org/reading/microscopes\\_r.html](http://education.jlab.org/reading/microscopes_r.html).
9. False, Keith S. (2004). Vocabulary Myths: Applying second language research to classroom teaching. University of Michigan Press, Ann Arbor. 2004
10. False, Keith. (2004). Vocabulary Myths: Applying Second Language Research To Classroom Teaching. N.p.: University of Michigan Press, 2004. Print. Retrieved from website - <http://esl.fis.edu/teachers/support/false.htm>
11. False, Keith S. 2004. Vocabulary Myths .Retrieved from website:

12. Hard,1975.Writing paragraphs. Retrieved from website :  
<http://www.uefap.com/writing/exercise/parag/paragex6.htm>. 2013
13. J. Hard,(1975). Biology, p. 57. Retrieved form website:  
[.http://www.uefap.com/writing/exercise/parag/paragex6.htm](http://www.uefap.com/writing/exercise/parag/paragex6.htm)
14. James Coady (Ohio University) and Thomas Huckin(University of Utah) (1997) Second Language Vocabulary Acquisition- A Rationale for Pedagogy ,Cambridge University Press 1997. Retrieved form website:  
<http://catdir.loc.gov/catdir/samples/cam034/96003115.pdf>
15. Janis M. Harmon and Karen D. Wood (2008).Content-Area Vocabulary: A Critical Key to Conceptual Learning. Retrieved form Improving learning in Ohio,website: <http://ohiorc.org/adlit/inperspective/issue/200810/Article/feature.aspx>
16. Keith S. Folse,(Fall 2004) The Underestimated Importance of Vocabulary in the Foreign Language Classroom Coordinator of TESOL Programs, University of Central Florida[Non-copyright article reproduced here from CLEAR News 8:2.] 2004. Retrieved form website: <http://www.seasite.niu.edu/trans/articles/Underestimated%20Importance%20of%20Vocab.htm>.( pp;. 1,36)
17. Malmström&Andersson,2013.The development of Modern Chemistry.Retrieved form website:[http://www.nobelprize.org/nobel\\_prizes/themes/chemistry/malmstrom/](http://www.nobelprize.org/nobel_prizes/themes/chemistry/malmstrom/)
18. McCarthy,M&Schmit,N.(Eds).(1997).Vocabulary:Description,acquisition,and pedagogy. Cambridge University Press.
19. Nation, I.S.P(1990).Teaching and learning vocabulary. New York: Newbury House Publishers
20. Nation, Paul (1994). New Ways in Teaching Vocabulary. TESOL 1994.
21. Pearson, Ian 1987.English in Biological Science. Oxford University Press 1978.Retrieved from website: [http://www.uefap.com/materials/history/eif\\_bioscii.pdf](http://www.uefap.com/materials/history/eif_bioscii.pdf)
22. Reading lab procedure,2013.Retrieved form website:  
[http://education.jlab.org/reading/lab\\_procedure\\_01\\_r.html](http://education.jlab.org/reading/lab_procedure_01_r.html)

23. Schutz , Ricardo ,2013.Language teaching approaches review. Retrieved form website :  
<http://www.sk.com.br/sk-revie.html>
24. Sheppard, Brad Jr. & Chapgar, Jasmine, 2013 .The ten best vocabulary learning tips.  
Retrieved form website :[http://www.sheppardsoftware.com/vocabulary\\_tips.htm](http://www.sheppardsoftware.com/vocabulary_tips.htm)
25. U.S. Department of education curriculum standards for English Language Arts . (n. d.).  
Eye Level. I am the key. Website- <http://www.enopidorsett.com/english.html>
26. West Virginia Department of Education (2013). Vocabulary development. Retrieved  
form website: [http:// wvde.state.wv.us/strategybank/vocabulary.html](http://wvde.state.wv.us/strategybank/vocabulary.html)
27. Wilkins, David A. (1972).Linguistics in language teaching. London: Edward Arnold  
Publishers.

IJSER