

Although the students will encounter most new academic vocabulary when they read, they will also need to be able to use those words when they speak, listen, and write. In order to use academic words effectively in their oral and written work, they must know more than simple word meanings. They must expand their knowledge of a word so that they know which meaning fits a particular context. They must learn which word form to use (in example, a noun or a verb) in a specific sentence. In addition, they must learn how to combine academic words with other words to form commonly used collocations. Many elements of word knowledge are required in order to choose the best word for a particular situation.

B. Vocabulary Teaching

Traditionally, the teaching of vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion.

Nowadays it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors, led by

5. **Synonymy:** distinguishing between the different shades of meaning that synonymous words have (e.g. extends, increase, expand).
6. **Affective meaning:** distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. Socio-cultural associations of lexical items are another important factor.
7. **Style, register, dialect:** being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as different in geographical variation.
8. **Translation:** awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
9. **Chunks of language:** multi-word verbs, idioms, strong and weak collocations, lexical phrases.
10. **Grammar of vocabulary:** learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable, disability).
11. **Pronunciation:** ability to recognize and reproduce items in speech.

G. Memorization

Vocabulary building is very beneficial, but it can be very difficult to memorize new vocabulary words. Vocabulary is difficult to memorize because it can be very abstract and there is often little connection between the word and its meaning. While the connection between the vocabulary word and the meaning does not exist in reality, it is formed in your head. There are some good ways to make memorizing vocabulary easier.

First and foremost, you should understand that vocabulary can't always be understood just from a dictionary definition. In order to really understand a new vocabulary word, you need to know how to use it in a variety of contexts. Just knowing a vocabulary word enough to recognize it later on is not sufficient enough to memorize it. You really need to know what the vocabulary word sounds like and how it is spelled.

You must know the vocabulary word visually and phonetically. For the visual part of the vocabulary word look at the spelling, close your eyes and say the spelling out loud, then open your eyes and check that you spelled it correctly. For the phonetic part of the vocabulary word read the vocabulary word, look away from the page and say it out loud, then check that you have said the

