



<http://ijopar.com>; 2016 Vol. 2(1); pp. 70-80



The Importance of Learning Vocabulary in L2 Indian English Text Books-A Case Study

Dr. Venkateswarlu Yesapogu

M. A., M. Phil, Ph. D.

Head, Dept of English, in V.V. & M Govt Aided Degree College,
Ongole, Prakasam D. T., A. P. India.

Email: yvghosh.yvghosh@gmail.com

Date of revised paper submission: 12th May 2016; Date of acceptance: 28th May 2016

Date of publication: 25th June 2016; Impact Factor: 3.598; Quality Factor: 4.39

*First / Corresponding Author; Paper ID: D16207

Abstract

The present study investigates the treatment given to L2 vocabulary in Indian high school textbooks. To that end, four textbooks at three proficiency levels were analyzed. The results suggest that the vocabulary to be taught lacks consistency as the selection and grading criteria are not explicitly stated in most of the text books. The place of publication and the proficiency level of the textbooks influence the introduction of new words. Vocabulary teaching tends to be rather traditional since its practice is mostly comprised of closed and open exercises and vocabulary learning strategies are rarely present. Finally, the results of research into L2 vocabulary learning have not been taken into consideration. This can be seen in the overuse of semantic sets and the insufficient recycling found in the teaching units.

However, for my article presentation I have researched the importance of vocabulary for L2 Students in their educational curriculum for increasing the knowledge of English to speak on par equal with foreigners as the second language especially in Indian A.P. high schools.

Keywords: L2 Indian high school textbooks, Vocabulary, Practice, Learning strategies.

References

- [1]. Anderson, J. P. and Jordan, A. M. (1928); "Learning and retention of English words and phrases", *Journal of Educational Psychology*, 19: 485-496.
- [2]. Arnold, W. and Rixon, S. (2008); "Materials for teaching English to young learners", in B. Tomlinson (ed.), *English Language Learning Materials*, London: Continuum International Publishing Group, 38-58 .
- [3]. Aski, Y. M. (2003); "Foreign language textbook activities: Keeping pace with second language acquisition research", *Foreign Language Annals*, 36: 57-65.
- [4]. Baxter, J. (1980); "The dictionary and vocabulary behavior: A single word or a handful?", *TESOL Quarterly*, 14: 325-336.
- [5]. Brown, D. (2011); "What aspects of vocabulary knowledge do textbooks give attention to?", *Language Teaching Research*, 15: 83-97.
- [6]. Brown, T. S. and Perry, F. L. (1991); "A comparison of three learning strategies for ESL Vocabulary acquisition", *TESOL Quarterly*, 25: 17-32.
- [7]. Carter, R. (1987); "Vocabulary and second / foreign language teaching", in *Language Teaching*, 20: 3-16.
- [8]. Haynes, M. and Baker, I. (1993); "American and Chinese readers learning from lexical Familiarizations in English text", in J. Coady and T. Huckin (eds.), *Second Language Reading and Vocabulary Learning*, Norwood, NJ: Ablex, 130-152.
- [9]. Lewis, M. (1993); *The Lexical Approach, The state of ELT and the way forward*, London: Language Teaching Publications.
- [10]. Lewis, M. (1997); *Implementing the Lexical Approach*, London: Language Teaching Publications.
- [11]. Lewis, M. and Hill, J. (1985); *Practical Techniques for Language Teaching*, London: Language Teaching Publications.
- [12]. Milton, J. (2009); *Measuring Second Language Vocabulary Acquisition*, Bristol: Multilingual Matters.
- [13]. Nagy, W. E., Herman, P. A. and Anderson, R. C. (1985); "Learning words from context", *Reading Research Quarterly*, 20: 233-253.
- [14]. Nation, I. S. P. (1990); *Teaching and Learning Vocabulary*, New York: Newbury House.
- [15]. Nation, I. S. P. (2001); *Learning Vocabulary in Another Language*, Cambridge: Cambridge University Press.
- [16]. Oxford, R. L. and Scarcella, R. C. (1994); "Second language vocabulary learning among adults: State of the art in vocabulary instruction", in *System*, 22: 231-243.
- [17]. Richards, J. C. (1976); "The role of vocabulary teaching", in *TESOL Quarterly*, 10: 77-89.
- [18]. Richards, J. C. and Schmidt, R. (2010); *Longman Dictionary of Language Teaching and Applied Linguistics*, London: Pearson Education Limited.
- [19]. Rixon, S. (2000); "Where do the words in EYL textbooks come from?", S. Rixon (ed.), *Young Learners of English: Some Research Perspectives*, London: Longman, 55-71.