



Main Causes of Teaching Vocabulary Memorization to Non-Standard Learners

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***Annotation:** This article is dedicated to teaching vocabulary memorization to non-standard learners. In this article we will explore the main causes behind the need for vocabulary memorization techniques for non-standard learners. The aim of this article is to investigate the usage and assessment of vocabulary memorization strategies as a second language to non-standard students.*

***Key words:** ESP, active and passive words, function and content words, communication skills, reading comprehension, academic achievement.*

INTRODUCTION

In our cutting-edge of era, more and more students with different cultural and linguistic backgrounds have been required to learn English as a second language in addition to their first language to integrate themselves into English schools and additionally in English society. When teaching students a foreign language, every teacher pays more attention to vocabulary than grammar. As long as everyone communicate through words wherever and whenever due to exchange ideas with people in certain fields. It is a fact that teaching vocabulary memorization to any English learners is important, because by teaching vocabulary memorization, language learners can expand their word bank, enabling them to improve their speaking and writing abilities. This can lead to better communication and more successful interactions in various contexts, such as school, work, and daily life.

The definition of vocabulary is that all the words known and used by a particular person do not constitute all the words a person is exposed to. The learning of vocabulary within a relevant cultural context is a much enlightening and interesting experience for the student than learning vocabulary in isolation.

The aims of this research are to highlight the memorization strategies that teachers usually adopt to teach vocabulary to non-standard learners. It also attempts to identify from a number of memorization strategies, according to some scientists' typology, the most appropriate ones for teaching vocabulary according to teachers' opinions.

MAIN PART

English has become the most important foreign language in the world. At present, English is the language for international communication such as; science, health, economic, commerce, advertising, diplomacy and transmitting advanced technology. Some scholars express that in the age of globalism we live nowadays, the interdependence of nations and countries creates a need for a global language and no language qualifies for this better than English. Speaking is the most essential part in human communication. We need ability to speak each other to share our ideas, feeling, thoughts, and opinion, to give information and message to others. It is a means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

Vocabulary learning plays a crucial role in this effort. However, for years the importance of teaching vocabulary was underestimated, while too much emphasis was placed mainly on grammar. According to Wilkins, we can convey very little without grammar, but we cannot convey anything without vocabulary. We know that no matter how good our knowledge on grammar is, if our vocabulary is poor, we cannot completely reveal our language skills such as speaking, reading, writing and also listening. Teaching language cannot be separated with teaching vocabulary. Vocabulary is considered as an important component in English language teaching.

Furthermore, five categories of vocabulary, such as **ESP**, **active/productive**, **passive/receptive**, **function/structure** and **content** vocabulary have to be distinguished in teaching vocabulary.

ESP vocabulary helps the learners to enlarge their use of the content words. This vocabulary is learned in the classroom situation that students have to learn the forms and to understand the concepts behind the words away from a real situation.

In everyday speech we utilize **active** (or **productive**) vocabulary that is learned for performance in any communication act. Teachers should teach active vocabulary through focusing on the pronunciation, correct form, appropriate collocation and meaning so that learners can easily remember them.

Among these categories **passive** vocabulary has not significant side for production in speaking and writing. This category is meant for recognition and understanding that it is needed for comprehension. Teachers do not ask to use it in everyday speech but recognize it when occurring in context.

Function vocabulary is the part of the grammatical system of the language since its main function is grammatical. This category is limited in number unlike content vocabulary.

Content words are open-ended in the sense that new nouns, verbs, adjectives and adverbs are often coined to name new things or processes which are closely related to one's experience.

Teaching vocabulary memorization to non-standard learners is crucial for several reasons:

Communication skills

Vocabulary is the foundation of effective communication. By equipping non-standard learners with a wide range of words, they can express themselves more accurately and articulate their thoughts and ideas more effectively. This is especially important for learners who may face challenges in their verbal expression, as a rich vocabulary can compensate for other limitations.

Reading comprehension

Vocabulary plays a vital role in understanding written texts. Non-standard learners who struggle with decoding and understanding words need to memorize vocabulary to improve their reading comprehension. This skill is essential for academic success across all subjects. By memorizing words and their meanings, they can enhance their ability to comprehend and interpret written material, thus improving their overall literacy skills.

Independence and confidence

By building a strong vocabulary, non-standard learners become more independent in their learning journey. They can better access learning materials and engage in conversations with peers and teachers. This independence and confidence significantly contribute to their overall academic and personal growth.

Improving academic achievement

Vocabulary is a key aspect of academic success. Many subjects, such as science, history, and literature, require a broad vocabulary base to understand and discuss concepts effectively. Teaching vocabulary memorization to non-standard learners can help them engage more actively in their academic studies, leading to improved.

Teaching vocabulary to non-standard learners can be a challenging task. These learners may have different learning styles, cognitive abilities, or language backgrounds that require alternative methods of instruction. According to some researchers' opinions, every student has a different ability when learning a foreign language. For example, some learners grasp it easily and develop their learning skill, others struggle and come across some difficulties which could lead to being demotivated and lack of interest. We will analyze some vocabulary memorization techniques for non-standard learners:

1. Learning styles: Non-standard learners often have unique learning style that differs from traditional teaching methods. Some learners may be visual learners, while others may be auditory or kinesthetic learners. Understanding and accommodating this diverse learning style is crucial for effective vocabulary instruction. Memorization techniques such as visual aids, audio recordings, or interactive activities can enhance their learning experience.

2. Cognitive abilities: Non-standard learners may possess different cognitive abilities that effect their vocabulary acquisition. Some learners may have learning disabilities like dyslexia or attention deficit hyperactivity disorder (ADHD), which can hinder their ability to retain mew words. Implementing strategies such as breaking down complex words into smaller components, using mnemonic devices, or incorporating multisensory approaches can provide effective support for these learners.

3. Language backgrounds: Non-standard learners often come from diverse language backgrounds, including English as a Second Language (ESL) or bilingual learners. Limited exposure to the target language can make vocabulary acquisition challenging. Teaching techniques such as contextualizing new words within familiar settings, using real-life examples, or employing translation and comparison activities can aid in vocabulary memorization for these learners.

4. Cultural and Socioeconomic Factors: Cultural and socio-economic factors can influence vocabulary learning for non-standard learners. Learners from disadvantaged backgrounds may encounter barriers related to limited access to resources or inadequate exposure to word-rich environments. Incorporating culturally relevant content, providing additional vocabulary support, or utilizing community-based resources can address these challenges.

CONCLUSION

Vocabulary is a pivotal part that EFL non-standard students get in the efforts of improving other language skills such as reading and speaking. Besides that there is almost unanimity among linguists on this important issue. EFL teachers and instructors are highly asked to motivate their non-standard learners to use new vocabulary in their daily communication inside and outside English lessons and show them that learning new vocabulary is a vital means to improve their reading comprehension, improving academic achievement, communication skills, independence and confidence.

Considering the process of vocabulary learning, you will find that it is not only an issue of memorizing new words, but it also implies using these words in the correct context and increasing the limit of one's words to enlarge the area of vocabulary is also crucial.

Teaching vocabulary memorization to non-standard learners requires a nuanced approach that considers their learning styles, cognitive abilities, language backgrounds, and cultural factors. By employing tailored strategies and methods that cater to these specific needs, educators can effectively support non-standard learners in mastering new vocabulary. Recognizing the causes behind the need for the vocabulary memorization allows for more targeted and impactful teaching practices.

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