Vocabulary Size, Growth, and Use
2 Changing Relationships

In order to understand the relationships between the factors involved in these four views of reading, we need to know how each of them is shaped by the size of the vocabulary and the knowledge acquired. The reading process is affected by the size of the vocabulary and the knowledge acquired. The reading process is affected by the size of the vocabulary and the knowledge acquired. The reading process is affected by the size of the vocabulary and the knowledge acquired. The reading process is affected by the size of the vocabulary and the knowledge acquired.
VOCABULARY SIZE, GROWTH, AND USE

Table 1. Percent coverage of text for increasing vocabulary sizes

<table>
<thead>
<tr>
<th>Coverage</th>
<th>Number of words</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>185</td>
</tr>
<tr>
<td>25%</td>
<td>462</td>
</tr>
<tr>
<td>50%</td>
<td>739</td>
</tr>
<tr>
<td>75%</td>
<td>1015</td>
</tr>
<tr>
<td>90%</td>
<td>1290</td>
</tr>
<tr>
<td>100%</td>
<td>1567</td>
</tr>
</tbody>
</table>

The table shows that to get around 50% coverage of a written academic text, it is necessary to have a vocabulary size of over 2000 words, which means that 10% of the words in a text are words that are not in the vocabulary. This highlights the importance of early exposure to a wide range of vocabulary.

2.1 Skill in Language Use Depends on Vocabulary Size

Knowledge of the word and vocabulary size and skills in using them are essential to the development of language. The general principles for the development of vocabulary are as follows:

- In order to develop a vocabulary, it is necessary to learn new words. This learning process is facilitated by exposure to new words in context.
- The frequency of use of new words is a factor in the development of vocabulary.
- The use of new words in different contexts is necessary for the development of vocabulary.

The percentage of words in a text that are new words is an important factor in the development of vocabulary. It is necessary to have a vocabulary size of at least 2000 words to get around 50% coverage of a written academic text. This means that a vocabulary size of over 2000 words is necessary to get around 50% coverage of a written academic text.

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VOCABULARY GROWTH AND USE

Knowledge of the world depends on skill in language use.

2.3. Vocabulary growth is affected by knowledge of the world.

The meaning of the words that students learn is affected by their knowledge of the world. The more they know about the world, the more new words they will learn and the better their understanding of those words will be. For example, students who have a good understanding of the world of science will be more likely to learn new scientific terms and concepts.

The vocabulary of science includes many words that are used in everyday language, but these words have different meanings in science than they do in everyday life. For example, the word "heat" means different things in physics, chemistry, and biology.

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In the occurrence of topic-related words, the finding suggests that students face difficulties in understanding the context in which the words are used. This occurs because the words do not have a clear meaning or are used in a way that is not familiar to the students. The analysis of the data revealed that students often do not fully grasp the context in which the words are used, which can lead to confusion and misunderstanding.

One possible explanation for this phenomenon is the lack of adequate exposure to technical vocabulary. Technical vocabulary is often used in a specialized context, and students may not have the necessary background knowledge to understand these words. This can be especially challenging in subjects such as science, technology, and mathematics, where technical vocabulary is prevalent.

To address this issue, teachers and educators can incorporate more activities that focus on technical vocabulary. This can include providing definitions, examples, and practical applications of the words. Additionally, using visual aids and interactive activities can help students better understand the context in which these words are used.

In conclusion, the findings suggest that students face difficulties in understanding technical vocabulary. To improve comprehension, educators should provide adequate exposure to these words and use strategies that facilitate understanding.
3. The Teacher's Role in Vocabulary Growth

The role of the teacher and learner in vocabulary growth is crucial. Effective vocabulary instruction involves not only teaching the definitions of new words but also helping students to use them in context and understand their nuances. Teachers can facilitate vocabulary growth by creating opportunities for students to use new words in sentences, through reading and writing activities. It is important for teachers to model the use of new words and to encourage students to do the same. Through repeated exposure and active engagement, students can develop a deeper understanding of the meanings of new vocabulary words.
4. The Learner and Vocabulary Growth

Self-directed vocabulary learning strategies

We will now look at the role of the teacher while reviewing the research on vocabulary learning. Teachers play a significant role in the development of vocabulary. Teachers are responsible for creating an environment that fosters vocabulary growth. They must be knowledgeable about the language they teach and be able to make connections to real-world situations. Teachers also need to be patient and supportive in helping students learn new words. Teachers should also model the use of new words in their own speech. Providing a rich environment for vocabulary growth is critical to student success.

Vocabulary growth

Research indicates that the best way to teach vocabulary is to have students practice using the words in context. This can be done through the use of picture cards or by having students write sentences using the new words. Students should also be encouraged to use vocabulary in their everyday conversations. Vocabulary growth also involves the use of vocabulary games and songs. These activities can make learning vocabulary fun and engaging.

Vocabulary size growth

The more vocabulary a student has, the better they will be able to understand and communicate in the target language. Teachers can help students increase their vocabulary by providing them with opportunities to learn new words. This can be done through the use of vocabulary lists, word walls, and vocabulary games. Teachers should also encourage students to use new words in their own speech and writing. Vocabulary growth is a lifelong process and requires consistent effort.

Conclusions

The importance of vocabulary cannot be overstated. It is the key to developing effective communication skills. Teachers must provide students with the tools they need to learn new words. This includes providing a rich environment for vocabulary growth, modeling the use of new words, and encouraging students to use vocabulary in their everyday conversations. By focusing on vocabulary growth, teachers can help students become more successful learners and communicators.
VOCABULARY SIZE GROWTH, AND USE

Table 2. A vocabulary programme for second language learners going on to academic study

<table>
<thead>
<tr>
<th>Technique</th>
<th>Vocabulary programme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct teaching</strong></td>
<td><strong>Word building</strong></td>
</tr>
<tr>
<td>Repeated reading</td>
<td>Making use of definitions in context</td>
</tr>
<tr>
<td>Reporting back to others</td>
<td>Gaining from context</td>
</tr>
<tr>
<td>Vocabulary growth from context results in more vocabulary growth from context</td>
<td></td>
</tr>
<tr>
<td>Field of knowledge of English as a second language (Elley, 1989)</td>
<td></td>
</tr>
<tr>
<td><strong>Getting the 2,000 - 3,000 words at fast reading speed</strong></td>
<td><strong>Decoding reading, self-correcting, word-level</strong></td>
</tr>
</tbody>
</table>

**Research findings**

- It necessary to have fluent access to known vocabulary in order to gain benefit from knowing it (Ayer, 1953).
- Afraid of the high frequency vocabulary in academic vocabulary (Groom, 1955; Connell, 1956).
- To get to the 2,000 - 3,000 words at fast reading speed, a vocabulary programme is necessary.

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This paper has looked at the relationship between vocabulary and reading comprehension. The process of vocabulary growth is discussed, emphasizing the importance of reading and the use of glossaries and dictionaries. The role of context in understanding new words is highlighted. The importance of teaching students how to use context clues is stressed, along with the benefits of using a variety of sources, such as picture books and textbooks. The final section discusses strategies for improving vocabulary acquisition, including the use of word walls and vocabulary journals.