

Benchmarking Vocabulary Studies

Effective vocabulary learning depends on us learning from the experiences and considerable influence of those on the front position of vocabulary knowledge. That is teachers who must be aware of a range of current vocabulary learning strategies to meet 21st communication demands.

During the last two decades, vocabulary strategies and the current demand in building up a repertoire of lexical items spontaneously have turned out to be of great concern. Thus, the present article explores a benchmarking experience of linguists, teachers and scientists in vocabulary learning strategies to distinguish valuable recommendations, trends and strategies in this field.

It is postulated that the trends of modern language pedagogy play a considerable role in the development of vocabulary pedagogy and exert influence on its formation. Thus, nowadays, there is a great need to provide teachers' pre-service and in-service education programs with up-to-date vocabulary activities and learner-centered tasks.

This argument can be supported by the fact noting that realia demand qualitative changes with learner's positive results in vocabulary acquisition. However, it is a widespread fact that learners of L2 consider knowledge of vocabulary to be the principle thing and, concurrently, the potential problem. Thus, apparent discrepancy involved makes us carry out and find out as a result what phenomenon and causes have prevented learners from favourable vocabulary acquisition.

To begin with, it is important to notice that vocabulary teaching and learning have been neglected for a long period of time. This can be proved by significant

surveys and researches in vocabulary acquisition of such scholars as Coady, Rubin, Stern, Bialystok, Chamot, O'Malley, Dansereau, Zimmerman and others.

Coady J. points out that since the 1970s extensive reading has been seen as some practicable approach of vocabulary learning and teaching. In other words, pupils expand their vocabulary set progressively through repeated exposures in various discourse contexts. Similarly, Krashen S. claims that it is impractical to learn enormous amount of vocabulary in a structured and explicit way due to the time constraints of the L2 classroom.

In the survey conducted by Sökmen A. J. the ineffectiveness of simply giving implicit vocabulary instruction is pointed out by more and more research and thus an improved approach integrating indirect teaching of vocabulary through a variety of meaning-focused activities with a more bottom-up and direct teaching of vocabulary with explicit instruction is advocated.

Interestingly, after examination and analysis of a range of scholars' researches and ideas concerning the problem of vocabulary teaching and learning strategies over the last three decades valuable insights occurred to the experienced authors like Bialystok, Rubin, Stern and others. Actually, these scientists probing into vocabulary learning problems come to the conclusion that, unfortunately, majority of L2 learners have been taught by impractical methods and techniques in the classroom on the one hand, and, on the other hand, teachers have applied particularly grammar-oriented language learning. Furthermore, such condition of the development of vocabulary pedagogy dissatisfied expected priorities of L2 learners. That's why it seems stimulated scholars to come to the necessary shifts in vocabulary acquisition on the threshold of 80s putting more emphasis on learner-centered facet.