TEACHING AND LEARNING LEXICAL ITEMS

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ABSTRACT

Almost all EFL teachers ascertain that vocabulary is a very indispensable facet of any foreign language learning. Vocabulary acquisition is one of the crucial features in estimating one's language proficiency (Laufer & Hulstijn, 2001; Sirbu, 2017; Stahl, 2005). In fact, many researchers believe that it is more important than grammar since people can communicate if they do have the needed words for that particular conversation without knowing its correct grammar. In other words, any message can be sent easily if the speaker retains the necessary repertoire of lexical items required. For instance, Thornbury (2007) adds that language learners do not need to spend most of their time studying grammar because he argues that their English will not improve very much if they focus only on grammar learning. He adds that the students will see more improvement if they learn more words and expressions. He concludes that language learners can say very little with syntax knowledge, but they can say almost anything with semantic updates. A plethora of research concludes that when students do not identify at least 90% of the words in a text, they do not sufficiently comprehend what they read (Al-Qutaiti & Ahmad, 2018a; Güven & Bekdaş, 2018; Sedita, 2005,). In fact, many school language learners have shown a noticeable shortage of vocabulary which is obligatory for a fluent communication. Therefore, this paper is trying toprovide the EFL teachers with practical recommendations on teaching vocabulary that would improve their students' vocabulary levels. Besides, it would help learners uncover what is necessary to be excellent in vocabulary acquisition.

KEYWORDS: *Acquisition, Explicit, Implicit, Lexis, Vocabulary*