***English L2 Vocabulary Learning and Teaching: Concepts, Principles, and Pedagogy* 1th ed. (2022)**
Lawrence J. Zwier & Frank Boers
Routledge
Pages: 284
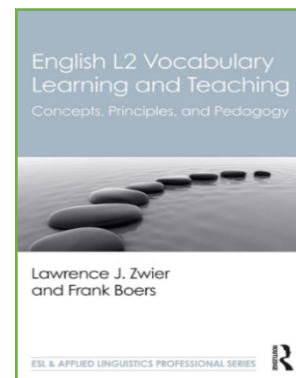ISBN: 978-0367771737
Cost: $45

Reviewed by Mukhlisa Murtazaeva
University of Ondokuz Mayıs in Turkiye
murtazaevamukhlisa@gmail.com

One of the most crucial methods for increasing pupils' vocabulary understanding is through teaching them language. The teaching of the English language requires a strong focus on vocabulary. Students can only communicate their ideas or those of others if they have a sufficient vocabulary. The words of a language, both singular words, and phrases as well as groups of numerous words that convey a certain meaning, are referred to as a language's vocabulary (Lessard-Clouston, 2013). Wilkin (1972, pp. 111-112) observed that "although without grammar very little can be conveyed, without vocabulary nothing can be conveyed" about vocabulary's crucial function in communication. Lexis is the essence or heart of language, according to Lewis (1993, p. 89).

The book *English L2 Vocabulary Learning and Teaching: Concepts, Principles, and Pedagogy* is also written on teaching and acquiring vocabulary in a second or foreign language. It offers concepts and techniques for vocabulary teaching to English ESL learners firmly based on research. The authors, Zwier and Boers, cover all main areas of vocabulary teaching and education, providing comprehensive research analyses and criticisms. The chapters are divided into four sections that discuss the nature of vocabulary and various strands of vocabulary study, pedagogical approaches, methodologies, and activities. Key subjects are covered with how to teach multiword phrases, assess students, have a conversation, and educate at various levels. To promote debate, each chapter contains questions, suggestions, and exercises at the end.

The first part of the book is the Introduction. It consists of two chapters: 1. The Nature of Vocabulary and Vocabulary Items, 2. Multiword Expressions. The purpose of these chapters is to clarify to readers how lexicologists and other applied linguists describe and group words (such as *content words*, and *function words*). The chapters acquaint readers with important concepts such as homonymy, polysemy, inflectional and derivational affixes, word families, morphemes, and lexemes. Every term is supported with examples to be understandable for the readers. Additionally, corpora are briefly discussed along with the knowledge they can provide regarding the frequency of words in a talk in general or certain forms of discourse.

The second part is named Getting Familiar with Vocabulary Research and includes Chapters 3 and 4. Some of the study topics on L2 vocabulary have been briefly summarized in Chapter 3's section. Studies showing the critical role that vocabulary knowledge plays in proficiency are discussed. Moreover, studies looking at the factors that are related to incidental vocabulary learning, the characteristics that help in making some lexical items simpler to comprehend than others, and learner-related factors that affect L2 vocabulary achievement are

included. Chapter 4 has focused on one major category of vocabulary research: intervention studies that evaluate and contrast the results of various teaching and learning techniques or activities. To accelerate incidental learning, optimize deliberate learning/teaching, and promote autonomous learning strategies, the authors detailed the typical designs of such investigations.

The third part of the book is about Curricular Approaches to Vocabulary and includes three chapters. Chapter 5 covers the practice of describing a student's vocabulary proficiency in terms of levels rather than the overall size. Tests of vocabulary proficiency, which are based on frequency-influenced lists, are crucial instruments for measuring pupils' level of proficiency at the moment. We can see that, when used together, the CEFR and the English Profile project may link a student's skill improvement to their likely vocabulary repertoire. In addition, there are online resources available to aid curriculum designers in setting goals and preparing for expectations about language competence in the Chapter. Chapter 6 presents the assessment of language learners' knowledge. An important objective for language teachers, according to the article, is to assess whether or not their students are improving their command of L2 vocabulary under the course objectives. Furthermore, the topics of formative and summative assessment are covered in the Chapter. Chapter 7 looked at the role that language instruction currently plays or could play in the design of curriculum and programs. It claims that while many methodologies or approaches have in the past taken a variety of viewpoints toward vocabulary instruction, few of them seem to have understood the significance of vocabulary in language learning. It covers sets of recommendations for a well-balanced program structure and a variety of vocabulary treatments inside such a program. Additionally, it briefly examines the "form, meaning, and usage" paradigm to emphasize the need of fostering a comprehensive understanding of lexical items as well as the distinction between "emphasis on form" and "focus on forms" that is made in the literature.

The fourth part of the book is called Techniques and Activities and covers four chapters. Chapter 8 makes suggestions for increasing the possibility that learners will remember words and phrases from examples of L2 speech, even though they are more concerned with what is said than with how it is expressed. Chapter 9 discusses how language learners frequently improvise connections with recently learned words that go beyond their simple form-meaning relation. There could be non-linguistic connections, for instance, or relationships with things not related to language. In Chapter 10, the method of knowledge consolidation is examined in further detail. Learners may gradually acquire the capacity to use lexical elements accurately and fluently with enough vocabulary-focused practice. Chapter 11 investigates what it means to be a self-directed vocabulary learner and how teachers might help their students develop this skill. It explores how word collector gathers, arranges, and keeps track of the language they have independently learned using the example of collecting valuable items (such as stamps, art, or money). Additionally, a few sources were provided where a self-directed student could come across words to pick up. Last but not least, it looks at how educators might stay current with vocabulary-teaching methodologies.

In nutshell, the book is a key text for students and researchers and provides the pedagogical foundation future English L2 instructors need to teach vocabulary successfully. It offers detailed analyses of the existing studies and illustrates the necessity for more investigation, particularly those which has an obvious practical application. The textbook can be used in courses on L2 teaching and teacher-training courses. Readers who are already acquainted with vocabulary research and are looking for methods to contribute usefully to it may also find the book to be helpful.

REFERENCES

Lessard-Clouston, M (2013). *Teaching vocabulary*. Alexandria, VA: TESOL International
    Association.

Lewis, M. (1993). *The lexical approach: The state of ELT and a way forward*. Hove, UK:
    Language Teaching Publications.

Wilkins, D. (1972). Linguistics in language teaching. *Foreign Language Annals*. 36, 403-424.