

ESTIMATING THE RECEPTIVE VOCABULARY SIZE OF L1 PAKISTANIESP FASHION DESIGN LEARNERS

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Abstract

This study explored the vocabulary size of L1 Pakistani undergraduate (1st semester) learners enrolled at the National Textile University in Faisalabad. A convenient sampling method was employed to select the population, resulting in 97 participants (77 females and 20 males). Various vocabulary size tests were used to assess the learners' vocabulary knowledge. However, this study employed the quantitative method, specifically the monolingual version of Nation and Beglar's (2007) Vocabulary Size Test (VST), to determine the receptive vocabulary size of a group of 97 English as a foreign language learner (EFL) who speak Urdu as their first language (L1) and to investigate the impact of gender on vocabulary size. The data were analyzed using SPSS software, and the T-test was performed to calculate the means and standard deviations for each test item. The independent sample T-test was used to examine the difference between male and female vocabulary size. The key findings of this study revealed that the vocabulary size of ESP Pakistani learners was approximately 3,800-word families. Additionally, females scored higher than males in vocabulary size, although this difference was not statistically significant. These results can be utilized to develop syllabi for educational purposes, particularly in the areas of significant vocabulary building and reading. Further research is warranted in light of these findings, with a larger sample size drawn from diverse regions of Pakistan to obtain more definitive results.

Keywords: L1, VST, ESP, Vocabulary size, Receptive vocabulary, Pakistani

INTRODUCTION

According to Milton & Daller (2013) Language proficiency depends on vocabulary, which is also necessary for learners' speaking, writing, reading, and listening abilities. Vocabulary is necessary for foreign or second language (EFL or ESL) knowledge and influences language use, vocabulary, and word knowledge. To master these abilities, one must have a strong vocabulary. (Wero, 2021) Receptive vocabulary is made up of words that can be heard and comprehended by both first English language learners and second language learners. There may be insufficient language output or comprehension if there is a lack of vocabulary; hence vocabulary knowledge plays a crucial function in a language. Lack of vocabulary will make it challenging for the learner to communicate in English because they won't be able to grasp or

even articulate their own ideas.

Researchers made distinction among vocabulary size, also known “breadth” and knowledge “ depth”, Vocabulary breadth or size means a learner know words with its inflectional and derivational form known word family, vocabulary depth means a learners should has a enough knowledge words as well synonymy, polysemy and collocation of the word. Some studies (Beglar, 1999; Mezynsky, 1983) stated it is not necessary, a learner who knows a word is able to perceive inflectional and derivational forms and also knows the use according to situation. This study has focused on to measure vocabulary size.

Tests of vocabulary are effective methods for assessing pupils' language and vocabulary skills. They assist in placing students in the appropriate classes and inspire them to learn. Vocabulary level exams, which were initially created as a diagnostic tool for teachers, assist in deciding which groups of students should receive more or less focus in order to learn vocabulary. The VST was selected as the vocabulary size measure for the current study despite the fact that the receptive vocabulary tests such as, the EVST, Vocabulary Size Placement Test, and Vocabulary Levels Test have demonstrated to be valid, reliable, and useful receptive measures of word knowledge (Schmitt et al., 2001).

ESP is defined by Anthony

English for Specific Purposes (ESP) is a method of teaching languages that focuses on the language, genres, and skills needed to meet learners' present as well as subsequent year's educational or job-related needs. It also helps learners meet these needs by utilizing both general and/or discipline-specific resources for instruction and strategies. (Anthony, 2018, pp. 11-12)

English for Academic Purpose (EAP) and English for Occupational Purpose (EOP) are two categories (Anthony, 2018). In EAP category English is taught for Academic purpose while in EOP English is learnt for occupational or professional life. English for Specific Academic Purpose (ESAP) and English for General Academic Purpose (EGAP) are other divisions of EAP. As a result, Pakistani students of fashion design study English for Specific Purpose.

Unfortunately, there aren't enough ESP teachers in Pakistan because there aren't any plans to establish ESP teacher training programmes that can turn out top-notch ESP specialists, according to Abdulaziz et al.'s (2012) description of ESP learning in Pakistan. Therefore, organizations recruit EGP instructors to instruct ESP courses. First they identified the issue was lack of motivation among ESP students, different reasons were linked with this problem such as lack of seriousness to long time of class periods, improper syllabus designs, attendance policies, students' misaligned learning goals, and various psychological factors, such as students' reluctance when learning English, are all contributing factors or their perception of it as a burden. To overcome this problem, some ESP teachers gave some solution such as developed a good lesson plans, conduct appropriate activities for ESP students etc.

Purpose of the study

The main purpose of this study is to investigate the receptive vocabulary size of ESP Pakistani Fashion design learners, how much ESP Pakistani Fashion Design learners possessed receptive vocabulary at undergraduate level in first semester.

Significance of the study

Vocabulary examinations are advantageous for both students and teachers. If vocabulary learning is prioritized in language instruction, it must be evaluated in some way, and test formats are required to observe students' progress. According to (Eyckmans, 2004) if students are not tested, vocabulary become less important for students, secondly assessing

vocabulary knowledge is necessary because, a teachers and researchers can find in which level of vocabulary a is exist in learner , thirdly it becomes easy for teachers to keep their learners in different level according to their vocabulary knowledge.

Research Objectives

1. To find out the vocabulary size of Fashion design ESP Pakistani learners
2. To find out the receptive vocabulary size of Fashion design ESP Pakistani learners.
3. To identify gender affect vocabulary size.

Research Questions

1. How large is the vocabulary of ESP students studying fashion design overall?
2. Does gender affect vocabulary size?

Hypothesis

- 1 There is no difference between the scores of Pakistani male and female on VST.
- 2 There is low level of vocabulary knowledge of Pakistani ESP learners.
- 3 There is a large number of vocabulary is needed to get 98% vocabulary knowledge to become a proficient reader.

Literature Review

2.1 Number of Words Learners Need to Know for Reading

Language acquisition acquired a large number of vocabularies, university learners need to learn enough vocabulary to understand a text. Without sufficient receptive vocabulary, it is impossible to obtain excellent reading comprehension of academic or specialized writings. Word knowledge is a crucial component of language acquisition. (Laufer, 1989; Nation, 2013). Nation (1990) stated that scholarly native speakers, whose English language is first, having 20,000 word families, comparatively, scholarly nonnative speakers, whose completing their advance study in English as second language, having only 8000-9000 word families. Firstly, Harish & Nation (1992) concluded that 5000 word families are required for English learners, to comprehend a text (simplified text). (Nation, 2006; Schmitt, 2008) have found that reading comprehension of authentic written texts (such as novels or newspapers) requires a vocabulary of up to 8,000–9,000 word families. These projections of L2 learners' receptive vocabulary size are based on the British National Corpus (BNC; Nation, 2005) lists and a 98% lexical coverage rate.

2.2 Difference between Receptive and Productive Vocabulary

According to Richards (1976) understanding a word entails understanding its frequency, register, syntactic characteristics, relationships with other words, meaning, and semantic characteristics. Knowing a word involves understanding its form (pronunciation and spelling), its morphology, its grammatical structures, its semantic significance, its vocabulary relations, and its typical collocations, according to Laufer (1999, p. 141). The intricate process of the acquisition of vocabulary, that requires a lot more than merely remembering the meaning of a word," as stated by Read (2000, p. 25). Only the Nation (2013) provides a clear cut details about the difference between receptive and predictive knowledge, according to Nation (2013) knowing a words means to learn form in terms of spoken and written, meaning and use both receptively and productively, according to situation. A lot of titles were given to receptive and productive vocabulary, by Teichroew (1982) such as 'active and passive vocabulary, comprehension and production, understanding and speaking. A word's receptive knowledge does not guarantee that we will be able to use it in speech. Producing a word is not the same as just knowing it exists. In

other words, a word's complexity varies depending on whether it will be utilised receptively or productively. If students can recall the correct definition of a word after reading or hearing it, they have receptive knowledge of the word. If a student can use the right word while speaking or writing, they have a productive understanding of the word.

2.3 Vocabulary Knowledge

It is unimportant that we should know every word of a text. We can be inferred the meaning by guessing and sometimes we can conclude the meaning from context and by looking up the dictionaries. In some cases we do not understand unfamiliar words by guessing, infer from context, even if we look up from the dictionary it would be time taking and slow down the proficiency of reading. This entire source cannot be required. The vocabulary knowledge, so vocabulary knowledge is important part for reading comprehension.

2.4 Vocabulary Size

Teaching vocabulary is essential for improving reading comprehension since vocabulary size has a direct impact on understanding. According to research (Schmitt et al., 2011) a student's word bank size and the proportion of terms they are likely to recognize in a book are correlated. For the majority of students, vocabulary coverage of 98% is ideal since it assures that every 100 running words of text, two new terms are encountered. The total number of words a person is familiar with is called vocabulary size.

More vocabulary in the target language is learned by students as part of the bottom-up learning process, including high-frequency words like "is," "it," "my," "but," "at," "like," "eat," and "where." These terms are valued since they account for 80% to 90% of the words used in messages and discussions, after gaining knowledge in vocabulary, learner will able to learn grammatical rules, to use this vocabulary in a right way. So, importance of vocabulary learning, testing vocabulary especially vocabulary learning become a crucial part of research (Putra, 2009).

Many studies have been conducted to assessing vocabulary size, the reason is that it is an important factor of reading comprehension and as well as for communication. Vocabulary size tests are used for different reasons, one benefit involved following creating subject specific list. Vocabulary size tests are used to check the learner's vocabulary load that how many words they already know and how many words they need to learn to reach 98% lexical threshold and how many words are not in their knowledge.

2.4.1 Vocabulary Size test

The Vocabulary Size Test was created by Nation & Beglar in 2007 to assess receptive vocabulary knowledge in first language learner and second language learners of English speakers. VLT test is used to measure certain vocabulary level of the speakers, however VST test measures overall receptive vocabulary knowledge (Stoeckel, 2020). The format of this test, one is the best format, known multiple choice, that is based on Read & Chapelles's (2001) frame work. From each of the fourteen 1,000 word levels, 140 items in the multiple-choice format of the Vocabulary Size Test (VST), Each multiple-choice question has four options—the correct response and three detractors—as well as the tested term (the target word) in a straightforward, non-defining context. The VST is based on word frequency lists, which include the 1st thousand to the 14th thousand word families for each word family and were generated using frequency data from the British National Corpus(BNC).

2.4.2 Vocabulary Size of Different Populations

Machumd & Wero (2021) investigated the vocabulary size of Universities Negeri Gorontalo, who was the students of eight semester of English department. The findings indicated that students' receptive and productive vocabulary sizes were 3,110 covers

52%-79% vocabulary test and 1,841 words covers only 53% from the 2000 words, respectively, or generally around 4,905 words, with receptive vocabulary knowledge being greater than productive vocabulary knowledge. Sentürka, (2016) explored a relationship of learners self-regulating components and vocabulary size. Population is taken from EFL learners of Hacettepe University, Ankara, Turkey, students studied English, before enrolling in University for advance study and for general purpose. Results indicated that the students of turkey had 2000, 3000, and academic vocabulary word levels, the participants' vocabulary was at a high level, however it was moderate in the 5000 word level and poor in the 10000 word level, also showed strong relationship between self- regulation and vocabulary size of the learners, also explored that vocabulary enhanced grade by grade.

Coxhead (2015) investigated vocabulary size of the speakers whose use English as first language, from New Zealand. Results showed that vocabulary size of native speakers may vary according to their age, age 13-15 years students have 64,00 word families, while 16-18 years learners have 94,00 word families, that means native speakers have a good vocabulary for comprehension of a text. Nurwen & Read, 1999 was conducted study in an Indonesian university to gauge the English vocabulary proficiency of a substantial sample of first-year students, The findings revealed that, on average, the pupils knew 1226 English words, which is well below the 3000-5000 word range generally regarded as the cut off for autonomous reading of complex books.

Table.2.4

Difference between school students and University student's vocabulary size

Area	School students Vocabulary size	University students Vocabulary size
Taiwan	6,600	6,600
Japanese	5,900	10,000
Russian	9,000	15,000
Dutch	10,000	10,000

2.5 Gender and Vocabulary Size

The role of gender in the area of vocabulary learning has also received much attention. There are many studies that discuss gender disparities in the many lexical acquisition-related topics.

Senturka (2016) found that a slight but not significant difference among male and female vocabulary size, however, female performed better ($M=37.84$, $SD= 27.44$) than males ($M= 34.24$, $SD = 22.29$).

Canga (2013) investigated, two factors, vocabulary size of Spanish students, and also explored its educational consequences for pupils' comprehension of spoken and written English discourse. Results revealed a considerable vocabulary size gap between men and women, findings showed that male's vocabulary size is large than female size, they know more words rather than female. Aman et al., (2022) investigated a relationship between vocabulary size and vocabulary depth of IELTS test takers of Pakistan. Results showed that there is no difference of male and female vocabulary size. The mean score of male was

(M=83.59, SD=16.73) and female score was (M=83.81, SD=14.54).

Methodology

3.1 Participants

Students take English for Specific Purposes (ESP) in their first semester at undergraduates level in Faisalabad, Pakistan, make up the population used to estimate vocabulary size. Average age of the participants was 18-20 years. Participants were recruited for this thesis from the Fashion Design Department one of the famous university in Faisalabad, known National Textile University. On the basis of the Fashion Design Department availability, this university was selected. The convenient sampling technique was used for selecting participants because the enrolment of fashion design students in the first semester was low and many students were needed for this investigation, so the total size of the population was 97 undergraduate students (20 male and 77 females).

3.2 An Instrument for Measuring Vocabulary Size

A sample of 97 students studying English for a Specific Purpose (ESP) at the University of Faisalabad took a monolingual version of Vocabulary Size Test (VST) developed by Nation & Belgar in 2007 as an instrument to gauge their vocabulary size and check for gender differences in vocabulary size.

Nation and Beglar (2007) developed the Vocabulary Size Test. This is consisted of 140 items in multiple-choice format. Each multiple-choice contains a headword and has four choices which are taken from every 1000-word family of BNC/COCA lists. VST test is used to measure receptive knowledge, to check the relationship between form or meaning and the concept of that word (Nation, 2003). VST was designed based on British National Corpus (BNC) frequency lists from 1000 to fourteen 1000-word families. The reason for using VST it is used specifically to measure vocabulary size. This study used only 100 items to measure receptive vocabulary size because, it is assumed that Pakistani student's vocabulary size is very low.

3.3 Setting and Administration

The test was administered to 97 undergraduate ESP learners in Pakistan by using pencil method. The test-taker responding to the questions on paper as they were seated adjacent to the test supervisor. Time was allocated 30 minutes to complete the test. The administrator helped the participants, where necessary with pronunciation and reading words. After taking the test, raw result shared with participants to give information about their scores, this makes them familiar of their vocabulary size.

3.4 Data Analysis

The study on Pakistani ESP university graduates' receptive vocabulary size and any differences in performance between male and female participants across various frequency levels of the exam were addressed using descriptive statistics. The SPSS software was used to analyse the data, and the T-Test was performed to the data to determine the means and standard deviations for each of the test items.

Test was used to determine whether there was a statistically significant difference between the average vocabulary size of male and female pupils. Before running the test, it was assured that the data met necessary requirements for test.

The data manifested independent observations. The size of male sample being below the required level (>25), normality needed to be determined for both samples. The results of Kolmogorov-Smirnov Test of male's data revealed that the data was normally distributed (N=20, Mean=5660, SD=1327.9, skewness=0.4, kurtosis=-0.6, K-S test statistic (D)=.138, p=.78614). Similarly, the results of Kolmogorov-Smirnov Test of female's data revealed that the data was normally distributed (N=77, Mean=6119, SD=1385.7, skewness=-0.9, kurtosis=0.7, K-S statistic (D)=.15, p=.05). Since the samples greatly differed in size, The

homogeneity of equal variances test by Levene was carried out. The outcomes demonstrated uniformity of similar variances in both samples (F-ratio=0.04789, p-value=.827239).

Results and Discussion

4.1 Vocabulary Size of ESP Pakistani Learners

The 100-item VST (monolingual) was taken by 97 ESP students. Their mean score was 60.24 (standard deviation=13.79 instead of 100. The deviation from the mean and range (maximum-minimum) are also small indicating that the individuals have a limited range of skill.

Table 4.1

Results of 100-Item VST

10,000 VST	Number of testtakers	Minimum score	First quartile	Mean score	Third quartile	Maximum score	SD
100 Items	97	20	51.5	60.24	70.5	88	13.79

Although every term in the test equaled a hundred items in the BNC word family lists, the vocabulary level of students taking the 140-item VST was calculated by multiplying the total number of correct replies by 100. As mentioned Nation (2012) stated

There is a 14,000 edition with 140 multiple-choice items from each 1000 word family level. To calculate a learner's entire receptive vocabulary size, multiply their total score by 100.

4.2 The Size of Male and Female Students' Vocabulary Differs.

The t-test was used to determine whether there is a statistically significant difference in the mean vocabulary size of male (n=20) and female (n=77) pupils.

Table 4.2

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
TTL_VS	Male	20	5660.000	1327.9981	296.9494
	Female	77	6119.481	1385.7393	157.9196

The descriptive data suggest that there was a difference in VST scores between males (M=5660.000, SD=1327.9981) and females (M=6119, SD=1385.73) An Independent sample t-test was afterwards used to determine how significant this difference is.

Table 4.3
Independent Samples T-test

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
TTL_V Equal variances assumed	.048	.827	-1.332	95	.186	-459.4805
Equal variances not assumed				30.6		
			-1.366	54	.182	-459.4805

Although on average the girls showed a higher level of vocabulary size ($M = 6119.4$, $SE = 157.9$) than the boys ($M = 5660$, $SE = 296.9$). This difference, however, was not significant ($t(95) = -1.332$; $p = .186$).

4.3 Vocabulary Size of ESP Pakistani Learners

In chapter 3, the first investigation in this thesis estimated as the baseline for the analysis the vocabulary size of a cohort of 97 (20 male and 77 female) ESP students at two higher education institutions in Pakistan that use Urdu as their primary language. The VST, the instrument employed for this objective, was used to determine ESP learners' vocabulary understanding of basic English at the commencement of their first ESP course at university.

Above mentioned table (4.1) indicated that participants scored minimum 20 (i.e; $20 \times 100 = 2,000$) and maximum 88 (i.e; $88 \times 100 = 8,800$). The range of scores indicates that the test takers in this study had a vocabulary size ranging from low to moderate receptive lexical skill levels.

Findings of the VST shows in Table (4.3) at the commencement of their first ESP session, Pakistani ESP learners knows nearly 4,000 English word families, that means they have intermediate receptive vocabulary competency level in English. (Nation, 2006; Schmitt, 2008) To reach 98% lexical threshold for reading comprehension, for L2 learners, 8,000 to 9,000 word families are required.

Basically, VST had 140 word choices that represent 14000 word families, but this study used only 100 multiple choices that represent 10,000 word families. This is due to the fact that in Pakistan, English is being studied as a secondary language. Pakistani ESP learners are non-native, so their knowledge of word families is low as compared to non-native, as stated by Nation (1990), Native speakers know 20,000 word families, and non-native speakers know 8000–9000 word families.

4.4 Gender Difference Vocabulary Size

With the help of VST collected data, the next finding was about the vocabulary size

difference among male and female. The female (i.e.,77) population is more than double that of male (i.e.,20) which may have influenced the results. The reason for the double percentage of males could be that most female students prefer fashion design. However, the results of Levene's test of variance homogeneity do not support this supposition because they show equality of variances in the outcomes of both continuous elements. This study's conclusions in terms of sample size study about gender inequalities in receptive vocabulary knowledge among boys and girls at university level in Pakistan revealed clearly and generally significant differences, in which girls got higher marks over boys. The means scores of female was ($M = 6119.4, SE = 157.9$) and male was ($M = 5660, SE = 296.9$). An independent sample t-test was later used to determine how significant this difference is. This difference, however, was not significant ($t(95) = -1.332; p = .186$).

There were some theories presented by well-known theorists of the past on the Gender and language use. The Scandinavian linguist Otto Jespersen (1922) defined some of the qualities of woman's language in the chapter *The Woman*, in which he defined some characteristics of women, he described females having smaller vocabulary size rather than male, not taking interest to build new words because according to him man developed new vocabulary and woman just imitated, also said the pronunciation is different from men. With this conception that women have fewer vocabulary words than men, the results of this study contradict this point of view.

The result of this study is contradict with many previous researches such as the Coxhead (2015) found no gender difference vocabulary size. According to Biemiller & Slonim (2001) no difference was found in vocabulary size, in term of gender.

The findings of the current investigation are consistent with those of Senturka (2016), he indicated slight but not significant difference among male and female vocabulary size, however, female performed better ($M=37.84, SD= 27.44$) than males ($M= 34.24, SD = 22.29$).

4.5 ESP Learners

In Pakistan, Students were not motivated, they lose their confidence in classroom, because classroom activities are not conducted for enhance the confidence. Quero (2015) stated that ESP students should be:

- 1 In ESP classrooms, students more engaged in selecting appropriate specialized reading for discussion during class.
- 2 Encouraged to participate in collaborative projects.
- 3 More likely to make brief in-class talks on discipline-specific subjects.
- 4 Capable of employing the L2 learning mechanisms learned in the ESP course.

In Pakistan, English is major subject even though at universities levels, it is compulsory for student to read all subjects in English language. But English is being taught in analytical way rather than holistic way. Analytical method denotes, the majority of lessons are spent studying English grammatical rules and working on syntax and interpretation difficulties, with little emphasis on communicating or teaching language acquisition skills. GTM method is used in Pakistan educational institutes, so the English learning process is very slow.

According to the requirements analysis, the average vocabulary size for L1 Pakistani participants was 3,800 word collections. Usually applied to fashion design ESP students, this shows that they have an adequate broad vocabulary for reading English for fashion design Purposes. These 3,800 words, however, are not every word from the first four 1,000 word frequency categories, as shown in Table (4.1) Table (4.1) summaries the proportion of recognizable terms each frequency level of the 1,000 VST, as well as the range of the average number of right answers throughout the 10 levels of frequency sat by ESP respondents in Pakistan.

Table 4.4

Percentage Number of VST-Tested Words That Test Participants Knew

Frequency band	% of correct answers	Total number of target words per level
1 st thousand	86.9	10
2 nd thousand	70.9	10
3 rd thousand	72	10
4 th thousand	68.9	10
5 th , thousand	62.8	10
6 th thousand	51.7	10
7 th thousand	45.3	10
8 th thousand	57.1	10
9 th thousand	33.4	10
10 th thousand	35.4	10

Above mentioned table (5.1) shows the percentage of 10,000 VST test. In which ESP test takers got high percentage to low percentage, high percentage shows that ESP test takers had a good 1,000 vocabulary that means test takers average vocabulary size 3,800. According to table (5.1), there is an observed pattern across the 10 frequency levels to generate less accurate replies as the frequency level decreases. In other words, the lesser the frequency level, the smaller the mean, terms known by VST test participants. This trend in the number of tested words known is readily visible at table (5.1)

Conclusion

The findings from evaluating the amount of vocabulary of 97 ESP Pakistani students revealed that Pakistani learners know 3,800 word families. The results of measuring vocabulary size of 97 ESP Pakistani learners showed that, the vocabulary size of Pakistani learner was 3,800 word families. We don't confidently conclude about our results that all ESP Pakistani learners have 3,800 vocabulary size, because our population was very low and data was collected only one city called Faisalabad. However, according to our results, fashion design ESP Pakistani learners have 3,800 words families knowledge in their first semester at university level. A vocabulary of 2000-3000 words is not a reasonable amount, this imply that all of these words were learned through English, because this study used original English Version of VST.

On the basis of data collection, we also found difference of gender vocabulary size, in which (77) female and (20) male participated. The results demonstrate a difference but not significant in vocabulary size between males and females, in which female outperformed

over male.

Limitations

This study determined the extent of the vocabulary of men and women, although the population was not homogeneous. Because there were more female participants (77) than male participants (20), the results may have been influenced. Also the size of population for measuring vocabulary size was very low, for a better result, population should be large. This study collected data only one well famous for fashion design University name The National Textile.

The second limitation of this study, data was collected only in one city Faisalabad. So, vocabulary size of ESP learners may differ from area to area.

Implications

The results can be used to form the creation of a syllabus for educational purposes, significant vocabulary building and reading.

Recommendations

Teachers should plan a strategy for vocabulary teaching in ESP classroom. Two main points should be focused when make a strategy, according to Nation (2013) for vocabulary learning, it is important to plan a strategy that should base on classroom activities according to student's needs, for developing interest of ESP students in vocabulary learning, second to make ESP students experts in vocabulary for adequate reading.

By supporting vocabulary acquisition activities, ESP teachers can encourage students to get involved in autonomous learning within and out of the classroom.

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