

Interactive Approaches for Vocabulary Teaching

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Abstract

Vocabulary acquisition research has been paid attention these years (e.g. Beck, McKeown & McCaslin, 1983; Harley, 1996; Huckin, Haynes, & Coady, 1993; Zahar, Cobb & Spada, 2001). A serious methodologies had been reported, including applying learner dictionaries (Nesi, 1999; Tribble, 2003), using forms of visual glossing (Al-Seghayer, 2001), and so on. This study argues that because the research of vocabulary teaching methods has not a long history, since 1999 as Read (2004) mentions, English teachers should pay additional efforts in learning how to raise our students' vocabulary proficiencies through updated ways that have been provided to be effective.

This study aims on investigating the pedagogies of language vocabulary. In addition, it reports the author's perceptions for specialized and modernized techniques of teaching vocabularies through interactive approaches that River (2000) suggests and provides the results of a research plan conducted in National Sun Yat-sen University, Kaohsiung of Taiwan where twenty-six learners learned higher-intermediate level vocabularies in a required general English course. In the class of twenty-six students, the researcher as well as the trainer applied teacher-centered audio-lingual in the first two months and student-student interactive approaches to vocabulary teaching in the later two months (the third and the fourth month). The statistical results displayed that the twenty-six students' performances of memorizing the higher-level vocabularies were significantly different before and after the treatments of student-centered interactive approaches. The results of this study imply that teacher-centered approaches should be replaced by student-centered approaches and interactive strategies when teaching vocabulary.

Key words: Interactive Approaches, Teacher-centered, Student-centered, Pair Work, Group Work.

Introduction

Pedagogies of teaching vocabularies are important, under the trend of globalization in the recent two decades. Within the increasing international situations caused by frequent international interaction for various types of purposes, the adult language learners' vocabulary accumulations are confronting a condition of being tested. That is to say, the Taiwanese English learners' vocabulary proficiency would be examined due to the unavoidable worldwide contract caused by the globalization. How our English communication can be carried out in an appropriate, understandable, and a smooth formal

way, vocabulary teaching would contribute to this point if someone is asking this question that should be discerned seriously since it is directly associated with the real world.

This study argues that under the trend of globalization, English teachers, especially who are teaching adult learners in universities, should fully apply the updated interactive approaches in order to teach their students English vocabularies. The reason is that their students are going to enter the real international societies, where comprehensible and fluently communication should be preceded through sufficient vocabularies.

If the current English teachers are not able to face the challenge of globalization trend, their students will encounter obscurity when they need to communicate with the right words. Also, the education of high school might be proved to be unsuccessful. This study argues that in order to accommodate with the trend of globalization in the petit earth, university teachers should figure out a dynamic way of teaching vocabularies for their students to really apply and make compensations for traditional vocabulary pedagogies.

Vocabulary Pedagogy as a Significant Area

These years, a number of researchers have devoted themselves into techniques of vocabulary teaching and learning. (E.g., Huang & Liou, 2007; Hunt & Beglar, 1998; Koolstra & Beentjes, 1999; Lee, 2004; Jassaji, 2004) Moreover, Zahar, Cobb and Spada (2001) have mentioned that concentration on second language vocabulary acquisition (SLVA) has developed speedily in the last ten years. While L2 vocabulary acquisition research is no longer “a neglected area,” (Meara, 1980) a lack of subjective resources for teaching methods of vocabularies remain to a problem in the field of teaching English due to the shorter history of research with topic of vocabulary pedagogy. Hence, this study suggests an interactive approach of teaching vocabulary to the readers and hopefully, the updated teaching strategies can be applied through this article.

Interactionism for Vocabulary Pedagogy

Interactionism applied in language teaching has been mentioned by many researchers (e.g. River, 2000). This type of interactive methods argues that the foreign language growth and social and community growth are directly related to each other and that one cannot be comprehended without each other. According to the professor of Harvard University, River (2000) “...Linguistic interaction is a collaborative activity involving the establishment of a triangular relationship between the sender, the receiver and the context of situation.” (River, 2000, p. 4; Wells, 1981:29, p. 46-7)

Through the interactions, the interlocutors gain an opportunity to double check the meaning in the vocabularies of communication, to reconfirm their expressed meaning can be received by the listeners, and to make sure their patterns of languages can be regarded as appropriate in their society and community. It is important that the interactions of communication not only express the speakers intended meaning, but also the interlocutors can convey in a way that the content of the speaking is understandable and suitable based on

the intergroup members' social identity.

Integrationists are "Researchers who believe in interactions focus on the social context of language development and how the relationship between the language learner and the persons with whom he or she interacts influences language acquisition." (Richards, Platt, Platt, 1998) After a series of interacting activities in the target language, the interlocutors should be able to make progresses in vocabularies, since the interactants need to understand each other's words in order to continue the communication. Hence, this study agrees with above scholars' suggestions that interactions should be an effective way of teaching and learning vocabularies.

Interacting Formats of Group Work and Pair Work

This study argues that several modernized and updated language pedagogies should be applied to teach vocabularies. Based on River's (1987, 2000) theory, she suggests that small group work would be an ideal type of interacting. In her book, *Interactive Language Learning* (River, 1987, 2000) Professor River suggested that interacting activities can be controlled through two forms of interactions, which are small group works and pair work. Within the formats of small group works, gather information and gate-keeping are two functions that group works can offer.

Moreover, in pair work activities, behaviors of finding key sentences, discourse role play and the helping encounter can be easily and effectively proceeded. The following passages will explain with details why the interacting formats can function in diverse effectual and resourceful ways for English learning as well as the vocabulary teaching and learning.

Function of gathering information through group work

"Students in group of three or four then discuss in the foreign language "the three or four most important points to remember in this unit" or "some unresolved questions" (River, 1987, 2000, p. 26) Participants in a small groups can learn and cooperate to collect information and knowledge that they do not familiar with. It is convenient for them to held a seminar inside or out side of class in order to have brain storming, debate, and resolve problems that an individual is not able to resolve independently. This format of talking can provide functions of gathering lexical resources of certain topics, preparing three or four arguments for or against a subject to be debated with another small group, and solving a given difficulty that requires a group conversation. As can be seen, group works might be the best pedagogy which provide students a humanized and effective learning environment, where they can learn with their peers, exchange ideas with group or pair members and resort assistance from their classmates.

Function of Gate-keeping through group work

Learning with the method of interaction is a good training of participating in the meetings or conference participations in the society. If interactions happened, it must be conducted and controlled based on culturally proper principles of turn-taking or certain patterns of topic

assigning. A person can not speak in whatever way s/he like in the public with a way s/he likes to talk with family or relatives at home. Interaction types of training will provide an opportunity for the interlocutors to learn what forms of talking are suitable ways of talking with a gate-keeper in a group. It would be more formal and peaceful in a group of interaction, if a controller as well as a gate keeper can be selected.

“Whenever discussions must be conducted according to culturally appropriate rules of turn-taking or certain forms of topic management, one student per group is assigned the role of gatekeeper. This student makes sure everyone has a say, helps others elaborate their turns, keeps track of time, and performs similar tasks.” (River, 1987, 2000)

With a gatekeeper, maybe a leader of the group, or just anyone who would like to take care of related issues, inside the group of three, four or five, these kinds of group interactions make students learn in a way that they are able to assess each others’ levels of vocabularies applied in the interacting activity. They feel more secure since the ranks of word using are comparable and they also obtain an occasion to be taught by their group members.

Function of finding a key sentence through pair work

According to many scholars, activities in pair are the most effective way of English learning. (E.g., Storch, 2007; Wigglesworth & Storch 2009; Yoshida, 2008) For teaching and learning of writing, speaking or vocabularies, assign language learners to learn in pairs is a way within it the pair members can clarify the content of interactions, and comprehend the partners’ intended meanings in the vocabularies in a more expedient fashion. Wigglesworth and Storch recommend this way, “...A detailed analysis of the pair transcripts recorded during the writing activity provides insights into the ways in which pairs work together, and the foci of their endeavor.” (2009, p. 445)

After working hard together, two persons in a team will have their clear resolution for discussed topics. Storch (2007) also agree with the contribution of pair work in language learning, although its effectiveness might not displayed in learning English grammar “...pair work provides learners with opportunities to use the second language for a range of functions, and in turn for language learning.” (Storch, 2007, p. 143) Moreover, Yoshida’s (2008) study suggests the importance of learners’ understanding corrective feedback and their satisfaction with their roles in their interactions during pair work. In River’s statement, pair work should make available best function for find key sentence.

“Pairs of students are assigned the same paragraph of a given text. They have to read it silently, check each other’s understanding, and agree on and underline one key sentence that best conveys the intend of the passage. Comparison and justification of the underlined sentences among the groups serve as a basis for a whole-class interpretation of the paragraph.” (p. 27)

As can be seen, when teaching vocabularies in certain sentences to language learners, the pairs must be assigned in the classroom in order to make students have an environment where

closer distances are between the learners. Therefore, they can hear their partners more loudly and read the focused sentences in a more apparent way. In other words, the vagueness of the focused learning item can be more obvious in the interaction of pair working.

Function of discourse play through pair work

Numerous English teaching experts have ever emphasized the value of role play in formats of interacting. (E.g., Brash & Warnecke, 2009; Carlson, 2009; Powell, 2009; Sung & Hsu, 2009) Based on professor River (1987, 2000) of Harvard University,

“Pairs of students are assigned the same paragraph of a given text. They have to read it silently, check each other’s understanding, and agree on and underline one key sentence that best convey the intent of the passage. Comparison and justification of the underlined sentences among the groups serve as a basis for a whole-class interpretation of the paragraph” (P.27)

Indeed, pair discussion should be conducted in learning and teaching vocabularies, since the meanings of words in sentences would be passed on to each other and interpreted for the pair members to find out and absorb.

Function of helping encounter through pair work

Yuko Watanabe (2008) had ever conducted an experiment of learners’ encountering situations through pair work. Her data showed that,

“...the higher- and the lower-proficiency peers could both provide opportunities for learning when they worked collaboratively. Moreover, all three learners preferred to work with a partner who "shared many ideas," regardless of their proficiency level. These findings suggest that proficiency differences are not the decisive factor affecting the nature of peer assistance. Rather, the pattern of interaction co-constructed by learners may have greater impact.” (p. 605)

When students are provided an assess to discussed with their pair partner, they usually will learn in a more pensionable and motivating mode. Following Professor River’s suggestion in her book, *Interactive Language Teaching*, this study propose that students can be assigned into pairs and learn each other’s education and living backgrounds. At the same time, they should learn new vocabularies from their partners who are able to present more different types of vocabularies when introducing their diverse experiences of daily living and school lives.

Above theoretical foundations provided by scholars in field of Interactive approaches implies that the peers should be able to improve in a similar step and temple. Also, the language learners should have an access to know their classmates’ levels of English. They should learn to have compassion in learning and have sympathy on their lower-level classmate through interactions which have functions of teaching classmates, learning from peers and exchanging ideas with classmates.

Hence, the trainer as well as one of the researchers of this study tried to combined

vocabulary teaching with cooperative language learning method mentioned by Crandall (1999) and Interactive approaches mentioned by River (1987, 2000) and Shoemaker and Shoemaker (1991) to train her students as well as the adult language learners. It is anticipated through the teacher's role as the controller and students' roles as community members, the students would be able to interact and cooperate with each other in an effective fashion when they are learning vocabularies.

Literature Review

One important question which remains unresolved concerns whether a functional reading lexicon in a second language can itself be acquired through reading (Nagy, 1997), or is more likely to result from some kind of direct teaching, or instructionally enhanced reading. This question actually is asking us how to what level and how well a learner should be qualified from perspectives of her/his personal lexical list in order to learn and make progresses by her/himself and also to smoothly apply English in reading and speaking in daily life. Moreover, if most of our progresses are contributed from our teacher's training. If it is possibly that the learners can automatically accumulate new vocabularies into their mind without teacher's contributions?

Zahar, Cobb and Spada (2001) have provided their answers to this question. Zahar, Cobb and Spada (2001) declare that one part of the answer to this question depends on what is meant a functional reading lexicon, i.e. the minimal recognition vocabulary knowledge needed to facilitate reading comprehension. Moreover, the other part of the answer depends on how many words learners can be expected to acquire in a given period of time and whether there is any reliability to this learning rate.

Based on the above two answers as well as the factors of functional reading lexicon, and reliability to learning rate, the researcher of this study would like to firstly, investigate how many words is a student's basic quantity for comprehending a general reading article, making progresses by his/her own and delivering a common conversation in our daily life. Second, this study will explore how many words learners can be reasonably expected to absorbed in a certain period of time.

In previous studies (E.g., McCarthy, 2003) , we can concluded that 2000 words families has been widely accepted as the amount of basic vocabulary in a learner's lexical list if he/she would like to interact and read without too much blocks. Since these 2000 words are statically measured as the most frequently appearing words in reading and spoken languages. Hence, the minimal recognition vocabulary knowledge needed to facilitate reading comprehension should be the most used 2000 words. Conclusively, if a learner has a list of 2000 words in his/her lexical list, he/she will be able to recognize more words and acquire functional lexicon when reading or listening. Furthermore, Schmitt and Zimmerman (2002) offer apparent confirmations that university ESL learners have at unsurpassed partial acquaintance of the generated forms from stem words (e.g., persistent, persistently, and

persistence from persist). This means that to a quantity of expansions, the learners are well-known with the other members of a word root family. For that reason, the 2000 and 3000 words statistics significantly understated the actual number of words that need to be learned in some sense.

On the other hand, how many words a student can absorb as well as the rate of learning provides an answer for students who can automatically learn by themselves. When a student is reading if she/he can learn vocabulary at the same time and how well she/he can learn. To this part of Zahar, Cobb and Spada's (2001) answer to automatically acquiring and developing lexical proficiency, A British study conducted by Milton and Meara (1995) revealed that language learners learning in the non-native speaking background could learn at a rate of 2500 words each year, while the tempo of those studying in classrooms at home in the native-speaking countries was only about 550. Besides, Horst, Cobb and Meara (1998) reveal that after reading, participants can typically select a definition for a little more than one out of every 12 words tested. This implies that after reading each time, a learner might be able to absorb 12 words.

Based on above theories, this study brings to a close that a learner should be able to self-study and gain around 2190 words, as well as the basic lexical list a person should have, through reading and absorbing 12 words every two days. The formula can be revealed as the following:

$$365 \text{ days} \times \frac{1}{2} \text{ (every two days)} \times 12 \text{ (learning words after each reading occasion)} = 2190 \text{ words.}$$

Methodology

This study has been conducted in a required general English course in National Sun Yat-sen University, where twenty-six students learned English through reading their textbook: *Interactions 2: Reading*, Silver edition, by Pamela Hartmann and Elaine Kirn (Publisher: New York: McGraw-Hill, 2007). The students' performances of vocabulary quizzes in the first two month and the later two month were measured and compared. In the first two weeks, the trainer applied traditional direct teaching to convey the meaning of the words in the reading content without any treatment. Through directly narrate the contexts in the reading textbook, the lecture provided the meaning to the words that were new to the twenty-six freshmen in different colleges of National Sun Yat-sen University.

Interactive approaches applied

For the second session as well as the third and the fourth weeks of this study, the trainer applied student-centered interactive approaches and make students have opportunities to talk to each other when learning the new words. In this study, twenty-six adult students were divided into groups of four or five and they are requested to apply the new vocabularies in discussions for writing transcripts of role plays. Two rows of scores through two different types of traditional and modernized treatments were compared by T-test. After testing by

SPSS, the significantly differences were revealed and show the different effectiveness through two types of vocabulary teaching methods.

Instruments of Measuring Scores

At the end of this study, the accuracy level of the students’ applications for new words were observed and measured. Through the following criteria, twenty-six students’ scored were statically measured, analyzed and concluded.

Criteria for applying vocabularies in role play

	Meaning Accuracy for the theme of role play	Suitable and Accurate for Applying Content	Pronunciation Accuracy for Measuring Spelling Ability
Percentages	50%	30%	20%

Significant of Study

The study is significant since the field of teaching vocabulary has not a long history. The results of this study will raise the English teachers’ awareness how different students can learn through two types of different pedagogies. The significant difference will remind our teachers when teaching vocabulary, the reciting or direct method can not be applied anymore since students can only assess high-frequently appearing words. As to the new words, students can not comprehend immediately in class without hard preparation. The results of this study contribute to the curriculum designer and the policy makers of universities.

Research Setting of National Sun Yat-sen University

The twenty-six students are Non-English majors in National Sun Yat-sen University, Kaohsiung, located at the southern part of Taiwan Island. These adult language learners around nineteen to twenty-three years old are freshmen from different colleges of National Sun Yat-sen University, including majors of Chinese Literature, majors of Music, Computer Science, Biology, Drama Performance,...etc. Most students had passed competitive joint entrance examinations after graduation of senior high schools, so that they can study in the top-level university of Taiwan.

In fact, the National Sun Yat-sen University is the best University in Kaohsiung, and its reputation is within the top ten choices of University of Taiwan. For this class, in the whole general course curriculum, they were defined as higher-intermediate level as well as the second level comparing to the whole population of the freshmen, through a placement test when just entering the school. The students’ first language was mostly Taiwanese, Hakka, Mandarin and also very few students’ mother tongues were dialects of Mainland China, such as dialect of Shanhai.

Sample description

The students were requested to take English courses and they have to achieve their proficiency to a certain required level in order to pass the criteria of graduation. For example,

they need to either pass the General English Proficiency Test (GEPT) intermediate high level or pass the level of highest required English course, “English three-two level course.” From the observation of the researchers, most students would rather take all the required English general courses instead of trying participating the General English Proficiency Test (GEPT) test. The reason might be that they had ever gone through the competitive and intricate joint entrance examination, so that they would not make themselves throw themselves into in the anxious testing environment again.

Data Collection

Students were given two quizzes at the end of first and second sessions of training. In the first two weeks, students were trained through direct method, which teacher gave lecture for the reading content and translated the meaning for the students without guiding students interacted with each other. Students’ scores of memorizing words in the first part as well as the chapter one to chapter ten were measured through a simple quiz at the end of the training. Students were requested to answer the meanings to the fifteen written words on the blackboard.

The data collection in the second session of training is more complicated. At the end of the study for chapter six to chapter ten, students were asked to do the role play based on the content of the texts. Students’ performances were video taped and their word applications were evaluated through the above criteria. For each student, two or three words were collected, transcribed into paper and analyzed. The final score of their quiz will depend on the accuracy level of their understanding for meaning, and the accuracy of pronunciation. The researcher of this study suggests that when the students can pronounce a word well, the better he/she should be able to spell the words.

Research Question

How well students can learn vocabulary through traditional direct method and updated interactive approaches?

How much students can improve in their proficiency of vocabulary, after being taught by the interactive approaches?

Data Analysis

Two rows of students’ grades after two types of language pedagogies were analyzed through Statistic Package for Social Science (SPSS), which contribute to answers of the following issue. To what level is the difference between the traditional and modernized pedagogies?

For answering, T-test was applied to compare and contrast students’ academic performances in vocabulary application. Through the graph concluded by SPSS, the significant difference level can be revealed through the number of 0.000? If the number is closer to zero, it means the significant difference level is high.

Assumptions

This study assumes that there might be obvious difference between two teaching methods, since the university should be motivated and study better through an interesting learning way of role play.

Limitations

The study might be limited because the first part of the vocabularies might be much more trouble-free than the second part of the vocabularies in the textbook. The students might be able to become skilled at the first part better no matter what treatments had applied on them.

Results of Statistical Analysis

The objectives of this study were to measure the effects of two periods of vocabulary training and distinguish which session is more successful. This passage reports the results of the data analysis, according to the statistical methods of T-test and two means comparison through box plots. The t-test assesses whether the means of two groups are statistically dissimilar from each other. This examination is fitting whenever the researchers need to judge against the means of two groups.

Moreover, the box plots (also known as a box-and-whisker diagram or plot) is a convenient way of graphically depicting groups of numerical data through their five-number summaries (the smallest observation (sample minimum), lower quartile (Q1), median (Q2), upper quartile (Q3), and largest observation (sample maximum)). A box plot may also indicate which observations, if any, might be considered outliers. (Wiki, 2009). In this study, the researchers applied two graphs of box plots to simply compare two means of teaching vocabularies with interactive approaches and without interactive approaches.

T-test for comparing two groups of scores

Base on the T-test graph, the analysis demonstrated that a statistically significant difference between two means of pedagogy applications. From the graph of T-test and the graph of two box plots showing means, the results of two types of teaching vocabulary methods are significantly different. Through twenty-six students' scores of two quizzes, the results showed that the different level of two means of 68.58 and 81.58 is 13 pints. From the significant number in the second graph we can see the p value close to zero which means the different level is significantly obvious. We recognize that small p-value (closer to 0) the stronger the evidence against the null hypothesis. That is to say, the H_0 : Null hypothesis of no different is definitely rejected through the value on the statistic Graph II and Graph III.

Box-plots for comparing two groups of scores

From the two displayed box plots, we are able to recognize that the obvious progresses of learning and teaching English vocabularies of students and the trainer had developed and presented in the language learners' second quiz. In the first quiz of vocabulary the grade mean shows obviously lower than the second mean analyzed from the adult students' second quiz of role play for practicing the usages of learned vocabularies. The interactive approaches

of vocabulary teaching and learning are proved to be useful since the students had orally practiced the learned words, so that they are able to memorize them, apply them and demonstrate their understanding the quiz of vocabulary.

Graph I. Paired samples statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	68.58	26	13.112	2.572
	VAR00002	81.58	26	11.154	2.187

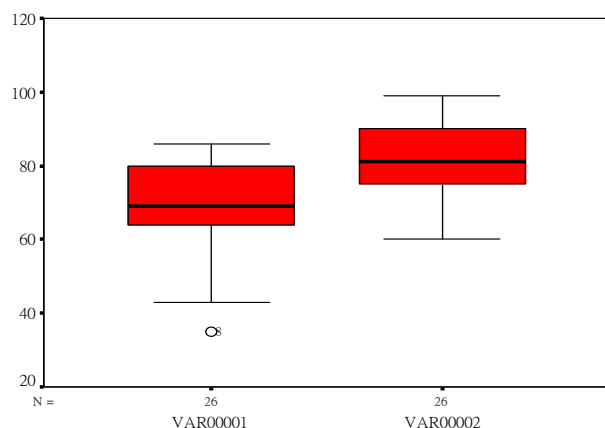
Graph II. Paired samples correlations

			N	Correlation	Sig.
Pair 1	VAR00001 & VAR00002		26	.868	.000

Graph III. Paired samples test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair	AR00001 AR00002	-13.00	6.505	1.276	-15.63	-10.37	-10.190	25 .000

Graph IV. Comparison and contrast through two box plots



Traditional Direct Pedagogy of Teaching Vocabularies

When a passage have countless demanding or thorny words, a lecturer may want to employ a variety of vocabulary pedagogies, such as translating and interpreting the new words, using meaningful pictures matching with the brand new words, or explaining the new vocabulary through idiom stories in context. Pre-teaching vocabulary and then reading the contents of the textbook are usual ways how English teacher teach new words. If there must be a more complex pedagogy of teaching, traditionally, English teachers teach vocabularies with the following pedagogies,

1. Demonstrating integration of teaching vocabulary and pronunciation,
- 2 Teaching both structure and meaning of the words,
3. Providing a stress on speech attentiveness and self-monitoring when using the word,
4. A focus on meaningful practice through doing drill exercises of making sentences.

However, this might be a painstaking pedagogy for adult students who are eager to accumulate ample amount of vocabularies for using in the real world under the trend of globalization.

Alternative Pedagogy of Using Caption Machine in Learning Vocabularies

One of the More updated vocabulary pedagogies might be the one that Dogan Yuksel and Belgin Tanriverdi (2009) had motioned in their study. They suggested that suing caption machine to teach vocabulary through movie playing should be an adoptable way. In their study, titled “Effects of watching captioned movie clip on vocabulary development of EFL learners,” they found out that students watching movie with caption machine will have more acquisitions of vocabularies that students watching movie without caption machine. Huang and Eskey’s (2000) similar research investigated the effects of closed captioned TV (CCTV) on the listening comprehension of intermediate ESL students. Their study revealed that captions improved not only listening understanding skills of college-level ESL students but also their general intellectual capacity and vocabulary development.

Discussion for Updated Vocabulary Studies

This study has revealed the significant differences between two types of vocabulary teaching methods. Moreover, it suggests the field workers in area of vocabulary teaching and learning that beside interactive approaches of role play should be applied and tested, several updated vocabulary teaching methodologies should also be applied and measured. For example, learning vocabularies through computer software has been suggested by many scholars (e.g., Beheydt, 1990). For example, Groot (2000) explains a program; called Computer Assisted Vocabulary Acquisition (CAVOCA) is accommodating and supportive to students' learning, which was devised to support longer-term maintenance of functional words by presenting each one in several cautiously selected sentences and short text.

In fact, John Read (2004) had also mentioned Ghadirian (2002), who had provided his Computer Assisted Vocabulary Acquisition (CAVOCA) pedagogies, which is "...a program developed by Ghadirian (2002) to select and order a series of texts to allow for multiple exposures to a set of target words in contexts with mostly familiar vocabulary." (p. 155)

Recommendation of Further Studies

This Computer Assisted Language learning (CALL) for learning and teaching vocabularies might be another particular choice that can be regarded as a possible alternative to especially adult language learners who have no sufficient time or allowable conditions to gain knowledge of English vocabularies in a community surroundings, due to their various difficulties. Moreover, beside role play, group and pair discussions, what type of interactive pedagogies can be developed should be an even more essential issue that this study would like to emphasize. It will be important that the English lectures of adult language learners help their students develop the vocabulary component through their your language teaching program with dynamic and interesting activities.

An effective interactive pedagogy for teaching vocabulary would one that stir the learners' desire of interacting with peers and make the learners feeling relaxing so that they are able to recall the words they have ever recited from primary school, to junior and senior high schools. The major elements of a successful vocabulary course should be what River's (1987, 2000) emphasis of interactive approaches and what Krashen's (1983) emphasis of teaching and learning concerning the issue of the learner's confident attitude and relaxing emotion. The researchers of this study argue that interactive activities in diverse patterns should be subjectively developed and designed in order to help language learners gain an opportunity to demonstrate their vocabulary competences. This paper declares that how to create lexical sets that the language learners would feel desired and motivating to learn and how to present old material in new ways, how to extend knowledge of the connotation of terminologies, how to help learners become independent in the discussion, and how to ensure

that learners can access and use the vocabulary they know are something what the further studies have to investigate.

Conclusion

According to Read's (2004) article, language learners are able to learn vocabularies with ways of incidental and intentional learning. Incidental learning means that students read or listen to words in an L2 and they acquire vocabularies naturally. Contrastingly, intentional learning occurs when students acquire word knowledge "...through activity that is primarily intended to enhance their vocabulary knowledge." (p. 147) This study of using interactive approach to teach vocabulary implies that the intentional pedagogy of vocabulary teaching and learning should be noticed. Professor Read (2004) in Applied Language Studies and Linguistics of The University of Auckland although mentioned incidental type of learning, he after all argue that teachers to still incorporate old ideas such as rehearsal of words, rote learning, and training in automatic word recognition along with task involvement.

Learning vocabulary is imperative since it is the foundation of knowing how to express with adequate number of words. Students should accumulate sufficient frequent words in order to communicate in a basic way. According to Read (2004), high frequency words mean the 2000 most frequent words of English count for at least 80% of running words in any written or spoken text. After the first 2000 word families, words can be chosen based on the goals of the students. Hence, teaching and learning vocabularies through interactive approaches might facilitate the language learners to gain sub-technical and technical terms that they need to apply in different forms of communication.

The more dynamic approaches of teaching and learning vocabularies were delivered and recommended in this study, which also made us realized that how students had wasted their time in teacher-centered audio-lingual classroom. Although each word that the language learners should learn could be pronounced and recited by the teacher, however, they only would be able to assess several high-frequently appearing words.

The applied methods of this study are teaching demonstrations for cooperative approaches mentioned by Crandall (1999) and the interactive approaches mentioned by River (1987, 2000) and Brown (2001), which had been proved to be greatly more supportive for students' vocabulary learning. In process of this study, students' brainstorming, group interaction for writing play transcripts, and role play stimulations had been applied and proved to be constructive. In addition, the results of the students learning through special treatments had been much improved than lacking the interactive approaches. To sum up, this research project conducted in the general English course of Nation Sun Yat-sen University implies that English teachers should have their responsibility figuring out how they can facilitate students to learn vocabularies in a more effectively interactive way through avoiding conventional methodologies.

In conclusion, in interactive language teaching, comprehension and production retrieve

their normal relationship as an interactive duo. (River, 1987, 2000) This means, the more comprehension created from interactions, the more language productions as well as students output of high-level vocabularies might be appear in their communication, in terms of vocabulary pedagogies. In order to establish students satisfactory accumulation of vocabularies to apply in the globalized world, this study proposes that the interactive approaches should be a motivation stimulating method for teaching adult language learners, who are preparing for their abilities to participate in the exigent international events.

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