

CHAPTER II

THEORITICAL REVIEW

Some terms are used in this research. They need to be explained theoretically to avoid misinterpretation of the terms. This chapter contain about English Course, Learning Effectiveness, Student's Responses, Student's Motivation, English Language Skills and Important Aspects of English Language.

A. ENGLISH COURSE

English course is a course that is conducted the students' ability, especially about English language. There are some aspects that are needed to conduct an English course, as below:

1. Course Design

There are two important things in designing a course; they are course aims and course learning outcomes as Spiller (2011) said that Course aims are the broad intentions of the teacher for a particular course. Course learning outcomes indicate the learning that students will be expected to attain at the end of a course. They are written at the threshold level, that is, they indicate the minimum level of learning in a particular area that is expected. Learning outcomes should also help the teacher to select appropriate content and teaching approaches. To define the course learning outcomes we can use needs analysis.

2. Needs Analysis

To develop a course, especially an English course, we have to do needs analysis to identify the students' needs and define the goal of the course as Songhori (2008) said Needs analysis has an urgent role in the designing and carrying out any language course process, whether it be general English course or English for Specific Purposes (ESP), and several scholars and authors has acknowledge it centrality. While Johns (1991) said that the first step of the course design and it provides relevancy and validity for all subsequent course design activities is needs analysis. Amie (2003) told: Basically, needs analysis will help to clarify the purposes of the language program.

a. Definition of Needs Analysis

There are some definition of needs analysis, According to D. Stout, (1995), A Needs analysis is a systematic exploration of the way things are and the way they should be. These "things" are usually associated with organizational and/or individual performance. Another definition comes from Allison (2000) who said that Need Analysis is the process of evaluating and identifying needs in a group or other defined population of people. The needs identification is a process of describing problems of a target population and relevant solutions to these problems.

From all definitions above, the writer define needs analysis is a process to identifying a need for determining the target of a program or organization, needs analysis can be conducted by evaluating a program and also observe the object of the program's needs.

b. Methods of Needs Analysis

There are some methods that can be conducted to analyze the needs of educational purposes which each have the advantage and disadvantage, such as: Unstructured interviews, structured interviews, surveys and questionnaires, participant observation, non-participant observation, journals and logs, and tests (Long: 2005).

1) Interview

Generally, interview is divided into two kind, those are unstructured or open-ended, the advantages of *unstructured*, or open-ended interviews are allow to get the information in-depth and not pre-empting unanticipated findings by use of pre-determined questions, categories and response options, a potential limitation of structured interviews and questionnaires. Unstructured interviews are exploratory, use no fixed format and allow the interviewee's notion of relevance to prevail, instead of being constrained by a set of pre-planned questions (see Chaudron et al, this volume; Kellerman et al, this volume).

Lincoln & Guba said, unstructured interviews are appropriate when the interviewer "*does not know what he or she doesn't know*" and must therefore rely on the respondent to tell him or her" (1985). But it takes much time to do.

Unstructured interviews can be followed by structured interview to complete the information, the advantage of Structured interviews and interview is easier and faster to conduct, and will not require hours to categorize because it is organized, and will allow easy comparison across respondents because it is standardized.

2) Questionnaire Survey

The advantages and disadvantages of questionnaire surveys are very contradictive with unstructured interviews. Questionnaires, especially if mailed, can procure sizeable amounts of focused organized, standardized data, enable from a large sample of respondents, and also relatively quickly and cheaply. They can accomplish all this, moreover, with the option of anonymity (should that be important to respondents) and with less chance of interviewer bias, since the questions asked, the order in which they are asked, and the precise way they are asked can all be carefully planned and fixed.

On the other hand, response rates can be low, and the type of information and range of responses obtained are likely to be limited by the use of pre-determined questions and response options and formats. In a sense, that is, unstructured interviews serve to identify relevant questions, whereas questionnaires assume knowledge of the right questions and test hypotheses about answers. So, it is better to combine the questionnaire with interview to collect more complete data.

3) Observation

Interviews and questionnaires involve informants' introspection about tasks, reporting on them, and researchers' interpretation of those data, that three processes can filter or distort even perceived reality. They observe respondents' opinions, perceptions and attitudes. Document study, as described by Horowitz's (1986) examination of university writing assignments contained in syllabuses, course handouts, etc., can provide a more direct glimpse of what happens in a target domain.

Observation can be divided into two, Participant and non-participant observation. The advantages of them are enabling direct, in-depth, contextualized study of what participants actually do, of the activities of interest in their

natural environment (natural, that is, except for the presence of the outside observer in the case of non-participant observation).

4) Journal or Log

Using different kinds of diaries, journals and logs for pedagogic purposes, in teacher education, and for research, has been discussed and reported in applied language teaching and linguistics since the early 1980s. Spack & Sadow, (1993) said that 'Dialog journals', in which students submit entries about their experiences inside and/or outside the classroom, and teachers write regular responses, usually to content rather than form, have been found to play a useful role in writing courses, and more generally to serve as a valuable source of information for developing learner-centered curricula (Auerbach, 1992). The use of logs and journals described here, however, is narrower, in that the main purpose is to gather information for a needs analysis. In most cases, learners are aware of that, and it influences at least part of what they write (and sometimes are asked to write) content, as well as the focus of teachers' written responses.

5) Test

Tests of various kinds constitute another valuable option for the needs analysis, but the kinds of tests available are as

varied, and in some cases as problematic, as those employed for traditional assessment purposes. Few would deny that students in any kind of language teaching program should be tested using measures whose reliability and validity are established for the population concerned, (i) for diagnostic and placement purposes before a program begins, or, where that is impossible, soon after it starts, and (ii) again before exiting the program, for their readiness to perform adequately in the target domain(s). What is harder for some to accept is the proposition that, certainly for achievement testing, and arguably for diagnostic and placement purposes as well, measures of the ability to perform target tasks or task types identified as relevant by the NA should take precedence over general linguistic proficiency measures, and that if linguistic abilities are tested at all, it should be as integrated with task performance, and using real-world, not purely linguistic criteria. Such views are still controversial, yet the reality is that there is no such thing as abstract 'language proficiency', 'listening skill', 'reading ability', 'accuracy' or 'fluency'. Communicative ability is, by definition, 'task-related, context-related, specific, and local' (Jacoby & McNamara: 1999).

From those methods above, the writer uses some of them to conduct this research those are most related to the goal and kind of the research, those are interview and questionnaire.

3. Course Types

There are at least two points that needed to be considered indetermining the type of the new English course. First, students of the university are all adults who already had some acquaintances with English and would like to learn the language for communication. Second, as required by the university, the new English course has to prepare the students to be competent in using English in their content classes. Which according to Dudley and John (1998), refers to “any English teaching that relates to a study purpose”, In such a course, students whose first language is not English would learn both the language of academic discipline and the study skills required during their academic course.

B. LEARNING EFFECTIVENESS

1. Definition of Effectiveness

There are some definitions of effectiveness; Fraser (1994) defined it thus: Effectiveness. This is a measure of the match between stated goals and their achievement. It is always possible to achieve ‘easy’, low-standard goals. In other words, quality in higher education cannot only be a question of achievements ‘outputs’ but must also involve judgements about the goals (part of ‘inputs’). While Erlendsson (2002) defines

effectiveness as: the extent to which objectives are met ('doing the right things'). The UNESCO's definition is Effectiveness (educational): An output of specific review/analyses (e.g., the *WASC Educational Effectiveness Review* or its *Reports on Institutional Effectiveness*) that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements. It is different from efficiency, which is measured by the volume of output or input used. As a primary measure of success of a programme or of a higher education institution, clear indicators, meaningful information, and evidence best reflecting institutional effectiveness with respect to student learning and academic achievement have to be gathered through various procedures (inspection, observation, site visits, etc.). Engaging in the measurement of educational effectiveness creates a value-added process through quality assurance and accreditation review and contributes to building, within the institution, a culture of evidence. (Vlăsceanu *et al.*, 2004), another definition comes from Wojtczak (2002) that defines effectiveness in the context of media education: Effectiveness: A measure of the extent to which a specific intervention, procedure, regimen, or service, when deployed in the field in routine circumstances, does what it is intended to do for a specified population. In the health field, it is a measure of output from those health services that contribute towards reducing the dimension of a problem or improving an unsatisfactory situation.

Based on some definitions above, the writer concludes that effectiveness is how the goal or target is achieved.

2. Effectiveness Measurement

According to Moody (2003), to measure or evaluate learning effectiveness, we can use two different ways as follows:

a. Measuring Improvement on Achievement Test

Theoretically, the best way to evaluate learning effectiveness is to measure improvement on achievement tests (Cashin, 1995). In a university context, this means measuring changes in performance on final examinations. There are two alternative ways of doing this: (i) **Between-years (longitudinal) comparison:** comparison in achievement between one year and the next. (ii) **Within-year (two groups) comparison:** comparison between two randomly selected groups within the one year.

b. Measuring Effectiveness based on Students' Perception

The other alternative for measuring learning effectiveness is via student perceptions. Because student perceptions of their learning have been found to be highly correlated with scores on achievement tests (Cohen, 1981; 1986; Marsh, 1987), in a university context, this is typically done using end of semester course evaluation surveys. Such surveys have become pervasive in higher education, and are increasingly promoted as the principal avenue for collecting

information for assessing teaching effectiveness of university staff (Snare, 2000). Research shows that these are the most widely used source of information for evaluating teaching effectiveness (Seldin, 1993).

In this research, the writer uses the second way, measuring effectiveness based on students' perception to measure the effectiveness of English Course of Language Service Centre at Antasari State Institute for Islamic Studies Banjarmasin.

C. STUDENTS' RESPONSES

1. Students

Students is described as a person engaged in study; one who is devoted to learning; a learner; a pupil; a scholar; especially, one who attends a school, or who seeks knowledge from professional teachers or from books; as, the students of an academy, a college, or a university; a medical student; a hard student.

2. Kind of Students

There are some kinds of students that study at a class, such as:

a. Obedient Students

This kind of student is a good student because they obey and follow whatever they are ordered to do – they obey rules, authorities, regulations, and perceive that a teacher is the one who gives praises and awards. They centre themselves to the tasks given. They never oppose their teachers' orders. These students are neither really

innovative nor creative. They also do not have high intelligences, but they can show a satisfying result in learning.

b. Dependent Student

These students are very dependent to their teachers to help them in learning process. They are always in fear: fear of examination or grade, fear of getting turn in class activities. They are easily offended tend to make people like them with obeying rules. They just have little faith about their own intelligences. They are easily ruled by warn, critic, or punishment. They also have difficulties involving themselves in lesson.

c. Independent Student

These students are very intelligent. They have strong faith in themselves so that they can feel comfortable. They are able to see the activities and materials in the class objectively. They do not tend to have a strong personal bond with their teachers, because they can think critically themselves – they have their own perception.

d. Pretentious Student

These students are social students. They often make fun, make people laugh, speak a lot, have boast, and so on. They like to socialize as well as to gather with people. They really appreciate other people's opinion and underlie their opinion with others' view. Therefore, such attitudes hinder their intellectual progress.

e. Stolid Student

Most of students may be included in this category. Such students feel that themselves not having capability. They are easily shocked, sensitive, and defensive – they tend to view their teacher as a menacing to their personal identity. At the meantime, they also need their teacher’s attention and award. They are afraid of failures so that their self-esteem is very much depends on achievements in the class. Due to the big fear of failures, they tend to always keep stolid (Nasution: 2005).

3. **Response**

Response is usually defined as an imagination or an estimation that remains after we do an observation (Bigot and friends: 1950). The impression becomes a consciousness that can be developed in the context of the current experience as well as in that of the future time. According to Herbart (1776-1841), response is a basic element of human. It is viewed as a psychological power that can help or create a balance, a hindrance, or a vandal of balance. Response is acquired through sensation and observation.

D. STUDENTS’ MOTIVATION

Students’ motivation is a very crucial factor of English course effectiveness, because the students’ should have their own goal to learn English. Harmer (1991) explained that the meaning of motivation as the “internal drive” that pushes somebody to do something. Lightbown and Spada (1999) note that motivation in second language learning is quite

complicate to study which can be explained in terms of two factors: learner's communicative needs and their attitudes towards the second language community.

In addition, Parsons, Hinson and Brown (2001) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process.

Punmanee (1991) views motivation as the process aroused by stimulus to achieve desired purposes, behaviours or conditions. Motivation is the continuous process based on a person's desire. According to Harmer (1991) motivation in second language learning divided into two types: (1) *Short-term goal* means when students wish to succeed in doing something in the near future (2) *Long-term goal* refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language.

Krashen (1988) said student's motivations in Learning English as foreign Language are: (1) *Integrative motivation*, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. (2) *Instrumental motivation* involves the concepts of purely practical value in learning the second language in order to give learners more prestige and power increase their careers or business

opportunities , accessing scientific and technical information, or just passing a course of their study in school.

In short, the motivation is further classified into two main categories as the following: (1) *Extrinsic motivation* refers to a desire to get a reward and avoid punishment. (2) *Intrinsic motivation* refers to learning itself having its own reward (Arnold, 2000). It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them.

From some definition above, the writer defines that motivation is something or reason that can give the spirit for the students to study, it can come from themselves or other people.

E. ENGLISH LANGUAGE SKILLS

A general English course should be able to improve the students' language skill because the students cannot implicate English for communication without it. Language skill is absolutely central to the students learning: without it, the students cannot make sense or communicate their understanding of a subject.

The students will need to develop their language skills, and specifically, their academic English, in order to:

1. understand and make the most effective use of their study materials
2. develop the specialised language and vocabulary relevant to their subject

3. interpret assignment questions and select relevant and appropriate material for their response
4. write well-structured and coherently presented assignments, without plagiarism
5. communicate their needs to their tutors
6. Work productively with other students. (The Open University, 2013)

There are four basic English language skills, those are divided into two general types of them, receptive skill and productive skill.

1. Receptive Skill

Receptive skills are those skills in which we receive language. Those skills are: Reading and Listening.

a. Benefit of Receptive Skill

Being with competent personalities, listening carefully and paying full attention upon their lectures would simply mean gaining the treasure of knowledge without any difficulty. This way, the inner self of a good listener is showered upon with proficient and witty expressions of such learned persons. Same is the case with reading. Pausing into mind the knowledge through studying well written material actually means benefiting the company of its written knowledge is transmitted from our mind to another by means of two receptive skills i.e. listening and reading and this goes on consecutively

generation after generation. Libraries, educational organizations and lectures halls are the places for transmission of knowledge/information through listening and reading. A student becomes a scholar with the blessing of these two skills.

For the students, a hard and tough competition always goes on among the students and scholars for the achievement of ultimate success. The student, who are vigilant, curious and having thirst of knowledge make the best use of their receptive skills. They are good listener and untiring readers they are fond of being with learned personalities for listening their lectures and they like to spend their maximum time in reading books, so as to enrich their mind with more and more knowledge, till they could be able to produce wonderful things at their own (Ehsan, *et. al*: n.d).

b. Reading Skill

Reading skills is important to be taught in English course because enables the students to understanding text and learn about other knowledge.

The functions of reading skill are: (i) make meaning out of written language, (ii) interact and engage with the language, (iii) Comprehend and analyse the language.

1) Types of Reading Skill

There are five types of reading skill, they are:

- a) Scanning, it is used to find specific information in a reading. This technique is used to assess the value and relevance of the reading.
- b) Skimming, it is a technique where you gloss over an article to see whether or not it contains information that is of interest to you. This technique makes it possible for you to quickly evaluate and understand the message of the reading by looking at the main aspects.
- c) Comprehension, it means that you as a reader should predict what the author is about to say. Reading extensively gives you this ability. By doing so your understanding of the text is enhanced and you become familiar with the reading.
- d) Critical reading, it enables the reader to see the relationship of ideas and use these in reading with meaning and fluency. Remember that writers often have specific aims in writing texts- they often want to influence the way we think and see the world. In other words texts are sometimes *biased*. Critical reading means questioning the opinions of the writer. You have the right to agree or disagree with his/her opinions. This is an important step in engaging with the text.

e) Vocabulary or word attack skills, the more you read the more you become familiar with difficult words. In other words by reading extensively you improve your vocabulary. Reading in context (reading the sentence and understanding the way the word is used in that sentence) is also a valuable reading skill (Erfort,n.d)

c. Listening Skill

Listening skill is important because it enables the students to communicate with others and understanding the lecturer explanation.

1) Types of Listening Skill

Wolvin and Coakely (1996) said that they identified five types of listening according to the purpose of listening. Those types are:

a) Discriminative listening is where the objective is to distinguish sound and visual stimuli. This objective doesn't take into account the meaning; instead the focus is largely on sounds. In a basic level class this can be as simple as distinguishing the gender of the speaker or the number of the speakers etc. As mentioned before the focus is not on comprehending; but on accustoming the ears to the sounds. If one thinks s/he can see that this is where L1 listening begins - the child responds to sound stimulus and soon can

recognise its parents' voices amidst all other voices. Depending on the level of the students, the listening can be discriminating sounds to identifying individual words.

- b) Comprehensive listening where the focus is on 'understanding the message'. The writers consider this as the basis for the next three types of listening. However, the problem can come in the form of 'understanding'. Depending on many factors (both individual and social) students can end up understanding the same message in different, different ways. Lot of work in teaching listening in the classroom has to happen here in facilitating the students to develop their comprehension skills.
- c) Therapeutic listening where the listener's role is to be a sympathetic listener without much verbal response. In this kind of listening the listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relations.
- d) Critical listening is the fourth kind of listening where listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion.
- e) The final one is Appreciative listening where the focus is on enjoying what one listens. Here my students raised the point that when they listen to English music, even if they don't

understand, they still enjoy thereby challenging the notion of comprehensive listening as the basis for other three types of listening. Then we reflected on the practice of listening to songs in the language lab. Generally my students listen to the songs once and try to make out the lyrics before listening a second time with the lyrics. Then they recalled that they appreciated the song better during the second time and were able to see the relation between how one would enjoy something that s/he is able to make sense of (British Council, 2011).

2. **Productive Skill**

The students possessing efficient productive skills are able to produce something. Their product can be an essay, a book, a research paper or a speech. Speaking and writing are productive skills. (Ehsan, *et.al*,n.d).

a. **Speaking Skill**

Speaking is important to communicate and explore the students' mind. Speaking skill needs a strong input, a vast outlook and refined ideas. More-even, it requires psychological order of expression as well. All these things are necessary to give the speaker a confidence to express what he is going to communicate. The foremost purpose of communication is to convince the listeners for the viewpoint of the speaker. So the speaker should himself very much clear about his views point. No ambiguity of any kind and on

any point should be there in his mind. He should be well-versed with the magnetic impact of the word in gain its meaning. He should select appropriate words keeping in view the ability of the listeners.

Farther, he can make his speech more effective with suitable illustration, proverbs and quotations. Truthfulness should be the axel of his speech. For the solid and for reaching impact he should avoid emotionalism as far as he can. Realities on ground have their own emotional aspect. He should keep his speech restricted to the ground realities. (Ehsan, *et.al*, n.d).

1) Types of Speaking Skill

Vilagran (2008) claimed those are three types of speaking skill according to the situation, as follows:

- a) Interactive situation, include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.
- b) Partially interactive situation, such as when giving a speech to a live audience, where the convention is the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

- c) Non-interactive situation, such as recording a speech for a radio broadcast. (SIL International, 1998)

b. Writing Skill

Widdowson (1978) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. While Hornby (1974) states that writing is in the sense of the verb 'write'. Write is to make letters or other symbols (ideographs) on a surface, especially with a pen or a pencil on a paper. And Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work. For communication point of view the writing should be implicit, clear and in functional language. Un-necessary details should always be avoided. Sometimes a certain point or sub topic gets expands and expands and the core or main topic is over-sighted. Consequently the effectiveness of communication is affected adversely. Clarity is the fundamental requirement of a written work. The writer should be very much clear with what he wants to communicate. Each and every point should be explained explicitly, so as to ensure effectiveness of his communication. The functional language is another basic need of writing skill. Relevant terms for the respective field should be used as and when required. For having a firm grip on

writing skill study of the work of competent, a blend proficient writer is indispensable. Another important factor of an excellent writing skill is to develop stamina for carrying out reading and writing for a long time at a stretch. A writer should be a good analyst as well. He should possess a fast power of conclusion for making speedy decisions. Summing up the whole written work and making a summary of it is the beauty of writing skill. A student is always in need of improving his writing skills. Libraries can also help him a lot. However, he should be careful in selecting the books and other written material for study in order to get his faculties of heart and mind enlightened. Through extensive reading he can be a good writer in the times to come. (Ehsan, *et.al*, n.d).

F. SOME IMPORTANT ASPECTS ON ENGLISH LANGUAGE LEARNING

There are some other important aspects on English language that must be improved by English course for its students, such as Pronunciation, grammar and vocabulary.

1. Pronunciation

Bilash (2011) stated that Pronunciation is an essential component not only of learning a language but also of using that language. For this reason, the learning of proper pronunciation is a delicate area; students need to feel free to make mistakes and practice their pronunciation in

order to increase their accuracy, but there are also times when pronunciation must be quickly corrected so that it does not impede the students' ability to understand and be understood. And AMEP (2012) argued that pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

It is important because Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study, which may affect their settlement in Australia. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000).

2. Grammar

Grammar is one of basic important aspects of English language, English language will be broken without it.

David Crystal, ("In Word and Deed" TES Teacher, April 30, 2004) argued that Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning.

3. Vocabulary

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

Vocabulary is a vital aspect in language, because it appears in every skill of language listening, speaking, reading and writing skill. Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea. Mastering vocabulary is very

important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything English. The students can be said gaining progress in English, the mastery of vocabulary. Vocabulary is very important thing because it can listing of the words used in some enterprise, a language user's knowledge of words and the system of techniques or symbols serving as a means of expression (as in arts or crafts); "he introduced a wide vocabulary of techniques". Vocabulary also the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. A usually alphabetized and explained collection of words e.g. of a particular field, or prepared for a specific purpose, often for learning; The collection of words a person knows and uses; The stock of words used in a particular field; The words of a language collectively. Refers to the words we must know to communicate effectively. (Helena, 2010)