

**Order of acquisition of English vocabulary by Pakistani
ESL learners of grade I, II and III**



Submitted by

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LAHORE
2017



In the name of Allah, the Compassionate, the Merciful, Praise be to Allah, Lord of the Universe, and Peace and Prayers be upon His Final Prophet and Messenger.

DEDICATION!

To my parents. I wish I could ever be able to thank them for their unconditional love, support, patience, guidance, modeled values and extreme level faith on me.

ACKNOWLEDGEMENT

I would like to express my gratitude to my supervisor Dr. Muhammad Shaban Rafi for his consistent, invaluable advice and proper guidance. Without his persistent perusal and consultation, this study would have not been possible. I am also indebted to my parents who encourages and motivate me at every step of this research. I extend my gratitude to all teachers in the Department of English Language and Literature (DELL). I would also like to say special thanks to Sir Irbaz Khan for providing material.

[AyesahWaheed]

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ABSTRACT

Language learners and teachers have always been keen to know the acquisition of words or vocabulary items both in case of first language and second language, but few bothered to explore how vocabulary acquisition order and techniques can be effectively developed for grooming new young learners. The purpose of this study was to find vocabulary acquisition and language maturation among young ESL learners in the light of order of new word learning order in terms of their cognitive process as compared to the order given the English books published by Punjab Textbook Board. Quantitative methodology has been used in this study. Grade 1, 2, and 3 students were asked to recognise different categorised words. This study analysed and concluded all hidden avenues with regards to natural order of learning vocabulary by young Pakistani ESL learners of initial grades, i.e., Grade I, II and III. The study covered natural order of learning English vocabulary by Pakistani ESL learners at an initial stage and it further probed into whether English text books published for these grades reflect true order of learning vocabulary or not, and the finding transpired that Punjab Textbook Board failed to demonstrate exact reflection in its English books as natural order demands. The study was significant because it provided guidelines to teachers for effective teaching of vocabulary and the policy makers for designing appropriate curriculum and making amendments in the contents of English text books. This topic is chosen with the consideration of setting goals and objectives of excellence in ESL vocabulary at preparatory level. For young Pakistani ESL learners, it is essential to design policies and course books in the light of new orientations of vocabulary learning based on facts, verifiable and authentic research so that they may be able to learn English vocabulary without any ambiguity. The findings transpire that Punjab Textbook Board books are not following the natural order of acquisition of vocabulary in early grades like Grade 1, 2, and 3 and it needs reconsideration and review for better learning and results.

Keywords: vocabulary acquisition, language maturation, natural order, word categories, textbooks,

CHAPTER ONE

INTRODUCTION

1.1 Overview of the Chapter

This chapter presents introduction to the study. It covers purpose of the study, implications of the study, and objectives of the study, statement of problem and research question along with summary of the current chapter.

1.2 Introduction

Vocabulary acquisition is an important part of language learning. In addition to this by acquiring as many words as possible we can have better access to information and communicate with each other more easily (Nakata, T., & Webb, S. 2015). Furthermore, vocabulary is a very important aspect of our life. Without knowing meanings of new words properly, it is impossible to use them properly in daily communication. One cannot deny the importance of the large amount of vocabulary to learn and communicate in any language of the world.