Techniques of Vocabulary Development in Select Readings

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Abstract:

   Enriching second language learners with vocabulary is an essential part of the teaching process of English as a second/foreign language. For this aim, many books have been published in the domain— each with a particular set of techniques. *Select Readings,* a series of 4 levels, is an example of such books. The levels are elementary, pre-intermediate, intermediate, and upper-intermediate. This paper has selected the intermediate level as a sample to analyze the techniques adopted by the authors to achieve their purpose. Thus, each technique is identified, traced in each chapter, and all the instances are covered. The value of each technique is also sketched out. This study can aid both teachers and learners to have a better understanding and more integrated comprehension of the new vocabulary presented in the reading passages.

المستخلص:

تقنيــات تطويـــر المفـــــردات في   كتاب (نصوص مختارة)

يُعدّ تعلم المفردات اللغوية جزءً اساسياً من عملية تعلّم اللغة الثانية او اللغة الاجنبية. ولهذا الغرض صدرت العديد من الكتب في هذا المجال، تتبع كل منها حزمة معينة من التقنيات. ومن امثلة هذه المؤلفات كتاب SELECT READINGDS الذي صدر بسلسلة لاربع مستويات: الاولية، و قبل المتوسطة، والمتوسطة، وفوق المتوسطة. وقد وقع اختيار هذا البحث على المستوى المتوسط منها لغرض تحليل التقنيات التي إتّبعها المؤلفان ،ليـندا لي وإريك غندرسن، في الوصول الى غايتهما . لذا قام الباحث بالتعريف بتلك التقنيات، وتتبّعها في كل فصل مع تغطية لكل الامثلة المعروضة لهذه التقنيات في كل نصّ من النصوص المعدّة للقراءة، فضلا عن الاشارة الى قيمة كل تقنية. وتكمن فائدة هذه الدراسة في تيسيرها لمهمة المعلم في تدريسه للكتاب، وكذلك اعانتها للطالب في الوصول الى فهم افضل واستيعاب امثل لمعاني المفردات الجديدة التي تتخلل النصوص مما يساعد المتعلم في نهاية المطاف على خزنها في الذاكرة طويلة الامـــد .

پـــوختـــــــە

تەکنیکی پەرەپێدانی وشە لە کتێبی "دەقە هەڵبژاردەکان"

فێربوونی وشە بە بەشێکی سەرەکی دادەنرێت لە پرۆسەی فێربوونی زمانی دووەم یان زمانی بیانی، لەبەر ئەم هۆیەش کۆمەڵێکی زۆر کتێب لەم بوارەدا نووسراون کە هەر یەکێکیان کۆمەڵ گەلێک تەکنیکی دیاریکراوی لەخۆگرتووە. یەکێک لەنموونەی ئەو کتێبانەش، کتێبی ــ دەقە هەڵبژاردەکان Select Readings   ــ کە بەشێوەی زنجیرە بڵاوکراوەتەوەو چوار ئاستی لەخۆگرتووە:سەرەتایی، پێش ناوەندی، ناوەندی، سەروو ناوەندی. لەم لێکۆڵینەوەیەدا تیشک خراوەتەسەر ئاستی ناوەندی بەمەبەستی شیکردنەوەو ڕاڤەکردنی ئەو تەکنیکانەی ئەو هەردوو نووسەر لیندا لی وئێریک گەندەرسن پەیرەویان کردووە بۆ گەیشتن بە ئامانجەکانیان. بۆ ئەم مەبەستەش لێکۆڵەر باسی لە پێناسەی ئەو تەکنیکانەی ئەو تەکنیکانە کردووەو تیشکی خستوەتەسەریان لەهەر بەشێکی ئەم لێکۆڵینەوەیەدا، هەروەها ڕووماڵی سەرجەم نموونەکانی تایبەت بەو تەکنیکانە کردووە لەو دەقانەی دەستنیشانی کردوون بۆ خوێندنەوە و ئاماژەی بە بەهای هەریەک لەو تەکنیکانەش کردووە. ئامانج و سوودی ئەم لێکۆڵینەوەیە لەوەدایە کە کار و ئەرکی مامۆستا ئاسان و ساکار دەکات بۆ وتنەوەو ڕاڤەکردنی ئەم کتێبە، هەروەها یارمەتی خوێندکاران دەدات کە باشتر و ئاسانتر فێری واتای وشەی نوێ بن کە لە دوو تووی دەقەکاندا هەن و دواجار یارمەتیدەری فێرخواز دەبێت بۆ مانەوەی ئەو وشانەو سەیڤکردنیان لە یادگەی دوورمەوودای دا.

1. Introduction

It goes without saying that the limited range of vocabulary means a limited ability to express or inform others about one's feelings, thoughts or needs, i.e., to be with restricted communicative ability. On the contrary, having effective informative wealth of vocabulary would make one's communicative task a piece of cake, and save them time and effort plus guaranteeing popularity among the addressees. According to Allen (as cited in Herrel & Jordan 2002:166), "research clearly indicates that the development of extensive vocabulary and understanding of word meanings is essential to successful and fluid comprehension in reading and verbal interactions". Importantly, being with a developed vocabulary competence enables a second language learner to smoothly dive in the domains of the four skills: listening, speaking, reading, and writing (Zhang 2010:103).

The vitality of vocabulary development in second language learning has led to the appearance of dozens of textbooks and courses with various techniques and strategies aiming at providing the best for learners to expand their lexical store. This study is an attempt to intensively shed light on one of the popular textbooks which is commonly used nowadays by EFL teachers and learners, namely Select Reading.

Select Readings of is a product of Oxford University Press and set by Linda Lee and Erik Gundersen and published in 2011. The course is supplemented by an audio CD for each level on which a native speaker reads the main passage of each chapter.

Select Readings is a four-level American English reading course. It consists of a constellation of passages, which are originally extracted articles by professional writers to help students read effectively, develop comprehension and build vocabulary. Lee & Gundersen (2011: viii) depict the

contents of Select Readings as being "high-interest, authentic reading passages serve as springboards for reading skills development, vocabulary building, and thought-provoking and writing".

In addition to the careful selection of the topics, the authors give special care to introduce the learner to a colorful range of vocabulary in the form of individual words or cluster ones. Formally, they place no focus on grammatical rules except for some limited morphological notes related to the word forms-their parts of speech. The authors must have considered the development of the learners' skills to induce grammatical rules through the occurrence of the new words in the sentence or simply their co-texts. Similarly, the authors heavily focus on developing the learners'' skills to infer the particular meanings the new words represent where they appear.

2. The Problem

Teaching vocabulary needs efficient textbooks that may enable learners to swiftly acquire new words or word groups. The efficiency of the acquisition process partly lies in the efficacious nature of the techniques used in such textbooks. The techniques used may be explicitly highlighted by the authors of the textbooks so as to guide both the teachers and the learners to better make use of their contents.

Some vocabulary and reading textbooks often account for the general outline of their contents with general instructions for the teachers and learners to use them effectively. However, the authors of these textbooks may not depict the techniques they have used in detail. Select Readings is an example of such case. The authors of this work provide the teachers with a number of "teaching suggestions" related to reading the passages, understanding them, building vocabulary, skills of reading, and raising discussions and writing about the themes of the passages to stimulate the learners to practically use the targeted vocabulary in each chapter.

Alongside the general suggested approaches, the content of the reading passages are loaded with fine techniques that are of cognitive nature that invite the learners to associate what they already know with the new material—words or word groups. This study has traced such techniques and found that the prominent of which basically represent lexical sense relations, i.e. they are based on the type of relation found in meaning among words in language like synonymy, antonym, and so forth. Thus, the new word is often reoccurred throughout the passage in different forms related to sense relations. These techniques and their realized spots in the reading texts are almost totally surveyed in this paper, which may enable the users of this book to enhance their benefit of vocabulary development-based material via accessing its contents consciously and receive the intended message in each text explicitly.

3. Aims:

The course of Select Readings has widely got popular among teachers in the classes of vocabulary and comprehension of different levels due to its intrinsic properties as a curriculum. This paper aims at touching upon such properties. More precisely, it attempts to highlight the techniques the authors used to enrich the student's store of vocabulary in the course of developing their reading skills. Importantly, what are realized by these techniques, in terms of vocabulary development, are detected and shown in lists that the users of this work can easily access.

4.   Value:

Language learning entails learning vocabulary; actually, it is an essential part of the process. The more words one knows, of course, the more one will be able to understand what they hear and read; moreover, the better one will be able to say what they want to when speaking or writing. The value of this paper springs from the importance of vocabulary and the vitality of learning words of a language. What's more, to the best of the researchers' knowledge, no similar light has yet been shed on the points of strength in the course of Select Readings underlining the techniques used to enrich the learners' vocabulary.

5.   Methodology:

To meet the goal of the present study, the researcher has identified the techniques the authors followed to introduce new vocabulary, and then surveyed the passages providing informative and ample examples supporting the identified techniques. Due to the limited space of the paper, only one level of the course has been chosen for the survey, namely the *intermediate* as it is almost the average level and nearly comes in the middle of the series, which is entitled Select Reading ,2011, second edition.

6.   Definitions:

 "Vocabulary" is defined by *Merriam-Webster Dictionary* as "a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge", and it is almost similarly sketched out in *The American Heritage Dictionary* as "the sum of words used by, understood by or at the command of a particular person or group". Both emphasize the cognitive part of the user's knowledge of the "word", which roughly involves understanding the word and using it properly.

7.   The Authors' Techniques:

It is unquestionable that when language learners find more opportunities to exposure to the new words which are planned to be learned, they learn them better and remember them longer. To achieve this in Select Reading, the authors have activated the technique of *lexeme reiteration*, which is commonly used to achieve cohesion in a text.

Lexeme reiteration involves repetition of new terms throughout the text in various forms depending on lexical relations like synonymy, antonym, or even paraphrasing. McCarthy (1991:67) asserts this meaning relying on Halliday and Hasan's model of lexical cohesion (1976), "learning to observe lexical links in a text according to Halliday and Hasan's model could be useful for language learners in various ways. For one thing, it encourages learners to group lexical items together according to particular contexts by looking at the lexical relations in any given text". Moreover, explicit repetition of new vocabulary in terms of meaning-related words can be listed under the recommended strategy of conscious learning.

It's worth mentioning that to infer the meaning of terms by considering the context is also a skill that is targeted to develop the learners with in Select Readings. This merit is called as "decoding abilities" by McCarthy (1991:67). Making inferences is a skill that the authors attempt to develop the comprehension ability and the word storage of the EFL learners with. To achieve this, the authors present a reasonable dosage of idiomatic expressions or new words which mainly through the context the learners can indirectly access their senses.

7.1. Synonymy:

Synonymy as a term involves similarity in meaning. Riemer (2010:151) refers to it as "meaning identity", in technical terms, and as "words with the same meaning", in layman's terms. More precisely, Saeed (1997:65) defines synonymy as "different phonological words which have the same or very similar meanings" giving examples like "boy/lad, couch/sofa, big/large". Identity of meaning of two words, to many linguists, vanishes when considering distribution or connotation (see Palmer1981; Lyons 1968). Kreidler (1998:97) finds the non-existence of total identity of two lexemes a merit of a language as he postulates this idea in these words: "It would be wasteful for a language to have two terms that occur in exactly the same contexts and with exactly the same sense."

What is significant in finding the texts in Select Readings charged with synonymous words or phrases is the cognitive aspect which invites the learners to have a better understanding of their concepts and prolonging the existence period in the memory of the learners in addition to making them more familiar with how to use these concepts. In the table below a survey of almost all the synonymous examples found in the chapters' central passages in the work with reference the lines (L) they appear in:

Table 1. Synonymous words

Chapter	Term	Synonymy
One: **Answering Six** **Common** **Interview** **Questions**	- abilities (L.4) - job(L.5) - compatibility with(L.5) - demonstrate(L.14) - achievements(L.21) - show off(L.29) - benefit(L.31) - knowledge(L.33) - special(L.41) - remain(L.42) - faults(L.43) - area(L.54) - major(L.61)	-Qualifications (L.5)& Skills(L.11) -career(L.21) -fit in(L.30) -show(L.20), point out(21) & pinpoint(L.24) accomplishments(L.22) -pretend(L.44) -advantage(L.39) -experience(L.34) -particular(L.53) -keep(L.61) -weaknesses(L.44) -position(L.54)&(fieldL.62) -key(L.64)
Two:	-make a difference(L.3) -glob(L.4) -energy	-change(L.4) -world(L.38) -power(L.12)

Young Women Changing the World	-store(L.16)	-save(L.22)
	-kids(L.23)	-children(L.23)
	-ideas(L.32)	-concepts(L.34)
	-create(L.34)	-build(L.58)
Three: **Student Learning Team**	-peers(L.2)	-teammates(L.13)
	-group(L.3)	-team(L.11)
	-powerful(L.4)	-effective(L.64)
	-anxiety(L.22)	-fear(L.23)
	-exam(L.19)	-test(L.31)
	-assistance(L.26)	-help(L.69)
	-work(L.38)	-function(L.40)
	-participate(L.46)	-contribute(62)
	-actively(46)	-effectively(L.80)
	-assignment(L.46)	-task(L.54)
	-divide(L.60)	-separate(L.60)
	-special(L.72)	-particular(L.73)
	-important(L.80)	-valued(L.80)
Four: **Learning to Speak**	-newborn(L.1)	-baby(L.3) & infant(L.7)
	- child(L.10)	-kid(L.15)
	-learn(L.10)	-acquire(L.54)
	-develop(L.3)	-grow(L.7)
	-communicate(L.12)	-interact(L.24)
	-listen(L.25)	-hear(L.26)
	-recognize(L.33)	-distinguish(L.39)& figure out(L.50)
	-example(L.38)	-instance(L.42)
	-identical(L.42)	-similar(L.47)
	-development(L.68)	-progress(L.68)
Five: **The Man in the Moon Has Company**	-look(L.1)	-see(L.2)& view(L.4)
	-mark(L.6)	-spot(L.9)
	-identify(L.11)	-recognize(L.27)
	-result(L.15)	-finding(L.55)
	-smile(L.24)	-grin(L.28)
	-story(L.32)	-tale(L.62)
	-old(L.37)	-ancient(L.55)
	-show(L.41)	-demonstrate(L.48)
	-report(L.44)	-declare(L.50)
	-opinion(L.44)	-idea(L.52)
Six: **Culture Shock**	-shock(L.1)	-trauma(L.3)
	-join(L.5)	-enroll(L.6)
	-hectic(L.11)	-busy(L.33)
	-speed(L.19)	-pace(L.31)
	-country(L.20)	-state(L.21)
	-skinny(L.41)	-thin(L.41)

Seven: **Private Lives**	- shoreline(L.4) -on(L.6) -sooth(L.28) -visit(L.30) -sanctuary(L.37)	-beach(L.16) &shore(L.39) -atop(L.7) -soften(L.34) -trip(L.49) -place(L.37)
Eight: **A Young Blind Whiz**	-merge (L.6) -hear(L.23) -sense(L.29)	-integrate(L.10) -listen(L.48) -feel(L.31)
Nine: **How to Make a Speech**	-say(L.3) -topic(L.15) -audience(L.16) -start(L.28) -important(L.33) -summation(L.43) -ending(L.44) -perfect(L.48) -smoothly(L.54) -thought(L.80) -deliver(L.60)	-speak(L.7), talk(L.11) -subject(L.18) -crowd(L.68) -begin(L.73) -valuable(L.44) -brevity(L.61) -closing(L.48) -ideal(L.62) -easily(L.54) & softly(L.72) -idea(L.81)
Ten: **Conversational Ball Games**	-improve(L.2) -halt(L.5) -realize(L.13) -response(L.24) -place(L.38) -stranger(L.39)	-develop(L.11) -pause(L.45) & stop(L.50) -notice(L.59) -answer(L.27) -position(L.40) -foreigner(L.63)
Eleven: **Letters of Application**	-present(L.4) -want(L.5) -skill(L.8) -written(L.8) -specific(L.14) -communicate(L.30) -contain(L.59) -broach(L.63)	-offer(L.4) -request(L.55) & require(L.63) -flair(L.8) -composed(L.13) -particular(L.16) -contact(L.56) -include(L.61) -mention(L.64)
Twelve: **Out to Lunch**	-nap(L.3) -meal(L.6) -world -empty(L.14) -reason(L.35) -break(L.36)	- z's(L.6), siesta(L.9) & sleep(L.13) -food(L.27) -globe(L.48) -clear(L.14) -factor(L.52) -stop(L.37)
Thirteen:	-bad(L.5)	-nasty(L.8)

Public Attitudes Toward Science	-risk(L.7)	-danger(L.60)
	-majority(L.8)	-most(L.35)
	-prevent(L.11)	-stop(L.13)
	-all(L.11)	-entire(L.61)
	-advance(L.11)	-development(L.22)
	-public(L.20)	-people(L.35)
	-teach(L.30)	-educate(L.53)
	-manner(L.31)	-way(L.46)
	-concise(L.34)	-accurate(L.34)
	-frighten(L.35)	-fear(L.59)
	-express(L.36)	-convey(L.39
	-present(L.50)	-show(L.51)
	-provide(L.41)	-supply(L.56)
	-enough(L.59)	-sufficient(L.68)
Fourteen: The Art of Genius	-produce(L.2)	-make(L.60)
	-invention(L.42)	-creativity(L.57)
	-academics(L.11)	-scholars(L.45)& thinkers(L.45)
	-genius(L.13)	-talented(L.85)
	-extraordinary(L.13)	- significant(L.86) & great(L.87
	-strategies(L.45)	-methods(L.49) & approach(L.22)
	-traditional(L.50)	-conventional(L.61)
	-idea(L.70)	-thought(L.70)
	-see(L.74)	-notice(L.75)

7.2.   Antonymy

One of the effective techniques that is often used by SL/FL teachers in the class to introduce the meaning of new vocabulary that the learners do not know by telling them about the antonyms of such new words—antonyms which they may already know their meanings. To introduce the meaning of *melancholy*, for instance, without resorting to define it, the teacher can simply say it is the opposite of *happiness*. Obviously, such a technique is quite commonly used by lexicographers. Practically, this technique has the advantage of enabling the learner not only learn the meaning of the new word, but also memorizing its it for longer term due to the connection they will make between the new word and its opposite.

Antonyms "are a variety of lexical opposite", i.e., the words seem paradoxical or opposite in meaning, according to Cruse's Glossary of Semantics and Pragmatics (2006), Examples of antonym can be prototypical, in which the oppositeness is quite clear, like good/bad, large/small, true/false, and so forth; or they can be peripheral antonyms, such as command/obey, father/mother, town/country, and the like (Cruse 1986:198). Scholars of semantics have more detailed classifications for antonyms like complementary, gradable, non-gradable, relational, and so forth but this paper is not interested to touch upon them since that is beyond its scope. All antonymous words in the course are presented in the table with reference to their locations.

Table 2. Antonymous words

Chapter	Term	Antonym
One: **Answering Six Common Interview Questions**	-question(L.1) -specific(L.18) -teacher(L.19) -weakness(L.39) -different(L.23)	-answer(L.3) -general(L.18) -student(L.24) -strength(L.39) -similar(L.35)
Two: **Young Women Changing the World**	-locally(L.3) -decrease(L.24) -young(L.66)	-globally(L.3) -grow(L.64) -old(L.67)
Three: **Student Learning Team**	-student(L.1) -margin(L.17) -exam(L.26) -group(L.3)&team(L.10) -unsuccessful(L.38) -reduce(L.23) -insufficient(L.38)	-instructor(L.2) -highlighting(L.17)&major(L.18) -result(L.31) -individual(L.32) -successful(L.42) -maximize(L.40) -perfect(L.75)
Four: **Learning to Speak**	-newborn(L.1), infant (L.8), child(L.10) & baby(L.17) -native(L.41) -identical(L.42) & similar(L.47)	-adult(L.5) -foreign(L.78) -different(L.62)
Five: **The Man in the Moon Has Company**	-plain(L.6) -dark(L.7) -smile(L.24) -god(L.34) -mountain(L.51) -ancient(L.55) -more(L.55)	-mountainous(L.6) -bright(L.19)& light(L.20) -weep(L.24) -goddess(L.36) -valley(L.51) -modern(L.55) -less(L.64)
Six: **Culture Shock**	-crazy(L.12) -wrong(L.15) -perpetual(L.26) -student(L.52) -close(L.57)	-respectful(L.59) -right(L.16) -occasional(L.29) -teacher(L.60)&leacturer(L.61) -open(L.57)
Seven:	-fragile(L.1)	-strong(L.29)

Private Lives	-long(L.10) -on(L.6) -hot(L.24) -gentle(L.27) -sad(L.30) -leave(L.49)	-short(L.10) -under(L.24) -cool(L.25) -force(L.29)&strong(L.29) -glad(L.40) -stay(L.55)
Eight: **A Young Blind Whiz**	-disability(L.1) -blind(L.2) -software(L.4) -employee(L.11) -easy(L.30)	-ability(L.14) -with sight(L.51) -hardware(L.28) -boss(L.51) -difficult(L.41)
Nine: **How to Make a Speech**	-in front of(L.7) -more(L.21) -introduction(L.31) -beneficial(L.75)	-behind(L.70) &back(L.72) -less(L.21) -Final(L.40)& end(L.64) -harmful(L.76)
Ten: **Conversational Ball Games**	-agree(L.19) -answer(L.27) -back(L.28) -old(L.38) -friend(L.39) -start(L.41) -startle(L.52)	-disagree(L.23) -question(L.27) -forth(L.28) -young(L.39) -stranger(L.39) -end(L.44)& finish(L.47) -relax(L.63)
Eleven: **Letters of Application**	-solicited(L.10) -brief(L.25) -less(L.68)	-unsolicited(L.15) -detail(L.49) -more(L.69)
Twelve: **Out to Lunch**	-day(L.21) & morning (L.45) -empty(L.14) -foreigner(L.14) -sleep(L.22)	-night(L.41) -full(L.37) -friend(L.40) -awake(L.33)
Thirteen: **Public Attitudes Toward Science**	-bad(L.5) -minority(L.6) -stop(L.14) -large(L.26) -teach(L.30) -accurate(L. -quantity(L.37)	-wonderful(L.5) & good (L.49) -majority(L.8) -continue(L.22) -small(L.48) - learn(L.32) -wrong(L.69) -quality(L.37)

Fourteen: **The Art of Genius**	-fathered(L.6) -mother(L.7) -expected(L.17) -problem(L.18) -similar(L.34) -minor(L.64) -connect(L.73) -miss(L.74) -question(L.81)	-fatherless(L.9) -motherless(L.10) -unexpected(L.82) -solution(L.22) -different(L.35) -major(L.64) -unconnected(L.74) -hit(L.75) -answer(L.82)

7.3. Hyponymy:

According to Alan's Glossary of Semantics and Pragmatics (2006), "[T]his relation is usually explained in terms of inclusion, but there are two ways of looking at this. Thinking of categories of things in the world (the **extensional** perspective), the category of animals includes the category of dogs, so that if something is a dog it is necessarily an animal. But thinking of meanings (the **intentional** perspective), the meaning of *dog* includes the meaning of *animal*. The term in a relation of hyponymy associated with the more inclusive category (*flower*, *animal*) is called the 'hypernym' (also often called the 'super-ordinate') and the included category (*daffodil*, *dog*) is the 'hyponym'." In the table below all the hyponymy related term are indicated.

Table 3. Hyponyms

Chapter	Super-ordinate	Hyponyms
One: **Answering Six Common Interview Questions**	Job Interview	-question, answer, skill, qualification, ability, company, position, employee, address, business
Two: **Young Women Changing the World**	community	People, nation, population, family, woman, child, home, youth,
Three: **Student Learning Team**	academic institution	College, university, library
Four: **Learning to Speak**	Age ………………………………….. Language	-Baby, infant, child, teenage, adult …………………………………… -Swedish, English, Japanese, Chinese, Spanish, Russian
Five: **The Man in the Moon Has Company**	Celestial bodies ………………………………… Nature	Moon, meteor, Earth, Pluto, sun ……………………………………

		plain, lava, sea, site, flood, ocean, mountain, area, cloud, continent, sunlight
Six: **Culture Shock**	Sports	Jogging, running, biking, aerobics
	……………………………	…………………………..
	Education institutions	University, college, classroom, faculty, school,
Seven: **Private Lives**	Seaside	Beach, shoreline, , sand, shore, water-edge
Eight: **A Young Blind Whiz**	Computer Technology	Technician, programmer, data, software, email, network, computer, science, machine, mechanical, voice-synthesizer, monitor, video, screen, mouse, hardware, system, disconnected, connected, connector, access, laptop, memory, keyboard, troubleshooter
	……………………………	…………………………………
	Professions	Technician, programmer, vice-president, employee, doctor, sultan, student
Nine: **How to Make a Speech**	Publication	Research, book, magazine, newspaper, article
Ten: **Conversational Ball Games**	Games	Volleyball, bowling, tennis
Eleven: **Letters of Application**	Documents	Letter of application, solicited letter, unsolicited letter, résumé, reference letter
Twelve: **Out to Lunch**	Day times	Day, afternoon, morning, night
Thirteen: **Public Attitudes Toward Science**	Subjects	History, medicine, mathematics, genetic engineering, molecular biology, science, technology, science fiction
	……………………………	…………………………………

	Global threats	Acid rain, greenhouse effect, nuclear weapons
Fourteen: **The Art of Genius**	Geniuses	Galileo, Edison, Descartes, Dickens, Mozart, Darwin, Richard Feynman, Freud, Da Vinci, Bach, Mendel
	……………………………..	……………………………………
	Productivity	Creativity, reproductively, invention, development, making
	……………………………	……………………………………
	Intellectual processes	Think, learn, solve, design, conceptualize, notice, imagine
	……………………………..	……………………………………
	intellectuals	Genius, scholar, researcher, thinker, creative, talented

7.4. Meronymy:

Meronymy involves lexical part-whole relation. Riemer (2010: 140) introduces this term stating "[M]eronymy (Greek *meros* 'part') is the relation of part to whole: *hand* is a meronym of *arm, seed* is a meronym of *fruit*, *blade* is a meronym of *knife* (conversely *arm* is the holonym of *hand*, *fruit* is the holonym of *seed, etc.).* Mernonymy relations spotted in course are listed in the table below:

Table 4. Meronymy

Chapter	Whole	Part
One: **Answering 6 Common Interview Questions**	Job Interview	-question, answer, skill, qualification, ability, company, position, employee, address, business
Two: **Young Women Changing the World**	The world	People, nation, population, family, woman, child, home, youth, education, health care, community, economy, capital, resource, fund, animal,
Three: **Student Learning Team**	Learning	Research, instructor, student, experience, college, university, academic progress, study, prepare, success, class, teammate, classmate, notes, idea, reading, highlight, exam,

		library, information, result, answer, question, topic, teach, practice, applied, course
Four: **Learning to Speak**	-Language acquisition	-Language, grammar, rules, pattern, communicate, word, babbling, interaction, conversation, sounds, vowels, verbs, speak, spoken, speaker, education, foreign language,
Five: **The Man in the Moon Has Company**	Space	Moon, meteor, crater, celestial, Earth, Pluto, sun, lunar, sky, telescope
Six: **Culture Shock**	Lifestyle	Experience, culture, style, schedule, leisure time, relationships, memories, time-oriented, social life
Seven: **Private Lives**	------------------	--------------------
Eight: **A Young Blind Whiz**	Computer	data, software, machine, voice-synthesizer, monitor, video, screen, mouse, hardware, system, , memory, keyboard, troubleshooter
Nine: **How to Make a Speech**	Speech	Introduction, main body, summation, audience, stage, topic, article
Ten: **Conversational Ball Games**	------------------	----------------------
Eleven: **Letters of Application**	Job Application	Letter of application, solicited letter, unsolicited letter, résumé, reference letter
Twelve: **Out to Lunch**	Day	afternoon, morning, night

Thirteen: **Public Attitudes Toward Science**	----------------------	----------------------
Fourteen: **The Art of Genius**	--------------------	--------------------

7.5.   Idiomatic Vocabulary:

An idiom is defined as "a group of words that has a special meaning that is different from the ordinary meaning of each separate word. For example, 'under the weather', is an idiom meaning *ill*." (Longman Dictionary of Contemporary English). As the definition suggests, the problem of idiomatic expressions lies in that their meanings cannot be accessed relying on the meaning the individual words that make up the idiom.

In the same sense of what an idiom is**,** Casas and Campot (1995) state that " an idiom is acknowledged to be a sequence of words functioning as a single unit whose meaning cannot be inferred from the meaning of the parts.".

Undoubtedly, teaching EFL learners to use idioms is quite vital to develop their proficiency and strengthen their fluency. Thus, it is logic to find that the reading passages in *Select Readings* have included reasonable dosages of idiomatic expressions. The authors have explicitly clarified the intended meaning of some while leaving the meaning of some others to the readers to infer themselves depending on the context- a technique to develop learners' making-inference skill. The role of context is mostly decisive to shape or provide a clue to the meaning of linguistic units including idioms. (see Widdowson 2004: pp37-). The table below displays the idiomatic expressions which are explained in the footnotes of the book, as well as, the ones whose meanings are not clarified.

Table 5. Idioms

Chapter	Explained idiomatic expressions	Unexplained idiomatic expressions
One: **Answering 6 Common Interview Questions**	- get a head start - stand out - talk down	- point out - fit in
Two: **Young Women Changing the World**	- down the line - bridge the gap	- make a difference - on hand - grow up
Three: **Student Learning Team**	- team up with - pick up - get off track	- what's more
Four:	- disposed of	- figure out

Learning to Speak		- make up - light up - go on
Five: **The Man in the Moon Has Company**	- laid out - in the eye of	- kick up - turn out
Six: **Culture Shock**	- a sea of difference - at warp speed - tuck into - pick at - get on with	- get used to - used to
Seven: **Private Lives**	- over and over - hung out - feed off the see - talk(somebody) into	……………………….
Eight: **A Young Blind Whiz**	- block out - on call	- Call up
Nine: **How to Make a Speech**	- talk(somebody) out of - talk(somebody) into - peek out - keyed up - fright-frozen	- make up mind - start off
Ten: **Conversational Ball Games**	- come to a halt - carry on	- take part
Eleven: **Letters of Application**	- hit the mark - pat yourself on the back - the job at hand	- find out - go on
Twelve: **Out to Lunch**	- wink off - live on - attend of - nod out	- catch up - look for - break up - get together with - cool down
Thirteen: **Public Attitudes Toward Science**	- learn by rote	- cut off - fit into - by far
Fourteen: **The Art of Genius**	- look at something from all angles	- come up with - figure out

8. Conclusion:

What the researcher has concluded form this study is summarized in the following points:

a. The passages sound carefully selected and address common daily issues in a way to grab the learners' interest.

b. To enhance the cognitive process of vocabulary development in the learners, the authors have appropriately employed the lexical-relation-based techniques throughout the texts.

c. New vocabulary is so neatly and amply reiterated that enables the learner pick up the fresh words and remembers them for a long time.

d. The authors have provided a reasonable dose of idiomatic expressions without forgetting the importance of highlighting them and spontaneously tail them with their meanings.

e. Special care has been given to the role of context to help the learner figure out the meaning of new vocabulary- a way to sharpen their inference-making skill.

Select Readings has the potentiality to develop EFL learners' vocabulary store in addition to cultivating their reading skills. In this paper, only the intermediate level has been investigated; other levels are recommended to be probed similarly so as to provide better understanding to their users as well.

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