



SELINUS UNIVERSITY
OF SCIENCES AND LITERATURE

**LEXICAL ITEMS IN ENGLISH FOR
SPECIFIC PURPOSES: A BRIDGE MODEL
FOR VOCABULARY INSTRUCTION
IN ENGLISH FOR GENERAL PURPOSES**

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ABSTRACT

English courses consist of General English (GE) and English for Specific Purposes (ESP). While GE is designed for students to further develop their ability to use English as a communicative tool. ESP is contrived to train their ability to read and write what is technologically oriented. Considering that English is most likely to be encountered in their professional career, setting the goal on emphasizing the rise of English as the international language of Science and Technology is a must. Thus, using professional journals instead of using general 'texts' as a term technical article is used. Although 'semi-ESP' courses were at present being taught, there was still a scarcity of materials for such English. There was, therefore, a great need to bridge instruction from GE to ESP. It is also a challenge, for most professionals, to align their language according to different professions. Communication can become crucial to them because they find it difficult to communicate. Regardless of the degree they have accomplished, using the language in either speaking or writing can still be a challenge to them. This is the reason why other still needs to hire other professional speakers to speak on their behalf. However, if they are well equipped with the knowledge, GE and ESP, then professionals would not get intimidated to speak in front of other professionals.

The study aimed to analyze lexical items underpinned in the textbooks used in the current teaching of ESP and GE. Using content analysis, a systematic evaluation of texts to examine nuances to bridge the gap between quantitative and qualitative data. This was such of importance, however, difficult to study due to issues of interest and the frequency of lexical items in ESP, and GE textbooks. With that being said, the study was then resolved to gather data from existing ESP textbooks in NCR only. Based on the existing references found, there are: 13,713 lexical items in Hospitality Management, 17,561 in Criminology, 4576 in Tourism, 7167 in Marine Engineering, and 512 in Information Technology. Furthermore, the overall

percentage of ESP lexical items fell in Tier 2 (with multiple-meaning while the least was in Tier 3, specifically on context-specific vocabulary. The study is mainly focused on vocabulary, because the researcher believed that a professional is knowledgeable enough of the vocabulary word; how it is defined, its other definition, how it is used in a sentence, and how it is used in different situations; then there would probably be no difference even when a professional uses it in written or verbal language.

According to The Princeton Review, top ten of the many courses that students usually take are: computer science, communications, government/ political science, business, economics, English language and literature, psychology, nursing, chemical engineering, and biology. These are based on reasons such as covering job prospects, alumni salaries, and popularity. These courses are said to guarantee a job and/ or huge paycheck, requiring different skill sets that use the same English language in a different context, purpose, and goal. Furthermore, these also offer unique intellectual challenges that will help students to develop skill sets that are applicable for a variety of professional positions.

In line with the following reasons the researcher has decided to include five courses only: first, these three are the readily available materials found that best suits the interest of the students at present; second, based on studies, most students take these courses due to factors such as salary, opportunities provided here and across countries, in trend and more 21st century skills based; third, is the fact that most of the said courses are specialized based, which is the primary concern of this study. Since English is being taken advantage of just as a language and not as a tool for understanding and communication, it might as well highlight its value in the market as professionals utilize the language in their respective places of work.

It is the core of vocabulary learning to ensure English language teaching. Its goal is to help learners better understand language, allowing them to understand others as they

want to express themselves as well. This applies not only in speaking but also in writing and reading. However, this study is strictly confined to the understanding of vocabulary and does not deal to the different factors to consider when writing or speaking in English. Wilkins (1972, p. 111-112) stated that without grammar very little understanding can be acquired and without vocabulary there can be no learning at all. Thus, even without good grammar, so long as you equipped with useful words and expression, one can still manage to communicate. Lewis (1993) argued that “lexis is the heart of language” and that it develops a better fluency and expression in English. He also added the significance to the learners of acquiring a more productive vocabulary knowledge, also, their eagerness to develop their own personal vocabulary strategies. Thus, it is the goal of the researcher to help learners improve their vocabulary knowledge, to find a way to fully grasp newly encountered words. This leads to a proposed bridge model program which recommends to highlight the need for a tool for both the teacher and the student to better absorb the context of English as a language tool for specific context respective to any degree taken. Through this, more are expected to improve grasp of the language and may be able to use it with confidence.

CHAPTER I

THE PROBLEM AND LITERATURE REVIEW

INTRODUCTION

At present, the world has considered English as the ‘language of business’ and is used strictly for business purposes. Though there are many similarities between general English and business English, the vocabulary used is different and one of its biggest differences is the method of teaching and the targeted audience. They say business English means being acquainted with unmotivated students. This is an obvious mistake since teaching business English is highly valued by highly motivated, intelligent professionals for they want to increase their skills especially in business and the international environment. This may also include skills in the following aspects: technical or academic terminology, taking notes, and making presentations. It is the main aim of Business English to meet the specific expectations and needs of the students. Since learners of business English are never complete beginners, there is a need for them to have a deep understanding of the General English Vocabulary to improve their business-related skills. However, in reality, a lot of professionals still experience the struggle of using the language, shifting from audience to another. It is evident that for each profession, there is a specific language to be used, therefore, the shift in vocabulary knowledge from GE to ESP becomes crucial for many.

Higher Education Statistics Authority (HESA) presented that business dominates most popular graduate school majors. There is a reason to believe that business qualifications are in high demand among employers, and becomes increasingly popular among those who are seeking either to progress within their current career, or break into a new sector. They also have also revealed that according to the recent GMAC survey of MBA and other business Master students in 33 countries worldwide found that 60% had already received job offer before graduating. This standard changes the norm in the professional world, paying more attention

to one's skills set more. Thus, it is evident that a learner must be able to learn how to properly execute their thoughts as manifested on the standards being followed. Indeed, it cannot be denied that this era is more focused on the skills set that will best benefit the modern age. 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed- by educator, school reformers, college professors, employers, and others. It was stated that though 21st century skills may differ from person to person, place to place, or school to school, the term still reflect a general set of goals. Furthermore, these also offer unique intellectual changes that will help students to develop skill set that are applicable for variety of professional positions. Thus, the researcher utilized random sampling in choosing five (5) textbooks in ESP from the different colleges and universities in Luzon, specifically ESP for Hospitality Management from University A; ESP for Criminology from College A; ESP for Tourism from University A; ESP for Marine Engineering from College B; and ESP for Information Technology from University B. The researcher considered the following guidelines in selecting textbooks to be part of the study. The researcher ensured that the textbooks were currently available and used in teaching English for Specific Purpose (ESP) during the time of the study. The researcher was able to find five (5) ESP textbooks available

Voltaire in Schmitt (2010) asserted that it is difficult to put language into words. It is through teaching vocabulary that students are able to understand and communicate using the English language. He also added that learning vocabulary allows a learner to use English language according to a specific purpose. Pesina (2014) said that lexicon is a core that comprises the most frequent words in vocabulary learning. He asserted that the learners' familiarity to a words depends on the continuous usage or exposure to the words being learned. This is helps identify and produce index of word usage or cite the frequency of a word or expression. Thus, words that are commonly encountered are considered familiar to the tongue

as the learners get to expose themselves to it more often. This makes it easier for the learner to understand the depth of the meaning of a word and the different situation it can be utilized.

Previous studies revealed the huge gap between GE and ESP in terms of vocabulary. As to content, it was a fact that texts were different. ESP materials had only limited efficacy in bridging this gap so there was a need to identify the 'bridge level' materials more closely of general use labeled as "semi-ESP". One way the researcher saw to help the material users to connect the two courses was to supplement a specialized vocabulary list, if not to have a generally-understood word list found. To balance the research result, both GE and ESP materials were subjected to analysis in themes.

General English and Business English differ in practice. There were examples given to further provide an idea of how the words have been different from each other, making statements acceptable as business expressions and more professional. For example, instead of using the word 'need,' one could use the term 'require' and instead of saying 'I need to make sure,' one could utter 'I need to ensure'. Thus, one's vocabulary and choice of words may play a big impact on making one's language business-like and professional. However, to ease the shift from the two courses, 'semi-ESP' classes need to discover how to start this smooth transition. The first was to include the courses into the curriculum. Next was to plan for semi-ESP materials. This research concerns the material preparation. It might be thought that semi-ESP materials appear to insufficiently prepare students with the demands that it requires, denying the twin goals that could be set up by ESP classes. Thus, there is a huge advantage for a professional to excel in his chosen field if this skill is well-developed and practiced. This further justifies Julia Penelope's quote, "*Language is power, in ways more literal than most people think. When we speak, we exercise the power of language to transform reality. Why don't more of us realize the connection between language and power?*" Once an individual understood the role that language portrays to the professional industry, there is a greater chance

for any individual to freely express their thoughts that can also be understood by their audience. I must say, this is such an advantage to acquire as a learner, a teacher, and a professional.

BACKGROUND OF THE STUDY

In the development of language teaching, English for Specific Purposes emerged as a branch of language that aimed to hone the knowledge, skills, and technicalities needed by learners in their future workplace (Pradhan, Dusmatra Kumar, Kanta et.al. (2013). Thus, this separates it from English for General Purposes or General English (GP). However, it was pointed out that these two branches of English were highly interrelated, but differed in theory and practice. To elaborate, ESP was conceived to be highly motivated as the learner's needs were catered and addressed which led to professional information and communication. The role of English across different disciplines had undergone different changes based on uses and functions. These changes gave avenues and opportunities for educators to develop and innovate teaching English and Languages in the modern educational system (Georgievea, 2019).

Top 10 Subjects for Grad School Applicants , 2012-13	
Subject	% of grad school applicants interested in this subject
Business & management	44.5%
Finance & accounting	18.9%
Economics	15.3%
Administration	14.6%
International Relations	12.9%
Computing/IT	11.7%
Communications/media	9.2%
Electrical engineering	5.1%
Law	4.9%
General Engineering	4.6%

As shown in the table above, survey results for graduate studies applicants year 2012-2013 QS, out of 4,000 responses from graduate school applicants, it was revealed that the most popular courses were those in business and related subjects, including finance & accounting, economics and administration. International relations, computing, communications, law, and engineering also made in the top. Thus, it can be realized that most of the courses are related to Mathematics, Science, Public Relations, and Communications.

Higher Education Statistics Authority (HESA) presented that business dominates most popular graduate school majors. There was a reason to believe that business qualifications are in high demand among employers, and becomes increasingly popular among those who are seeking either to progress within their current career, or break into a new sector. They also have also revealed that according to the recent GMAC survey of MBA and other business Master students in 33 countries worldwide found that 60% had already received job offer before graduating. Indeed, it cannot be denied that this era is more focused on the skills set that will best benefit the modern age. 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed- by educator, school reformers, college professors, employers, and others. It was stated that though 21st century skills may differ from person to person, place to place, or school to school, the term still reflect a general set of goals. Furthermore, these also offer unique intellectual changes that will help students to develop skill set that are applicable for variety of professional positions. Thus, the researcher utilized random sampling in choosing five (5) textbooks in ESP from the different colleges and universities in Luzon, specifically ESP for Hospitality Management from University A; ESP for Criminology from College A; ESP for Tourism from University A; ESP for Marine Engineering from College B; and ESP for Information Technology from University B. The researcher considered the following guidelines in selecting textbooks to be part of the study. The researcher ensured that the textbooks were currently available and used in teaching English for Specific Purpose

(ESP) during the time of the study. The researcher was able to find five (5) ESP textbooks available

In ESP, needs analysis was vital to determine the language skills that learners could use in certain professional tasks. On one hand, GE provides an opportunity for learners to gain more language based on grammar language structure and general vocabulary. However, a needs analysis was not conducted due to equal importance given to ideology, knowledge, and skills heightened on GE. Though, Gai (2017) emphasized that educators should select teaching materials that provided an opportunity for students to experience a definitive transition from GE to ESP and highlights the language skills training and aim the use of English to obtain professional knowledge. For students, college life is the most crucial part in adolescence because this is where people choose a significant degree that ripple throughout one's career and life. However, part of this is the reality that some of us do not get to choose the course that we wanted which leads us to learning a whole new different perspective and an unfamiliar atmosphere and approach.

Xu (2011) mentioned, in line to discourse, the evaluation of learner's understanding of ESP was heavily based on the textbook materials selected by educators. One of the identified concerns in textbook selection would be the appropriateness of the materials to learners' skills. It was established that the majority of the ESP textbooks were focused on complex grammar and rarely used vocabulary items, moreover, the lexical part of a textbook or reference was vital in learning the vocabulary of the learners (Gai, 2017). In support, Tskhvitava, (2016) mentioned that vocabulary played a major linguistic obstacle to non-native English-speaking students. This empirically implied that learners with few vocabularies would encounter a certain degree of difficulty in comprehension and communication using the English language. In support, Iwankovitsch (2013) emphasized that to succeed in English there is a necessity for a large set of vocabulary and several lexical large to be acquired. This would allow the learner

to communicate and comprehend better. However, these challenges could be overcome by incorporating vocabulary learning strategies in developing textbooks and practices as suggested by Tskhviata (2016). With these, the current researcher deemed that there was a need to analyze the lexical items on ESP textbooks and a bridge model was needed to ensure that the learned vocabulary from the EGP would properly be utilized in learning ESP to widen learners' language. The learner's knowledge from EGP will help determine the vocabulary foundation they possess. From this, educators' may see the necessary instructions that may bridge them to the understanding of ESP.

On the other hand, as a new curriculum was being implemented due to the chain effect of the K-12 Basic Educational System, the textbooks in ESP and EGP were quite limited during the conduct of the study. Due to the change in the educational system in the tertiary level anchored on the changes made on the basic education level, it is evident that materials for this curriculum are still limited. Since there is a huge shift in the curriculum, the learners have undergone a lot of changes and pressure as well. In terms of vocabulary knowledge, learners are required to learn concepts that are job-ready, especially for both senior high school and tertiary level students. These factors suggest a strong vocabulary foundation. However, it is both a question and a challenge for both the teacher and the students to meet these needs in a short period. Thus, the findings of the study could be used as a basis in proposing and developing a bridge model for vocabulary instruction to benefit the learners, educators, curriculum planners, textbook writers, and educational administrators.

RESEARCH PROBLEMS

This study have analysed the lexical items underpinned in the textbooks used in teaching English for Specific Purpose in the current Philippine Tertiary English course programs based on the Philippine Commission on Higher Education Order No. 20, Series of 2013. Specifically, the study sought to answer the following:

1. What lexical items are found in ESP textbooks across the following disciplines:
 - 1.1. Hospitality Management;
 - 1.2. Criminology;
 - 1.3. Tourism;
 - 1.4. Marine Engineering; and
 - 1.5. Information Technology?
2. How are the ESP lexical items compared based on the following:
 - 2.1. Basic Vocabulary (Tier 1);
 - 2.2. Multiple-Meaning Vocabulary (Tier 2); and
 - 2.3. Context-Specific Vocabulary (Tier 3)?
3. What bridge model for vocabulary instructions in English for General Purposes can be proposed based on the findings of the study?

LIMITATIONS

In the paucity of the current study, the researcher focused on the textbook analysis focusing on the occurrence of lexical items among English for Specific Purpose (ESP) textbooks available and currently used in the Philippines, specifically in the NCR. Along with this, the researcher was able to validate the available ESP textbooks developed for the use of students taking Bachelor of Science in Hospital Management, Criminology, Tourism, Marine Engineering, and Information Technology. Importantly, the researcher investigated the lexical items found in the different ESP textbooks based on the criteria. Furthermore, the study was conducted during the Academic Year 2018 - 2019. It was the goal of this study to come up with a model that will bridge the gap between the prior vocabulary knowledge of the learner and the requisites of a particular course based on L2 classification. The model shall be used as a tool to anchor strategies and instructions that will help improve learner's vocabulary development and would help them reveal the meaning of a word. Furthermore, the study is also limited on the understanding of the words through vocabulary knowledge. It is not confined to the factors

and rules governing writing and speaking the English language. It is evident that the learner will be subjected to use the existing vocabulary words in context, however, the learners will not be evaluated based on factors affecting writing and speaking, such as; pronunciation and intonation; capitalization, grammar, and punctuations.

DEFINITION OF TERMS

The following terms were operationally defined to give clarity on the meaning of the words as used in the study:

Bridge Model. This refers to the output as a result of the study based on the comparison of lexical terms found in the ESP textbooks used by the learners.

English for General Purposes. This refers to a course taken by Filipino college students in the first year.

English for Specific Purpose. This refers to a course taken by Filipino college students in the second year and third year which was intended to educate and familiarize them with the technical words appropriate in their field of interest.

ESP Textbooks. This refers to five (5) books from different authors used as textbooks in ESP subject by the second year and third-year college students.

Lexical Items. This refers to words appropriate to the tertiary level commonly used in the five (5) textbooks of different authors which aimed to enhance the technical vocabulary of the students to communicate in an anticipated workplace based on the course program.

Vocabulary Instructions. This refers to the set of lexical terms in which college teachers should teach the students to enhance their technical vocabulary which fits their specialized workplace.

CONCEPTUAL FRAMEWORK

Considering the goal of providing an analysis and a model for vocabulary instruction, the researcher ponders on the concept of a systematic approach in evaluating the existing

vocabulary of the learners. Throughout their years of studying, they have acquired a set of skills and vocabulary knowledge that equipped them ready for the next level. Since there were limited existing references in NCR, the researcher aimed to understand the gravity of each word to ESP and GE as far as English as communicative too is concerned.

As far as vocabulary learning is concerned, there are many concepts to reflect on. Theories that would further expound the learning process that the learners may undergo. Constructivism Theory, a theory used in the teaching and learning process which is believed to be present within the construction of knowledge in the students' mind. In this model, students are deemed to discover and transform information. The learners also check new information against old and revise rules when they do no longer apply. The learner is considered as an active agent in the process of knowledge acquisition. This theory has developed its concept based on its historical roots in the work of Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980). Other theorists like Bednar, Cunningham, Duffy, and Perry (1992) and von Glasersfeld, (1995), have proposed that there are several implications for instructional developers emphasizing that the learning outcome should focus on the knowledge construction process and that from authentic tasks with specific objectives and learning goals should be determined.

This theory suggests that learning could essentially be considered a matter of storing information for later recalls as regards the vocabulary development of a learner (Lin, 2015). In this aspect, constructivism emphasized the importance of what the learner knows as they portray an active meaning-maker and problem-solver. Also, Zhou and Wang (2016) mentioned that the core constructivism theory relied on the learner's initiative on exploring and discovering, requiring students to comprehend and continuously accrue knowledge along the process. On one hand, Wang and Suwanthep (2017) presented that as a new trend in language learning arises, constructivism received advocates from many scholars which were recognized

as a psychological theory of knowledge and learning acquisition. This is where people actively interpret and construct their conclusion before the knowledge and new information gained through interaction. Furthermore, it has been stated that vocabulary learning could successfully improve learner's achievement. Thus, actively constructing their understanding of a word through their prior knowledge and new information acquired boosts one's development in the language. It also perpetuated that participation of the learners in the construction of the meaning through interactive processes in vocabulary instruction became an effective strategy (Liu, 2012).

Besides, interactive theory plays a core value in word construction which views knowledge, learning, and teaching; Knowledge view refers to the ability of the students to flexibly process knowledge at the same time learn from outside information gained through information processing. Thus, the interaction between the prior knowledge and the new knowledge is made possible through the integration of what the students already know. On the other hand, the learning view is based on the existing knowledge that refers to the process of knowledge acquisition (Zhou and Wang, 2016). In this process, the task of students constructs the concept, handling the prior knowledge and the new knowledge deftly. However, the teaching view's purpose is to help students better understand the inner meaning of knowledge construction. In the teaching process, the teacher's guide their students in the acquisition of knowledge in a scientific manner. This urges them to construct new knowledge based on prior knowledge instead of just forgetting them. Thus, this helps them better understand the interaction between prior knowledge and new knowledge. This is utilized similarly in developing effective vocabulary instruction (Bada, 2015).

Rumelhart (1997) describes the reading process and linguistic elements as processed interpreted by the brain. This interactive model combines both the surface structure systems (such as the sensory, bottom-up portion of reading) and the deep structure systems (such as the

thinking, or top-down, aspects of reading to build meaning and memory for all learners). For the process to work, readers use both the knowledge of word structure and the background knowledge in interpreting the texts they read. Thus, whenever a student encounters an unknown word, it is decoded using the surface structure systems like graph phonics or letter-sound. On the other hand, some may find it easier to use deep structure systems like semantic knowledge which relates more to meaning and vocabulary. This helps them decode the same unknown word, validating, and supporting both methods of understanding. Through this, an individual realizes the process information in many different ways.

The surface structure processing is also known as bottom-up processing. This is the sensory portion of reading that focuses on understanding the use of knowledge through letter-sound relationships, lexical or word knowledge, and syntactic or contextual understanding of the text to make meaning of previously unknown material make sense. This type of processing can be assisted by teaching phonemic awareness and sentence structure skills. Students who only use the surface structure approach often find it difficult to comprehend a text. On the other hand, deep structure processing, known as top-down processing, is considered the thinking aspect of reading. This employs vocabulary knowledge, background knowledge, and social construction in deriving meaning from a text. Often, this is easier for poor readers who might be having trouble with word recognition but know about the topic. These learners must build a larger pool of knowledge which they can draw when faced with unknown text. This is the role of vocabulary instruction. This model helps the teachers provide instructions that are aligned to the different needs of the learners. This pertains to the different sets of skills suitable for various characteristics and needs that a learner possesses. Through this, they are motivated to utilize the set of skills that they have and make good use of it at its maximum potential, focusing on both their strengths and weaknesses, also, to fully assess their individual needs. Furthermore, whenever found in a classroom set up, students should be more encouraged to

share knowledge with classmates or peers; and this model allows the reader to bring his background knowledge when reading and when interacting with others to build meaning and memory based on a text.

Showing the relationship of the two (2) theories, constructivism as a paradigm could be interactive and at the same time constructive. People are considered as information constructor. This is where the learner actively creates their representations of objective reality. The new information acquired may be linked to prior knowledge, making the representations subjective. It has been said that a didactic approach like behaviorism, programmed instruction, and constructivism follow an approach that allows the learner to construct knowledge through active interactions. On the contrary, this model depends on their in-depth experiences and their theories about the environment, which could be tested through social negotiation. There are a different interpretation and construction of the knowledge process from each person. A student is not a blank space (tabula rasa) but is considered to bring their past experiences and other cultural factors to a situation. There is a common misunderstanding as regards constructivism, stating that instructors should never inform students directly, instead, must allow students to construct the knowledge for themselves. This confuses the theory of pedagogy (teaching) from the theory of knowing; where the theory of pedagogy assumes that all knowledge is constructed based on the previous knowledge of the students regardless of the means it was acquired.

Reading combines two (2) types of processes: the top-down or the reader-based approach and the bottom-up or the text-based approach. This interactive theory states that both approaches give the reader a prediction about the text because when a reader does not form immediate prediction, he reads more closely. This assumes that the reader may eventually come up with an interpretation of just using lower-level comprehension skills and higher-level comprehension skills. In other words, this theory claims that readers can automatically recognize words and ideas that tap into their lower-level comprehension, eventually bringing

in the logic and knowledge of the topic that taps into their higher-level comprehension. Thus, the readers use context clues in understanding unfamiliar words as their background knowledge to fully grasp its content. The processes within this theory undertake parallel work with each other. Moreover, failure in using both processes may result in the reader being able to acquire the ability to fully understand the written word.

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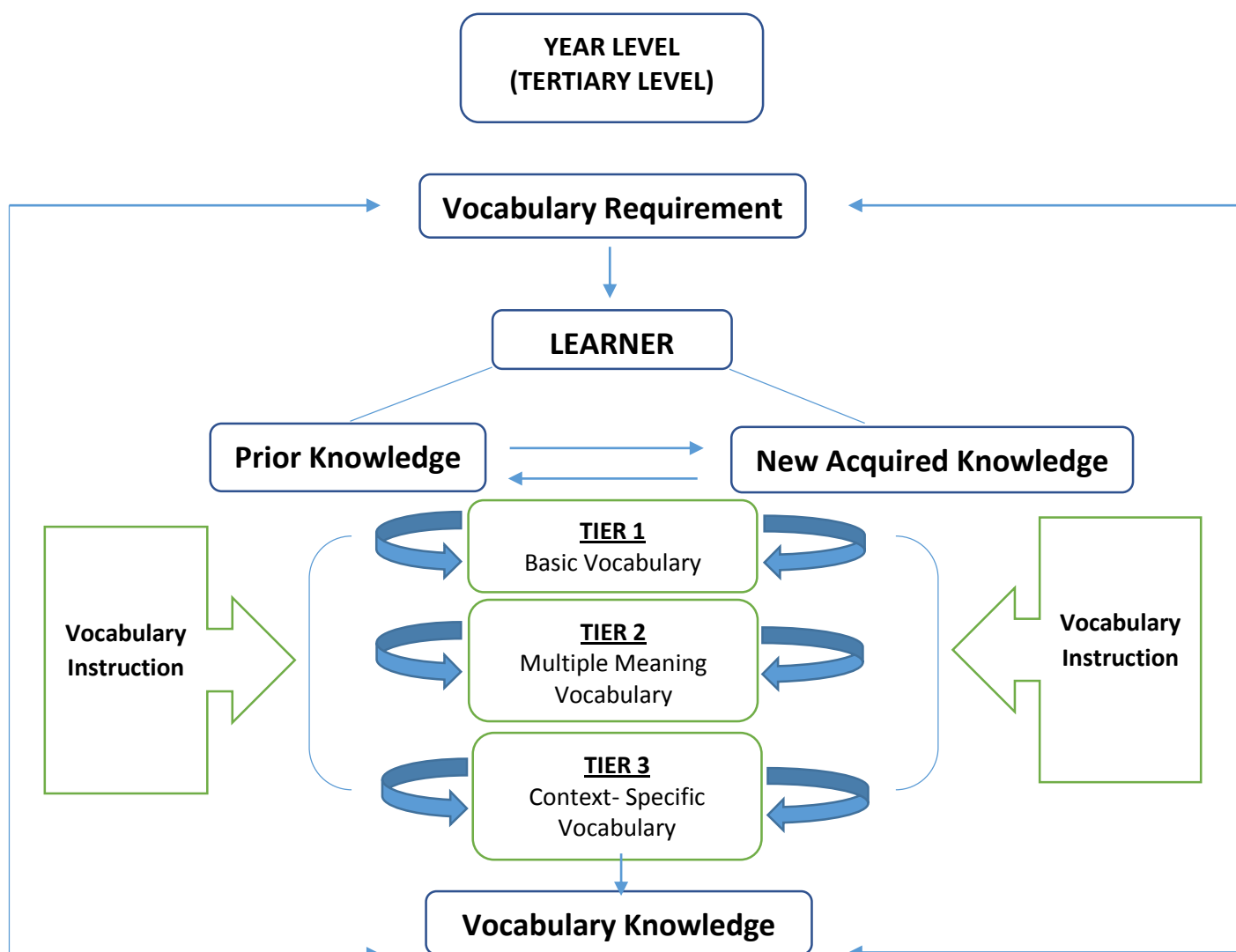


Figure 1. The Conceptual Framework of the Study

Hasan & Shabdin (2016) cited Meara (1996) on how she has argued the idea that a student possessing more vocabulary is better skilled in language use than those students who have less vocabulary knowledge. It was also mentioned that the size or the breadth of vocabulary knowledge will determine the depth of knowledge that a learner has of a word (Qian & Schedl, 2004; Qian, 2005; Hasan & Shabdin, 2016). Vocabulary depth involves different elements such as spelling, pronunciation, meaning, frequency, register, and syntactic, morphological traits. Thus, there is indeed a need to predetermine the knowledge acquired by the students. Through this knowledge, educators may be able to align specific strengths and

weaknesses to particular vocabulary instruction. Eventually, this instruction may assist both teachers and students. The learners may then meet the prerequisite vocabulary knowledge of a particular course. They may also be equipped with a strategy to unlock the meaning of word thru both their prior and newly acquired knowledge.

As shown in the figure above, the framework of this study focuses not only on the morphological analysis but also on the underpinning meaning that each word possesses. This knowledge must be aligned with the requisite vocabulary knowledge of a learner at the tertiary level. The first frame is the vocabulary requirement which pertains to the prerequisite vocabulary knowledge that a learner must have as they enter a particular course. This is anchored directly to the learner at the beginning of the framework. This means that a learner must be aware of these requirements. It is evident that even in the younger years of a learner, he or she is already aware of the knowledge that one must possess to survive and acquire the skill set. The third frame, on the other hand, is split into two. These two still pertain to the learner, as it exposes the prior knowledge and the newly acquired knowledge of a learner. It can be also be observed that two arrows point simultaneously to each other. This suggests complement to both pieces of knowledge as they unlock the learner's vocabulary prowess according to their respective tiers. There are three tiers mentioned: Tier 1, basic vocabulary; Tier 2, multiple-meaning vocabulary; and Tier 3, context-specific vocabulary (pp.79-80). Simply by determining the respective tiers that each words belong to, the student now can then assess whether they may be able to use either a top-down or a bottom up method. Thus, this will allow the teacher to further understand the grasp of the student, by the process by which the words are to be utilized by the student. Furthermore, the vocabulary instruction that is found on both sides of the tiers signifies the necessary strategies and techniques that both a teacher and a learner may utilize. The vocabulary instruction will help the learner achieve vocabulary

knowledge. This knowledge will then be anchored back to the first frame as it needs to evaluate whether the acquired knowledge is aligned to the knowledge needed for the course.

In mastering a new skills, comprehension is one key skill needed in order to acquire the skills set and knowledge needed in the professional world. But how can a learner manage to grasp all the vocabulary needed for the purpose of understanding and learning. A learner needs to be able to express oneself in manner that is also understood under the same professional community. A learner must be able to adjust his knowledge according to the type, purpose, and profession that must be dealt with. However, in this framework factors affecting writing and speaking skills were not included as to the focus of the study is mainly to improve vocabulary knowledge through the proposed bridge model.

The framework above shows the relationship of the prior knowledge and new knowledge acquired in coming up with a comprehensive approach for an individual learner. This allows an individual learner to absorb the teaching-learning process on their paces. This belief in learning allows the development of confidence and skills of the students when it comes to the analysis of the concept of word. The application of constructivism supports the philosophy of learning in building both the students' and teachers' understanding of a word and the concept of a word. This theory is basically where the students come up with their understanding and knowledge through experiencing things and through reflecting on those experiences. This may be revealed through the relationship between the prior and new knowledge acquired by the learner. Whenever a student encounters anything new, they have the concept of connecting that new knowledge with the knowledge that they have previously acquired or experienced. This may or may have not changed their belief, accepting or disregarding the new information acquired as relevant or irrelevant. In any case, they become active creators of their knowledge. Furthermore, they must ask questions, explore, and assess the knowledge that they have. The constructivist approach could prove very beneficial in

learning and teaching words in a language. Constructivism could be a way to help and improve a student's grasp of a word foreign to him or her. The researcher believes that once a learner is proved to have a full grasp of the vocabulary words to learn, then it is considered that students can also use these words accordingly respective to the purpose and use that the learner must do, be it in written or oral form of communication.

In a classroom set up, the constructivist point towards several different teaching practices. This takes place as the learner distinguish the semantic representation of a word through the different tiers. The appropriate teaching practices encourage the students to use active techniques (experiments, real-world problem solving) in creating and acquiring more knowledge, then reflect and talk about the understanding they have gained. Thus, aligned with the concept of the interactive theory, the teacher should make sure that the learner would understand the pre-existing conceptions, and should guide them through activities that address their needs. These instructions will cater to the specific needs of the learner based on what they have come up with. This is learner-centered design allows the learners to be more engaged in the instruction. This is ruled by the learning outcomes which deem to be acquired after the analysis of the learner's need (McGriff, 2000). With the 21st century set up, the teachers are also challenged to come up with interactive activities that boost the spirit and interest of the learners to learn more. Puentedura (2000) stated, in his SAMR model, that the progression that the learners often follow as they go on with the teaching-learning process. This is also where the teacher assesses and evaluates the technology used in the classroom. He also added that this model helps the learners engage more in the learning process. If the target is built the confidence of the learner in evaluating themselves, then it a challenge for the teachers to make the teaching-learning process more timely and interactive. Through this, the learners may be able to take self-evaluation as part of the instruction. This may also allow the teachers to provide the necessary instructions need to meet specific requirements. As we all know, in the

Philippine set up, students would often tell the teachers that they know a particular concept, just to avoid further instruction or criticism.

Furthermore, the teacher's role is also very important in the constructivism learning theory concerning its connection to vocabulary instruction. Instead of the traditional scenario where a teacher gives a lecture, this theory states that as facilitators it is their role to aid the students with instructions that are aligned to their understanding. "*Out with the old in with the new,*" they say as the teaching-learning process embraces the intervention of technology to improve learner's interest and learning styles. The focus is now pointed upon the student and their learning process, on what they know and what they are trying to know. Initiating this theory would take a much different approach towards learning as well. Instead of the usual spoon-feeding of knowledge, the teacher must begin asking. Students then will be trained to answer questions that align with the curriculum through the teacher's guidance in facilitating the students to come up with their conclusions instead of just being told. Also, there must be a continuous conversation with the students to open a new direction that may cater to their needs as the learning takes place. Teachers must challenge the students by allowing them to think critically, not by merely being a teacher but as a mentor, a consultant, and/ or a coach. They must teach the students to accept reality instead of just replying to someone else's information. The constructivism learning theory suggests that students should be exposed to more data like primary sources, allow them to interact with other students for them to learn from each other's experiences. This must imply that the classroom becomes an invitation for ample of different family backgrounds and history which allows the learning more diverse as they come together and at the same time observe and analyze common and different acquired information and ideas.

On the other hand, interactive theory, following its role in the vocabulary development is more concerned with the use the 'top-down processing' as an approach to construct

information that is relevant to the learning process undertaken. Students in this method would be given an advanced, more critical introduction to new concepts. Students, with the assistance of the teacher, could work on breaking concepts down to fully comprehend what was being shown to them. Instead of starting with the basics, students were given more complex words and then work them out into simpler word concepts, in such a way that could easily tap to the stored knowledge that they have. This makes it tangible for the students to grasp and fully comprehend (Anthony, 2018).

Surface structure processing, known as the ‘bottom-up processing,’ was discussed to relate the first process with the latter parts in the framework. This model seemed to be the sensory portion of word learning. It focuses on the letter-sound relationship, lexical or word knowledge, and the syntactic or contextual understanding of the text (Alhaqbani, & Mehdi 2012). The teaching of phonemic awareness and sentence structure skills can assist this type of processing. However, students who only use the surface structure approach find it difficult to comprehend the text. On the other hand, deep structure processing, also known as ‘top-down processing,’ employs vocabulary knowledge, background knowledge, and social construction in deriving the meaning from the text. This often makes it easier for poor readers, who might have trouble with word recognition but have knowledge of the topic, to fully understand the meaning of a new word encountered. Thus, vocabulary instruction could be imperative for these learners when building a larger pool of knowledge from which they draw meaning when faced with unknown texts.

Vocabulary learning becomes effective if learners would have a wide range of experiences, a sufficient number of exposures, active engagements, consistent direct instructions, and useful word-learning strategies. Thus, vocabulary may increase when explicitly taught. Furthermore, it was emphasized that to bring words more meaningful to students it could be outlined into three (3) types of vocabulary or tiers. On one hand,

Iwankovitch (2013) mentioned that an effective bridge model for instruction should allow students to immerse themselves in a language-rich environment, directly teaching words and teaching students to use word-learning strategies.

In the study, lexical items were identified with the aid of licensed N-Vivo software. Whereas, the identification of lexical items was based on the set of criteria that the researcher established to determine its appropriateness to the users of the textbooks. Afterward, the identified lexical items were categorized in their respective tiers (Hsu, 2006). This was essential in teaching vocabulary among students. As to the development of a bridge model based on identified lexical items in the textbooks, the research embarked on one of the nine (9) essential components of language teaching which was to build and to extend the vocabulary and the oral language skills as emphasized by Alfaki (2014). Other components included graph-phonetic foundations on fluency that provides expert instruction and practice when recognizing high-frequency vocabulary, which includes teaching common word parts and spelling patterns, teaching, and modeling. Provided that practice in the application of a decoding strategy uses an appropriate text to coach strategic behaviors and to build reading speed, using repeated reading procedures. Expanding to the growth fluency through wide independent reading, and monitoring fluency development using the appropriate assessment procedures.

Anchored on the conceptual framework of the study, the researcher deemed to develop a bridge model aimed to help in enriching and improving the vocabulary instructions. The theories significantly played a major role in the construction of a bridge model based on the identified lexical terms among the books used in teaching English for Specific Purposes in the Philippines. Since prior knowledge of vocabulary exists among students which were instilled and polished through the years of their studying, they are expected to build a wide range of vocabulary. These could be used in unlocking and learning new vocabulary as they proceeded in taking another course in language learning in English for Specific Purposes. This displayed

that constructivism was needed in the English language and college teaching (Zhou and Wang, 2016). With this, the researcher considered textbooks used in the Philippines in teaching ESP based on the new curriculum for the tertiary level. The researcher linked the bridge model to the textbooks used in teaching ESP at the tertiary level of the Philippine Educational System. The findings of the study could be used as a basis to improve the textbooks and teaching strategies used by educators.

REVIEW OF THE RELATED LITERATURE

This section of the study presents the review of related literature and studies from the local and foreign sources to add more relevance and depth on the topic of this study.

Even during the early times, there arose many scholars who aimed to analyze the challenge experienced in learning a language, not just English. Considering this a universal language, many tries to adapt and learn for the purpose of business, communication, and learning. Since the mid-1960s, it has been told based on several analysis that a word is not reproduced, rather is constructed from components. Evidently, sentences are created by first generating the semantic representation, followed by the configuration of the semantic elements that go along the semantic representation of the lexical units until the configuration is replaced with the phonological form. It was then asserted that words are not simply stored from set of suggested words but are synthesized in the lexicon (Pesina & Yusupova, 2015).

CONCEPT OF A WORD

The concept of the word simply means that a group of letters within a sentence are separated with the use of space, it has meaning and is spoken. If one understands a concept of word, one may see some words in a sentence and can distinguish them all. When a group of letters is recognized as a word, then one must have understood the concept of word. This is where the breaking down of words takes place, where one determines the different sounds (beginning, middle, ending) that the word may be categorized. This would further help a learner

to read a word insight. The concept of a word can be a fairly easy concept for individuals, however, those who struggle reading a word may find it difficult to grasp its concept.

In a reading booklet entitled: Promoting Vocabulary Development, prepared by Texas Education Agency (2002), the word was emphasized as a tool for a learner to connect with their background knowledge. The learner's ability to recognize a word affects not only their efficiency in reading but also their ability to understand the whole meaning of a text. Thus, the concept of word plays an important role in the learning process (Mousaw, 2014). The learners' knowledge of a word allows them to express their ideas and learn new concepts. Also, it has a huge factor in one's academic success. However, it was also mentioned that this will also be crucial for them considering the process that the learner must undergo in comprehending a text in the different grade levels (Anderson, 1981 in Texas Education Agency, 2002).

THE NATURE OF WORD

Wilkins (1972, p.111) described vocabulary to be a crucial part of language. He asserted that "*without words nothing can be conveyed*". A word is the smallest unit vulnerable to independent use. It is composed of one or more morphemes with two (2) or three (3) units combined under certain linking conditions, as with the loss of primary accent (e.g. blackbird and blackbird). It consists of one or more spoken sounds that functions as the principal carrier of meaning (Hasper, 2019). On the other hand, the sound that is made when we speak with corresponding meaning is considered suitable for individual use. Thus, these words are capable of being used on its own. It is coined to be a set of words that are made up of various elements that do not undergo any changes in any element within the parts of speech. It can also be a combination of characters that may represent a spoken word or several words in a line.

Beck, Mckeown, & Kucan in their Choosing Words to Teach, asserted that in teaching new vocabulary words, there is a need for thee teacher to a set of words to teach first, before the other. These chosen words are those that would tour the learner throughout the course, and

that it can encourage the learners to pay attention to the study itself. These words must be something they do not know in order to build interest from the students. Some may be familiar to them but as to the concept on how these words are used in their chosen profession that is something that the learner must be attentive to. They must understand the importance and usefulness of the word and its use whether in writing or in speaking (Beck, McKweon, & Kucan, n.a).

Word is a unit of language represented through speaking or writing. It works as the primary carrier of meaning that is typically seen as the smallest unit that is capable of independent use. It is separated from other units with the use of spaces and is often distinguished, as what phonologically known, as accent or pause. It is a distinct element of speech or writing that can be used alone or with other words in forming a sentence that typically shown with spaces on either side when written or printed. English may have a wide range of meanings, yet, it is one of the most sought after pieces of information that may or may not be found in its definition alone (Mousaw, 2014).

Despite the many dialects from the different regions of the country, Philippines may be considered lucky in terms of learning the English language. The country has even been one of the most English speaking countries listed. Compared to Chinese, Korean, and Japanese the Philippines is one step ahead since the same alphabet is being used, unlike these countries that are composed of different characters and pronunciation. For example, the Chinese, they establishes an apparent difference not just with the characters used, but also, with the word formation and other aspects (Xiao, 2002). This makes learning English monotonous for most Chinese learners. In order to be successful in learning the language, one must be able to master an unfamiliar alphabet, the phonetic system that will be added to the learners' new lexicon and morphosyntactic such as articles, phrasal verbs, and case endings. Unless the learners are well acquainted and equipped of the English language, learners will keep seeing the language

“difficult to learn and easy to forget” lexicon (Pesina & Yusupova, 2015). Furthermore, the teacher then need to consider that words in the language have different levels of use. That is why, the teacher has to evaluate the learners’ prior vocabulary knowledge as to how far they can get the idea through.

Vocabulary is considered to have gone through many changes that a word could undergo. The most creative change and deviation in learning the English language. Since language is dynamic, it is expected that more language is to appear over a period that may frequently create and describe many innovations and discoveries. This is one proof of the fast mutation that is happening in the world. Considering the limitations(time, money, and staff), generating any kind of dictionary is impossible, especially if its goal is to fully create a comprehensive content accounting all the words in the languages, no matter how large it may be (Aldawsari, 2017). An example of this is the leviathan reference which was somehow created. According to many, this dictionary would be obsolete as soon as it was published considering that the speakers and writers continually generate new terms to meet the constantly changing needs of the people around them. Furthermore, most General English Dictionaries are designed to disregard words that are not yet well-known to reach the standards probed to follow by the environment. This pertains to the set of words that are considered informal and rare in a manner that only appears on specialized purposes and most are recorded for specific professions only.

VOCABULARY DEVELOPMENT

A vocabulary pertains to a set of familiar words that deal with one's language. It is usually developed with age that serves as a useful and fundamental tool for communication and acquisition of knowledge (Briggs, 2015). Having an extensive vocabulary is one of the largest challenges in learning a second language considering its grasp to all the languages and words that are either used or understood by a person or group of people. Vocabulary differs in types; Listening Vocabulary, Speaking Vocabulary, Reading Vocabulary, and Writing

Vocabulary. Each type has a different purpose and vocabulary development in one type facilitates growth in another. Mostly, it is learned from context. Context clues are considered as an individual's skill to unravel the meaning of a word basing on the words that surround it, which also supports the original meaning of the word being learned. In some instances, using context clues in the process can be challenging for learners. No exact or same explanation can provide a comprehensive narrative on the exact number of words that a learner can or cannot learn.

Liu Na and Nation in Pesina & Yusupova (2015) stated that for a learner to be successful in learning the English language, they must acquire of at least 3,000 words for their vocabulary size. This points out the substantial time and cognitive investment in order to acquire the start-up vocabulary needed to comprehend general texts. Round 10,000 to 12,000 English words for a bachelor degree. This means, 5,000- 6,000 words are expected from theses graduates to be actively used with a certain amount of skill. In comparison, it was pointed out that for Non-English Majors, the college teaching syllabus requires a learner to recognize at least 4,200-6,500 words after finishing a two-year course. On the contrary, it has been discovered that non-native learners in their second year could approximately recognize about 1,966 out of 3,000 words despite the seven-year English instruction (He, 2008). This further imply the challenge to our teachers in providing a better learning strategy that would match the capability of the learner. This is an evident case to most learners, not only in the Philippines, but also, in all other countries trying to be eloquent in the use of the English language.

Jamal (2016) stated in his entry in the International Journal of Humanities and Applied Social Science, entitled: Vocabulary Learning Theories- A Keen Perspective, that the learners' accuracy and ability to construct correct sentences is of high focus when teaching vocabulary. This is what they called the Grammar-Translation Approach. Since it has been a tradition to teach English in focus to the grammar-translation. He also stated that in the late 1950s,

concerning the major innovations that arise in the pedagogy of teaching, graded syllabi have been introduced aiming to systematized inputs similar to the teaching subjects such as arithmetic or physics. Chen (2014) stated that in terms of teaching vocabulary when using context clues, the following may be included: 1. The manner of giving instructions that would center on one or more context; 2. The questions asked to the students, answering a cloze test type of instruction; 3. The directions involving the development of a general strategy that is deemed to infer the meaning of a word from context, something that has explicit reference; 4. The instructions that urge to help students to develop a general schema to be able to conceptualize a definition; and 5. The involvement of the practice an only concept, where there is the absence of any specific guidance that would influence the meaning of the word. Furthermore, Hedge (2000) as mentioned by Jamal (2016), that despite the traditional constraints in the teaching the language, studies shown that in the learning and teaching of vocabulary the following issues must be considered: learner's mental lexicon; strategies that the learner use to acquire vocabulary; and the comparison of words in terms of its difficulty to other words learned. It has been said that teachers must consider three approaches in teaching vocabulary; Incidental learning, explicit or intentional instruction, and independent strategy development (Hunt and Beglar, 1998; cited in Richards and Renandya, 2002).

It is an important approach for ELLs for them to be equipped with the knowledge and skills when determining the similarities of words within one's native language and in learning English, which is known as the cognates (Arechiga, 2013). ELLs are arbitrated due to the factors relating to development and the gap between the first and the second language possessed through the similarities based on their prior knowledge of the words encountered. Teaching children how to take advantage of their cognate knowledge may be a powerful tool for Spanish-speaking ELLs, knowing that may English words are similar to some of their words. Thus, it is more likely to be familiar with both concept and label in Spanish than that of English labels.

Moreover, there may be many resemblances but it is still important to know one's characteristics of mature language use that may frequently appear in many domains.

It has been assessed in many studies that the extent to which students' vocabulary improved depends on the various features that each pair possess, which includes the similarities shared and the degree of transparency that lies in between the phonological process. Moreover, findings have indicated that even students that are incapable of literacy but are orally proficient might still benefit from the instruction of cognate awareness. It was also mentioned that one must acknowledge the help that cognates provide in most cases. Unfortunately, it may also result in giving a wrong connotation, similar to instances where a learner encounters a word and considers an incorrect equivalent. Regardless of their likeness in sound, these words may still have different meanings (Arechiga, 2013). Second language learning is a process that involves a lot of crucial and that means being equipped with many things about the language being learned. It also integrates knowledge that is related to different levels of ability, which determines the efficacy of the learner in using the knowledge that they have (Gass, 1999; cited in Jamal, 2002).

On the other hand, studies have considered the concept of one's underlying knowledge on metacognition and metalinguistic when about the learner's consciousness of the words encountered. Carroll (2000) stated that psycholinguistic concerns are involved in the process of learning the language, such as, acquisition, perception, comprehension, and production. This pertains to one's mental lexicon which deals with the organization of word knowledge in one's permanent memory (long term memory). Gui (2000) stressed on Carroll's metal lexicon that not only words are stored in the memory, but also, they can retrieve the knowledge whenever they need to for speaking and writing. The learner's responsiveness to the linguistic substance of a word tackles on their in-depth grasp of a word. This helps the students absorb words that may also lead to entail an avenue towards learning words in general. There is also the

involvement of appreciation. They say, understanding the reason behind why certain words are used instead of another word is power, and that there are other words that one could use in place of the words that a speaker or a writer have originally used (Manyak, P. Manyak, A., Cimino, and Horton, 2018). Since word consciousness has only recently been articulated, there is little research that directly demonstrates its effectiveness. Vocabulary theorists and researchers Beck, I. L. McKeown, M. G., & Kucan, L. (2008) asserted that one's consciousness of a word plays an essential part in the development of one's vocabulary, attesting the importance of motivation to all learning process (Williams, 2016). Just like what they say, students simply do not learn much unless they are motivated to do so. Thus, if a learner is going to accomplish a huge task of learning, something like 50,000 words, by the time they graduate from high school, they absolutely must be motivated in achieving this goal. If a learner possesses a strong first language knowledge, then, there is evident support or foundation that can help the learner improve their knowledge of the second language.

Regardless the focus on the pedagogy of vocabulary, several practices allow a learner to use their first language while being taught with the second language, such as previewing and/ or reviewing a story (August and Shanahan, 2008). However, one must also consider that a learner must be fully equipped with the basics, in both speech and reading, building their vocabulary with the most frequently used words in English. Considering that most of the words existing are words that native speakers will acquire when they enter school. Vocabulary learning can be demanding for learners, but, there is no easy way to get to it.

Gui (2000) compared the traditional manner of knowing the meaning of a word, mental lexicon is argued its difference to the usual and obvious use of the dictionary:

1. Unlike to the dictionary, mental lexicon is not in alphabetical order;

2. The dictionary have a finite number of words compared to the mental lexicon that can continually adapt to words learned, as well as, to the changes in their meanings and pronunciation;
3. While the words in the dictionary are listed in isolation, mental lexicon group words based on their properties and relationships; and
4. Mental lexicon contains more substantial information than the dictionary.

This means that when a learner uses one's lexicon for vocabulary development, they are also dealing with the definition, spelling, pronunciation, and its relationship to other words. Making mental lexicon more dynamic and complex to us. However, with proper tool and strategy, may be found very helpful in building one's vocabulary.

VOCABULARY INSTRUCTIONS IN EGP

They say that listening to a read-aloud can be an as good source of word meaning as when one reads on their own. This seemed popular for learners that are being required of special skill to understand a concept. It was found out that readers learn the meaning of a word at the same rate when someone typically learns from a written context. Jeon and Yamashita (2014) suggested that listening to stories could be a rich source of word learning, and listening could be a substitute for reading, in cases that a learner with a disability is unable or hindered from understanding the meaning of a word. This approach suggests the decoding of vocabulary knowledge, syntactic processing, metacognition, and the different measurement of sub-skills, which are believed to be helpful in the identification of the major predictors of reading among L2 readers with varying characteristics. It is the focus of meta-analysis to find out the individual differences in L2 reading comprehension from L2 language knowledge in connection to vocabulary and grammar. However, there are restrictions as to the use of reading strategies including age and exposure to the target language.

In a study with the students in the United States, who were trying to learn Italian as a foreign language, Williams (2016) found out that students who were exposed to native Italian within the span of 4-5 years have used considerably acquired strategies than those who have less or no exposure to native Italians at all. Hartranft (2009) discovered that concerning age, skilled adult readers tend to put their focus on cognitive while for the younger readers, they decode a text through their metacognitive skills. Another example is that of Alhaqbani and Riazi (2012), focusing on the Arabic language as L2, which aimed to discover the students' awareness of metacognitive reading strategies. Potential factors were discovered about the use of these reading strategies in the Arabic academic context. It was then revealed that significant factors are affecting their use of reading strategies, regardless of the high level of metacognitive awareness of the participants. Despite the extensive L2 reading strategies and vocabulary knowledge presented in this study, other studies have explicitly shown concerns in the inference skills of EFL learners which appeared to be very limited. It aimed to determine the depth of both vocabulary knowledge and metacognitive reading strategies in reading comprehension using one's inference. Through listening, talking, and reading, language is primarily acquired. There is a need for teachers to immerse students in environments that are rich in language variations to provide opportunities for them to acquire full potential in vocabulary enrichment. The ELLs are introduced to text through reading aloud allowing them to see different texts like television and radios.

In a study conducted by Hart and Risley (1995), that each learner has their difference, and as they enter school they bring this with them. They call it, "meaningful differences" as it points to the knowledge that they have which helps them in the learning process. However, some differences do not contribute anything to their learning process, and these are things like race, ethnicity, birth order, or gender. This attests that anyone can learn a language, provided that they have the necessary set of knowledge as required by the language being learned.

Another method that can be utilized to improve vocabulary is the method where an adult or a teacher is assigned to read aloud to the children. This method is called the shared book reading. Occasionally, the adult stops from reading to highlight events from the story and to discuss words and other features of the reading activity. This helps construct literacy in writing letters, recognition, and generation of rhymes. This method, thus, makes the influence of the outcomes that language with native English speakers is acquainted with. This includes vocabulary, grammar, and listening comprehension (Townsend, D., Filippini, A., Collins, P., and Biancarosa, G., 2012). Also, it is found that with the comprehension-related skills, English oral proficiency was more correlated than decoding- related skills, while for native English speakers, the following were the most recommended strategies: 1. teaching how to use context to infer meaning; 2. teaching how to use words part in gleaning the respective meanings of a word, and 3. Teaching the manner of approach taught in terms of using a dictionary (Coxhead, L., Stevens, J., and Tinkle, W. (2010).

Regardless of the fair amount of context and word parts used in research, there is still very little study in terms of teaching students how to use the dictionary. August and Shanahan (2008) stated that when it comes to researches related to the second language, there is a very limited resource, however, several investigations appeared that these strategies help students use cognate knowledge in uncovering unknown word-meaning in the second-language. For others, this method is far difficult to comprehend compared to other non- multifaceted strategies. Nevertheless, just like the others, ELLs must be fully equipped with strategies using context, word parts, dictionary, and the cognate knowledge whenever the native English speakers share cognates with English. On the contrary, the mastery of these strategies was the most important for ELLs because of the ample of words that they can learn (Aydin and Aytekin, 2018).

Students must be well aware of the importance of literacy development and how it was influenced by the range of individual factors which includes the following: 1. The age of the learner when they arrive in a new country; 2. The learner's educational background as to the history of the schools they have attended; 3. SES; and 4. The learner's capacity to learn. These differences are said to be the effects of the learning instructions given to them over time. Studies have shown that among the many practices in learning, the use of differentiated instruction work for ELLs. This allows the learner to focus first on the proficiency and the literacy of the learner on their L1. The proficiency level of a learner accommodates their needs in terms of first-language literacy. Furthermore, this also includes individual differences in one's learning ability and rate. However, it is also evident that there is still a very little experimental research on the specific guidance about one's accommodation of individual diverse needs within a classroom or within schools (August & Shanahan, 2008). In exposing the learners to various strategies and practices, a learner's wide range of vocabulary may be recognized, making it possible to determine its registry on one's spoken language.

Indeed, there is a rich learning opportunity present for everyone. Pieces of evidence show that there is an incidental vocabulary learning through reading in both native English-speaking students and ELLs. Larotta (2011) has given an example explicitly showing the probability of learning a word that would allow a learner to unravel the best answer in a multiple-choice type of test when reading four natural passages. A student can potentially read given the volume of the text that they can readily read from the context itself. Results have shown its estimate of an average middle-grade child learning 800-1,200 words from context annually. However, there is a halt as authors revealed that even at the most complicated context or words, there is still a possibility that a learner may not learn a word or a new vocabulary word. Studies have examined through meta-analysis that native speakers of the English language can better learn when not given instruction. Larotta (2011) also concluded that a

student could and did learn words incidentally. He also added that learning can normally happen when a learner can learn a new word. It was also shown that the higher the grade level of a student, the higher reading ability is better used in context and that the texts used may contain fewer unknown words facilitating the context. ELLs indicated that sustained reading allows students to choose a book of their preference and make them regularly read a book. This may eventually lead to the development of comprehension and oral language (Creel et. al., 2012). Moreover, it was also stated that learners are more encouraged to follow the incidental vocabulary learning since learners are more likely to forget when they utilize the content of the words as to its functions and uses in the overall concepts. These are just some of the many limitations present in the process, and this may be the reason behind the obvious errors in the lexicon that includes errors when using prepositions and collocations. Furthermore, simplifying the development process of a language allows a learner to get all the support they need for them to improve their understanding and their grasp of the language being learned.

On the other hand, there are some issues concerning the number of exposure needed by the word or expression to the occurrence of incidental acquisition. Schmitt (2010) concluded in a study that “*8-10 reading exposure gave learners a reasonable chance of acquiring an initial receptive knowledge of words*”. Still, these factors caused the many variables to rise in percentage. Highlighting the difficulties encountered by the learners throughout their journey of becoming proficient in the language, which is dependent on the process that a reader takes when encountering a new word.

The word “*exposure*” is associated with the concept of constant focus that relates to the cautious approach of putting up the meaning of a word. In general, learning from these contexts could allow both native English speakers and ELLs to learn a word meaning. The learning probability of a word is considered low in a single occurrence and that the word learned from a context may increase substantially with the occurrence of the additional word. It is important

that when students are given a book and have read it, one must ensure that the texts be read accurately, fluently, and with good comprehension. On the other hand, in a statement was given by Evans and Morrison (2011), “*content*” in recent years has broadened its integration to reading, writing, talking, listening, and viewing in text-related learning. Content area reading pertains to providing students with aid to better comprehend what they read. It is where a person, usually a student, needs to complete and understand a particular subject area. It is typically included in definition related to Science, Social Studies/ History, and Math but any instruction outside any area of English Literature may be constituted.

Reading associated with content courses reflects not only the concepts and ideas that are important to these subjects but also the text structures used in their particular fields. For Crystal (2018), content area reading was different from literature. Though literature deemed to be expository, there is still a prerequisite for the readers to use various strategies for both reading and comprehension. It is an obvious notion to comment on the difference between reading a novel and reading a social studies textbook. For novels, there are distinct chapters but does look the same in their featured paragraphs. Occasionally, a few illustrations may be seen but are found in a huge gap before the other. In comparison, textbooks use sidebars, illustrations, headings, footers, and colored text that are used to tell their stories. Besides, their content is also written in different manners (Evans and Morrison, 2011). Literary pieces are written in a narrative form, relying on plot and character dialogues. This allows literature to convey its message to the readers. On the other hand, content area text is written in an expository manner. It is written basically to inform, to persuade, to describe, or to explain a piece of information to the reader. Thus, it is the responsibility of the readers to align their reading strategies based on the text they are reading. They must harness the appropriate strategy to use specific content areas that will match the existing text.

As regards content area reading, there is a need for the readers to select a reading strategy that will solely depend on the content of the text they are reading. According to Crystal (2018), each genre has required the use of different strategies in accessing information that could be readily identified beforehand. One could also use approaches that may concern the different skills concerning the question, inference, and prior knowledge which draws specific information to provide the meaning of the text. Thus, allowing learners to get acquainted with the literal meaning, inferential reading, and the evaluation of one's judgment and conclusion regarding a piece of information. One's ability to speak, listen, and to write is stated by Hung (2017) to have been involved in the development of a learner's literacy. He believed that a person's ability to learn, to think, to reason, to view, to visually represent are involved in the process. These abilities allow them to decode and understand visual, graphic, and textual representations of various ideas and information. Describing, hypothesizing, explaining, predicting, and reflecting are known as language functions that simultaneously improve skills regarding observations, description, explanation, prediction, estimation, representation and inference that are aligned with science inquiry and process, encouraging the learners to think and to reason out in a manner that they may include not only literacy but also, science learning as well.

The development which occurs along with the range from pre-literate, then patterned with the learner's age and their respective areas of academic development, allowing the learner to associate symbolic representations with real-world objects and events. From the description of the present condition of events to the reporting of what is happening to those who did not attend the event, until the hypothesis of what will happen to them. They say that this permits students to progress from a simple and concrete manner of thinking to a more complex and abstract one. Moreover, in the acquisition of English language proficiency, students' participation is required. There is the involvement of one's knowledge and one's effective use

of literacy convention, which pertains to the vocabulary, syntax, spelling, and punctuation, which are all used in both social and academic contexts. This also includes knowledge that concerns various sub-registers that may represent different specific disciplines (Kasuya, 2000).

On the other hand, proficiency requires the use of abilities that are non-technical in a manner that has a unique meaning within a given discipline. Just like the words matter, force, energy, and space that are all related to Science, which is acquired through thinking and reasoning following the standards of the learning community. However, with the rising number of states adopting the English only policies, the concept of bilingual education had fallen. Several studies have shown that it is in Science that a student may develop their skills in observation, imitation, and interaction with other people allowing them to improve and develop literacy and proficiency promoting cognitive flexibility. This eventually allows the students to perform well in English, enhancing their cultural and linguistic identities at the same time.

About ELLs, many elementary teachers were deemed to have inadequately prepared on their content areas. Much emphasis on subjects like Science or Mathematics, or subjects that concern specific strategies in teaching (National Center for Education Statistics, 1999). It was also mentioned that teachers have the common notion that there is a must for them to first learn English before engaging in content area learning. That there is no need for them to learn and put emphasis on linguistic influences that allow “teaching diversity” to overlook their differences and acquire the acceptance of inequities in certain conditions. Thus, falling behind the English-speaking context due to these norms (Xhaferi, 2010). Inquiry-based Science Instruction, according to Siddique (2017) helps students develop scientific understanding and engage in inquiry practice as these are provided by the instruction, which is also favorable for ELLs. The hands-on activities provided within this instruction allow students to become less reliant on instructions focusing on the mastery level of the learner. He also stated that activities, such as collaborative and small-group work provides a lot of opportunities for them to develop

English proficiency. Through its engagement to authentic communication about Science, they acquire the English language and literacy at the same time develop knowledge in Mathematics. Not only that the learner acquires knowledge and skills in the English language, but also, gains the understanding that is related to the different genres of writing in Science.

Based on Science instruction, ELLs weigh both objects and events that are related to the process, particularly the weight, length, and speed. They also utilize statistics and probability when analyzing and interpreting data and concepts, even recording and presenting data in multiple formats, which allows them to learn Mathematics as well. Through this manner, students gradually become precise and accurate when taking measurements as they already have the skills and knowledge of how they may apply Mathematical concepts: sorting the patterns and anomalies found in the data gathered, utilizing various formats that may represent data, and providing reasons that are based on the data given. Therefore, there is a valuable connection and importance found among different subjects utilizing the integrated approach for ELLs that requires them to also consider the limited access to science instruction in schools. Medrea & Rus (2012), added that there is a must to reinforce both Science strategies and literacy development to develop English language proficiency. These strategies are thought to be a factor that may help in developing students' literacy in the context of instruction. Montgomery (2007) also stated instructions, such as, reading stories or narrative articles allow the students to activate their schema on the topics presented such as the use of essays or expository texts in allowing the students to relate their day to day activities to engage and to communicate with other people; the utilization of questions that tackle more on the comprehension to specify students' inquiries regarding the activity; there is also the use of different strategies that allow the students to enhance their comprehension of science information in the expository text that is found at the end of the lesson; and the use of various language functions in science inquiry. Students must also engage themselves in a different set

of groupings allowing them to read topics that are related, getting them familiarized with the different manners of perception. Also, allow the students to describe the scientific process under investigation to see their prowess of the step by step procedure existing. Students are also able to use maps and organizers that would help them simplify their grasp to a word learned for their vocabulary enrichment. They are also able to create multiple formats on students' data records and reports that can be conducted in written, oral, and even in the graphic form. They are also able to incorporate instruction with the different themes in both literature and science, including writing tasks such as homework and assignments. For instance, allowing the students to write about what they did in class, just like a journal, and afterward share it with the class or with their family members.

Arechiga (2013) added that in terms of developing the general literacy of all students, there is a need for all teachers to consider the use of strategies that will support the language enhancement of ELLs in terms of comprehending academic content and in developing English language proficiency. There is a need to recognize the varying level of language proficiency of the students. Including the structuring of activities given to the students to diminish the requirements asked from the learners, making it simplified and more learner-friendly. Students' communicative competence must match their level in terms of length, complexity, and abstraction. This also includes its difficulty for a learner in specific factors such as their pronunciation and their construction of sentences in the simplest structure. Students who are within or slightly above communicative competence must be able to use multiple modes of communication and must be able to represent written, oral, graphic, and even in gestures.

For students to be able to practice vocabulary in different contexts, there is a need for the key vocabulary to be introduced at the beginning of the lesson. Since there is the use of multiple contexts in language, it is also advised to promote precise descriptions and explanations of objects and events concerned within the context. This pertains to one's choice

of words when giving explicit attention to particular words when using words that direct positions, words that use comparative terms, and when using affixes. Also, when demonstrating real objects or events which is also known as “*realia*”.

It is an important classroom feature that meaningful topics, tasks, and activities be included. There is also a need for teachers to assess ELLs which is also provide benefit for all students. Separating the scoring criteria for both science learning and English language proficiency to allow teachers to properly assess ELLs. This practice may help distinguish the strengths and weaknesses in both contents, and these scoring rubrics are readily available even for science instruction. Furthermore, they may also assess the language used by ELLs in their home. Students are allowed to share their prowess in science using the language they use in their homes. This will promote English literacy in all the areas that it touches, however, the genuine reason of literacy and learning must not be forgotten, which is to achieve all these simultaneously (Fehr, 2011).

Schmitt (2010) added that promoting multiple representations in formats must be actualized by teachers, at the same time keep in mind the goal of establishing literacy standards. This means the one may be incapable of putting into written context their thoughts either using their language at home or the language learned, but can easily showcase their ideas in artistic manners and even through oral communication.

Take as an example the scenario stated by Schmitt (2010), about a newly arrived Haitian in an elementary school. This student has developed limited skills in literacy due to a lack of schooling. The student even had the difficulty of holding a pencil. Until the student was asked to explain his idea of what would make a boat made of clay may sink or float. Then he became keenly involved and gave his explanation based on his understanding of the relation of air in the boat. The student even related his thoughts with his risky journey to the U.S by boat. This allowed science to become possible for him, regardless of his low literacy.

Both vocabulary and comprehension are inseparably connected. Each one's ability to distinguish or to interpret and articulate words are vitally important. On the contrary, one's recognition of the meaning of the word plays a primary and direct effect on any specific meaning in the passage. It has been proposed that the most influential way to develop one's comprehension is to empower one's vocabulary. Thus, students with limited vocabulary may comprehend less of what they read (Khan and Khalid, 2018).

Reading comprehension pertains to one's ability to read a text, process it, and understand its meaning. It is influenced by one's traits and skills, one of which is the ability to make inferences. If recognizing words is difficult for students then too much of their processing capacity is used. This may interfere with their ability to comprehend what is read.

Different approaches can be used to improve reading comprehension, and this including improving one's vocabulary and one's reading strategies. Understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension, on the other hand, is deemed to be dependent on the four language skills, which dwells on phonology, syntax, and pragmatics. As it was said that the success of a learner to proficiently read rely on their individual ability to quickly and effortlessly identify words (Cain & Oakhill, 2007).

Lastly, reading comprehension is the ability of self-correcting one's problems that solve comprehension problems as they arise. This involves two levels of processing; the shallow (low-level) processing and deep (high-level) processing. Furthermore, deep processing involves semantic processing. This happens when one encodes the meaning of a word and relate it to similar words. On the other hand, shallow processing involves structural and phonemic recognition, which is the processing of sentences, including word structure and their associated sounds (Cain, Lemmon & Oakhill, 2004).

In a study made by Chujo (2014) entitled, *“Measuring Vocabulary Levels of English Textbooks and Tests Using a BNC Lemmatized High-Frequency Word List,”* it was emphasized that *“if more than five (5) percent of the running words were unknown. It was likely no longer meaning-focused learning because so much attention had to be given to language features”* (pp. 388–389). Based on the study, it was inevitable to scrutinize the necessity of vocabulary to the learners and look into the possibility of meeting at least 95% of the comprehension criteria. If this would not be met, it is the role of the teachers to give vocabulary words that could be considered supplemental. Without this, the gap could not be a bridge out and this would lead the learners to get intimidated with activities concerning dictionaries.

The challenge arose from the diversity of the different levels of one’s English vocabulary. This applies to materials from beginners to the more advanced articles. To measure the vocabulary levels of the learners, there is a need to scale word lists that frequently appear in the text. It was then discovered that a million word-corpus is already huge reliability that affects the ranking of words.

Subsequently, in ESP materials, Engineering English was selected to use as a medium to teach senior and graduate students by the College of Industrial Technology at Nihon University. This material was designed to instill to the students the ability to both read and write, exposing them with the technology-oriented English which they are likely to encounter in their professional careers.

The next step was the assessment of the vocabulary levels of each text. First, the author established the percent level of comprehension coverage after learners needed at least 95% of the running words as input to reasonable comprehension and to have reasonable success at guessing from context. One noticeable finding relevant to the present study is that there were fewer high-frequency words in ESP since greater knowledge of vocabulary would be required for understanding the ESP vocabulary. ESP articles found that the 15 highest frequency words

made up the running words of the vocabulary of each ESP article. Such a fact suggests that a specialized vocabulary list may be the key to bridging the large gap in vocabulary between the EGP textbooks and the ESP articles and TOEFL tests.

About the above study, the researcher of this study saw similarities as to the use of ESP material. Both materials, the past and the current were designed to inculcate students with an ability to read and write the technology-oriented English likely to encounter in their professional careers. Similarly, a 'wordlist' would be for analysis. In this study, word lists were created for each of the textbooks for comparison and further analysis. But while the previous study covered journal articles for analysis, the present study used ESP for Engineering Textbook. While the former researcher believed that there were less high-frequency words in ESP, the present believed that there was more vocabulary required for understanding the ESP vocabulary, although both consider a specialized vocabulary list had the key to bridging the large gap in vocabulary between the GE and ESP textbooks in the present study and the ESP articles in the previous.

In a comparative study conducted by Nordlund (2014), entitled "*EFL Textbooks for young learners: A Comparative Analysis of Vocabulary*," he has stated the comparison of the vocabulary component in teaching materials and the extent to which words recur in the book. There the goal of finding its relationship whether there is a common core among the series of words and whether the vocabulary used corresponds with the accepted measures found in the high-frequency words of English. There was also a variation seen among considerable individual books, thus, a series of words between a series of words. It has been said that generally speaking, textbooks contain a high portion of low-frequency words or words that appears only once. Thus, it is difficult to list the common core of the vocabulary within a text. This study of Nordlund further proved that even so, many words still correspond to general

high-frequency words, as much as the 33% that were not found among the 2,000 lists of most frequent English words.

It was discovered that adjectives were in high frequency and mainly belongs to a smart collection of a word which has a relatively wide range of use. Thus, learners are already quite exposed to several adjectives and had an equal opportunity to be acquired. Unfortunately, high-frequency adjectives only share a small portion of adjective types. On the other hand, low-frequency adjective appears one to four times. This made the 77% to 90% of all the adjectives with the highest frequency for low-frequency words.

For the noun category, this study also revealed the variation it acquired compared to that of the adjective which is regarded as high-frequency items. There are some repeated words that regardless of the series were found to be common words. On the other hand, other words also stood out for not being as common as one's everyday speech. There is a high rate for low-frequency adjectives and are regarded as a noun. This pattern was highly considered as displayed for nouns and verbs. In general, high-frequency verbs are commonly used in many contexts. Unlike nouns, no existing samples for verbs appeared to be more peripheral in use. Despite the variation, the correspondence between books, both within and between the two sets of teaching materials, was rather high: the same verbs tend to feature in all textbooks. However, there was a display of a high number of exclusive verbs.

As to the difference, the previous study studied two English teaching coursebook series which were widely used in school years four (4) to six (6) in Sweden where English was the first language unlike in the present research where Filipinos would consider English as a second language and high-frequency words would be taken from GE and ESP textbooks.

Both studies compared and analyzed vocabulary components in the teaching materials and examined the extent to which words like adjectives, nouns, and verbs recurred and whether vocabulary in the teaching materials corresponded with accepted measures of English high-

frequency words. And, while in the previous study it was difficult to pin down common core vocabulary due to variations in vocabulary in the two series, the present study hoped to categorize high-frequency words and came up with common core vocabulary.

On one hand, Chilingaryan (2016) mentioned that in developing an ESP course, the ability to successfully communicate in a particular jargon characteristic of occupational context, utilization of a more generalized set of academic skills, and usage of English in everyday informal talk should be considered. Furthermore, student analysis, formulation of goals and objectives, identification and revalidation of content, selection of appropriate and updated teaching materials, planning, implementing, and evaluating of the course could be the initial steps in developing an efficient and effective ESP course. It should be seen that each class be treated to be an on-going process as ESP educators could modify the initial materials based on the interest of the students.

In the article written by (Quigley, 2018) it was purported that creating a word map, music for memorization, root analysis, personalized lists, and use context clues are some engaging ways to boost the student's vocabulary acquisition. He mentioned that the Frayer Model could be used to create word maps through association with the word's antonyms, synonyms, and using a word in a sentence or conversation.

VOCABULARY LEARNING

The learner's range of vocabulary helps decide on what language to teach and to learn. There were three types of information suggested when deciding on one's goals in learning a language: (1) a learner must have a target number of words when learning a language to make it realistic and achievable; (2) a learner also needs to create a target number for words learned from the native speakers themselves, this is to make a comparison of the learned words and words that are commonly used by the natives; and (3) a learner must be aware of the required number of words for them to completely use another language, which would allow them to

utilize the language just like a native speaker. Even for native speakers, it is still impossible to know all words existing in a language (Nation, 2006a).

In a teaching program that involves vocabulary, an important constituent in the learning process; and two major types are deliberate and incidental (Ramos, 2015). It is imperative that while utilizing the different vocabulary learning strategies, learners must consider this and their combinations. This was said to have caught the interest not only by the researchers, but also, teachers and material developers. Xu and Hsu (2017) argued that vocabulary has regained its recognition in literature through reclaiming its position in teaching. The attention given by educators became a huge part to make the pedagogical curricula meet with cautious approaches for the learner's sake. Emphasizing the concepts on one's accurateness in their eloquence to the language, continuing from the technique of translating grammar use to the approach of communication in the teaching process.

Studies revealed that there are four types of vocabulary, listening, speaking, reading, and writing vocabulary. Learning the language can sometimes be very confusing but given the proper instruction, learning can be very beneficial especially for professionals. These four types have their respective roles and works for a specific purpose. Furthermore, if the learner becomes aware of how to understand the words being learned then it would eventually lead to enhancing one's vocabulary learning and knowledge. Some words were described to be something that can be learned actively while others are deemed to be easily picked up in an incidental manner. In the same manner, it has been stated that the terms used in an unlikely manner for dichotomy are within the grasp of deliberate vocabulary learning (Thornbury, 2002). From the perspective of other authors, they shared approval of the similarities distinguished among terminologies.

There are different types of learners, some with their different strengths and weaknesses. Some learner does better in speaking while others don't and while there are

students who finds speaking as their strong point some people finds it convenient to express their thoughts in writing (Tompkins, 2005). He also added that the five senses of our body help learners to better understand and explicitly expound one's idea of a word being learned. Beginning from the womb, fetuses are said to already able to detect sounds in as early as 16 weeks. Thus, during the waking hours babies continue to learn new words until such time they reach adulthood. Allowing them to recognize and understand about 50,000 words. Unfortunately, learners who are completely deaf are not able to experience listening vocabulary, rather expose them to learning vocabulary through visuals and signals. Most adults use about 5,000 to 10,000 words in conversations and instructions, which is lesser than what learners acquire from listening. Furthermore, as a learner reads the vocabulary learning also expands. However, there are words we don't use in the speaking vocabulary. This description makes it evident to distinguish how a word is used and when to use the word. Furthermore, it is considered the second largest vocabulary. This means, if a learner is not a reader, then there is no growth in vocabulary. As for writing, the words used are expression of oneself. Generally, it is easier to express oneself through speaking, since, the facial expression and the intonation help provide depth to the meaning of a word. However, though choosing the right words is similar to how it is done in speaking, writing is strongly influenced by how one spell a word. Poor spelling may mislead a person in understanding what is really meant of the word used.

Different authors used different terminology, and whatever is used, there will be two major types to be discussed when learning vocabulary, and these are explicit and incidental. These concepts must not be taken as competitors but must be considered as mutual reinforcement (Nation, 2006b). These two types by an individual or in combination are achieved through utilizing one or more learning strategies. Different researchers have looked into the origin of the various perspectives existing, considering the strong diversity in

vocabulary learning strategies. Schmitt (2000) suggested grouping its division into five respective groups namely: determination, social, memory, cognitive, and metacognitive.

On the other hand, Xu and Hsu (2017), suggested that to build on these classifications they must consider the direct and indirect categories within the process of vocabulary learning, since the first category under direct vocabulary learning tackles with the combination tactics on memory, cognition, and compensation while meta-cognition and other social strategies are related to the category. It has been interpreted based on many pieces of research that the concept of repetition may be considered as a primary technique in improving one's vocabulary (Nation, 2006a), while it was at the same time explained that the preference of learners is greater in vocabulary strategies that are somewhat related to the idea of guessing and the use of a dictionary (Chujo, 2014). Many scholars agreed to the concept of deliberate vocabulary learning paradigm considering as the main source for vocabulary acquisition. Nevertheless, to be able to handle the needs of the learners in handling contexts when reading, it still evident that there is a huge need to fill in all the necessary amounts of vocabulary to fully acquire the target of each strategy. Also, ones must still be cautious as extensive reading is needed for the further development of advanced vocabulary (Elgort & Warren, 2017); and this was supported by the argument that highlights the appropriateness of deliberate learning for students in the intermediate proficiency level, while the incidental learning as a strategy that is more applicable for the higher

Unlike incidental learning, careful vocabulary education is more time conscious and stricter in terms of effort and motivation. This is known to be an efficient strategy to encourage learners to further improve their vocabulary. In contrast, Schmitt (2000) stated that the more one manipulates, and information, the more likely that information is to retain. The deeper the process one has to go through, the more likely the newly learned words are to be remembered. Vocabulary must be given explicit attention as it aims to focus on language learning. According

to Quigley (2018), to distinguish the meaning of the word being learned it requires a purposeful procedure that needs their full attention. It is also necessary to consider the most frequent words to be taught explicitly, and for low-frequency words to be taught deliberately. On the contrary, as the difficulty was measured it was found out that deliberate learning vocabulary is easier to understand than that of incidental learning. Thus, vocabulary learning is deemed essential in reaching the vocabulary size that is required in incidental learning (Schmitt, 2000).

By nature, incidental vocabulary learning is considered one of the key aspects of language acquisition. It is referred to as passive learning for its process acquires vocabulary without focusing on the specific words to be learned (Alemi and Tayebi, 2011). However, the common notion about our memory being treacherous may hinder the several factors that are needed to achieve in learning (Nation, 2006b). A lot of influences may arise that could affect the process that an incidental vocabulary learning is expected to go through. This is the reason why extensive learning is the best strategy to do this, though there is a 95% chance that a reader may come across a word that is both familiar and comprehensible for them (Jian-ping, 2013; Restrepo Ramos, 2015). Thus, this proves that when a learner read to acquire the meaning of the text, it does not necessarily mean that this knowledge may eventually be considered vocabulary. Each word depends on a context, and as this context collides with that learner's knowledge then that means its attention also is required (Nation, 2009). It was also argued that the bottom-up process of reading is far better than top-down reading. Exposing the reality that to develop the so-called incidental vocabulary learning, making learners more acquainted with the words in the different angles of contexts (Dodigovic, 2015).

Vocabulary could be taught directly. There was no best approach to directly teach academic vocabulary. The method chosen should reflect how extensively one could teach students to understand the vocabulary selected (Beck et al., 2008). The teacher should also try to teach important words in depth by integrating the most important academic vocabulary into

the instructional routine so that students could encounter the words often and had many opportunities to apply their knowledge of the words during reading, writing, and discussion. The focus was on the relationship of selected words to important concepts or themes.

Wide reading entails that the more one reads, the more vocabulary he learns. The amount of words that a student can read is strongly related to their vocabulary knowledge, as they learn new words by encountering them in text, either through their reading or by being read to. *“In short, the single most important thing you can do to improve students’ vocabulary is to get them to read more”* (Texas Reading Initiative, 2002). Students are advised to read different types of text at different levels, including text simple and enjoyable, and some with challenging content. As noted above, students would not be able to comprehend text with too many unfamiliar words. More than 10%, on the other hand, students would not encounter many new words if they read the text below grade level.

In the study of Hsu (2006) examined the multiword lexical units among the course books used to assist teachers and students in studying the course of communications. It was established that major multiword lexical units are recorded, categorized, and compared. Thus, the researcher established the different types of multiword lexical units considered most important and should be taught immediately, suggested acquisition order for multiword lexical units, and agreed-on collection of common multiword lexical units among the analyzed textbooks. The findings of the study were used to provide a certain direction on choosing ideal course books. In a recent study, Hajeya (2015) examined eleven subject-specific university textbooks for English majors. As emphasized in the study, an academic word list depends on the level and purpose of the textbooks or articles itself. The coverage and higher-level articles are meant for an academic audience. Thus, the Basic English courses contain little academic vocabulary compared to the specialized textbooks (Coxhead et al., 2010).

While Kasuya (2000) emphasized the importance of focusing on lexical items that had been widely recognized in language acquisition theories. It was considered indispensable to deal with fixed expressions, lexical collocations, and patterns, in consciousness-raising ways. The study had attempted to reveal the problems of activities in the current English classrooms in Japan, especially regarding lexis teaching, and to propose activities to develop learners' competence in using the language. By analyzing exercises from authorized textbooks, it became obvious that English teaching in Japan had two (2) problems. Firstly, the activities needed to be more carefully constructed as to what knowledge they aimed to develop in learners. There was too much emphasis on features of single words and not enough focus on lexical collocations. Secondly, the ways the activities were conducted needed improvement. They merely required learners to memorize and manipulate the lexical items and did not encourage learners to examine them. With these, the researcher proposed several activities to raise the learner's consciousness of the significant lexical items, quite similar to the current study.

On one hand, Alfaki (2014) investigated the nature of the new vocabulary items in a textbook used in teaching Basic English course. It was emphasized that word frequency was an important dimension in the textbook but by no means the only one, other aspects controlled vocabulary selection. It was emphasized that the course should focus on reading as a main skill, would provide useful words for the learners. It seemed necessary for teachers to find out what type of vocabulary items were included in their textbook, to help learners attain useful words by the end of the year. The teacher needed to check the recycling of new vocabulary items in their textbook because it affected language learning. Sufficient recycling at regular intervals refreshed student learning and gave them the practice of the words.

Basic Vocabulary. According to the research findings of Tran (2006) in English-language teaching, vocabulary acquisition is not given enough attention, resulting in second-language learners to get caught in a difficult situation in reading comprehension. This paper proposed helping English-language learners develop the basic vocabulary for them to read effectively. The approaches to building basic vocabulary involve identification of the most basic vocabulary, the appropriateness of simplified materials, the benefits of extensive reading, the strengths of explicit instruction in vocabulary, and the importance of using word notebooks and dictionaries. Vocabulary according to this approach was to be acquired in the context of extensive reading modified for English-language learners. Suggested strategies derived from research findings followed.

Fehr (2011) requires learners to utilize basic reading materials that are most commonly encountered. There are a lot of learners who lack the basics in terms of vocabulary knowledge that are expected to be needed in reading. Studies were conducted focusing on the effects of online mediums related to computer programs that are designed to adapt to vocabulary instructions to deliver remediation on high-frequency words. There was a small scope in the study, about (n=43), testing the program whether it can help develop the knowledge on a corpus stage with about 100 target respondents. In another study with a bigger scope, about (n=192), more extensive use of the computer program was showcased having different sets of words, about 4000 words, for each student that targets to improve their vocabulary scores. On a scale of 100 words, as compared to the bracket of 1 to 4000 words, the two studies agree that there is a parallel equivalent to the diminishing sensitivity in taking post-test due to the student's vocabulary knowledge. There was an argument stating that in cases like this, it is evident to conduct a post-intervention analysis that suggested how computer-delivered vocabulary provides efficiency on the mechanisms used for the remedial instructions of the insufficiencies

of a learner in their vocabulary. It was also mentioned that appropriate attempts were also conducted to scale the curricula based on the results from the pilot respondents (Fehr, 2011).

Kaplan (2017) analyzed the data of pre-historical work in comparative linguistics. These data were typically derived from the sector of "basic vocabulary," words thought to be especially frequent, universal, and resistant to change over time. The study showed how basic vocabulary data have facilitated transfer between languages, methods, and disciplinary groups. The essay focused on the standardization of these wordlists by the anthropological linguist Morris Swadesh. It argued that the history of basic vocabulary exemplified "data drag" rather than data-driven change: the labor intensiveness of wordlist compilation and calibration had only reinforced the use of basic wordlists despite foundational criticisms straddling the move to electronic computing.

Multiple-Meaning Vocabulary. Seiler et al. (2009) believed that the variation within individual languages had traditionally been focused upon in sociolinguistics. It was also stated that its relevance for grammatical theory had only recently been acknowledged. Methodologically, there was an ongoing competition between large-scale statistical analyses and investigations that relied more heavily on introspection and elicited grammaticality judgments. This aims to **bridge** the cultural gap between empirical-variationist and formal-theoretical approaches in linguistics. It offered case studies that sought to combine corpus-based and competence-based approaches to the description of variation. In doing so, it opened up new avenues for locating and analyzing variability. This is both at the level of the individual speaker and between speakers of different dialects and generations.

Context-Specific Vocabulary. Briggs (2015) reported that the development and employment of an innovative research tool were designed to capture in fine detail the vocabulary-related strategies used by adult learners of English on a study-abroad experience when exposed to unfamiliar vocabulary outside the classroom. Furthermore, a questionnaire

determined the five most identified out-of-class L2 contact scenarios, and subsequently computer-based simulations of those scenarios that were used as stimuli in semi-structured interviews to capture the task and/or context-specific strategic behavior that the learners were manifesting. The simulation tool revealed a strong relationship between contextual features and strategic behavior. This is particularly when a salient link existed between contextual intention and comprehension of a target word/phrase.

Under hostile listening conditions and considering the form the listeners, the new words that they acquired are incorporated with the noise present in the surroundings (Creel et al., 2012). It was also added that even in a noise-free environment, a listener can both learn at least 16 words to be labeled unfamiliar as presented on a computer display. The study used a word-shape pairing that may have either clear or white-noise-embedded tokens while a student is still on the learning phase. Each word shares another word consonant and also shares the third vowel (e.g, *dabo*, *dubei*, and *gapo*). Students were placed in both location and had the chance to experience the same noise level and it was found out that they have achieved words both in the highest accuracy and speed, suggesting that noisy words were supposed to be as they were to the context they belong as they are in the learning phase. Nevertheless, the implications and the recognition of the words learned on various learning conditions were discussed.

WORD FREQUENCY GUIDE

Vocabulary plays a vital role in learning a language, without this a learner cannot truly comprehend a context. It also deals with one's ability to distinguish the situational use of words which makes an individual a more responsible user of the language. Indeed vocabulary should be taught in context as it is supported by the depths of a word asserting that cognitive strength of an individual. It manifests how knowledgeable a learner is with the language. This includes the learners' ability to recall and to use a word accordingly (Schmitt & McCarthy, 2002). Furthermore, it was pointed that if appropriate context clues are given then a learner may also be able to use a word on different levels and may leave a deeper imprint on the learners'

memory. Indeed, repeated exposure to a word through reading will aid the learner in consolidating the meanings that he or she has initially learned. In teaching language, it is a vital part to distinguish its role as an individual word. However, it can also be foreseen the challenge of getting through the sea of words that a learner could encounter for the first time.

Language learning is not a chance encounter, there is a need for hard work in order to really achieve a goal. Learners must be taught with immediacy to facilitate deeper understanding of learning a language. It has been mentioned that the frequency of word also contributes to the efficacy of learning a language. While explicit teaching can serve as an excellent introduction to a word, it is essential in learning the most frequently used words in any foreign language, and these words are prerequisites for language use. It was also stated that less frequent words turned to be better learned through extensive reading. This means that the frequent the learner gets themselves exposed to these words, the easier it become for them to learn and understand a word and how to use it in sentences (Schmitt & McCarthy, 2002).

Chirobocea (2018) has noted the existence of a word list that can also be considered useful in learning the second language, not literally from the beginning until the end of the list. Teachers must gain the initiative to use these words as an example and/ or as a guide in finding the meaning of each word, implying whether these words must be taught or not. There is a need for a learner to acquire no less than 2,000–4,000 words to meet one's vocabulary needs. To do well in the real world, once they graduate, learners are expected to have acquired a wide range of vocabulary, including English as required in academics. Despite the need for native English speakers for a large vocabulary, in terms of academic English, still it is assumed that acquiring these words would be easier for them because of their vocabulary foundation. Concluding that vocabulary knowledge's involvement and contribution in one's knowledge of the multiword units.

Studies showed that vocabulary acquisition is a cumulative activity, and not an all- or- nothing affair. Schmitt & McCarthy (2002) asserted that if a word is encountered frequently it will engrave a rich connection between the words encountered and the learner, making it easier for the learner to remember and recognize its meaning and how to use it in a sentence. Studies point out that if a learner undergo extensive reading it is evident for them to acquire a substantial vocabulary words. As a learner expose oneself to words into different extent, through communication and exposure to English films. Furthermore, studies revealed that if a new word is repeated in regular intervals, the learner is likely to remember the word and how it was used permanently.

In 2010, the Texas Education Agency has released a list of words appropriate for adults in terms of their speaking and writing skills that are purely academic. Words that appear often in the text were taken into consideration representing a body of oral and written academic English, appearing 3, 4, or 5 times. It was also mentioned that when using this measure, the teacher should focus on the evaluation of these units. Analyzing whether it can be constituted with formulaic expressions and whether it is worth teaching. Furthermore, it also indicated its measurement to some extent where items might appear incoherence. Results had shown that the core list of the academic sequence, including the separate list for both oral and written sequence, sorting into the different functional groupings. This includes referential expressions and discourse that focuses on expressions that imply organization. Based on studies, there is still no existing intervention that dwells on the approaches that cater to ELLs in both elementary and secondary as high-frequency multiword units are concerned. Researchers from the Center for Applied Linguistics have developed a list of words that frequently appeared in text for K-12, which may be deemed relevant multiword units that can be used as a basis for intervention studies (August & Shanahan, 2008). Furthermore, students must also be exposed to the reinforcement of learned materials that allow them to be familiarized with the skills and

concepts that have normally been considered as factors to help improve one's learning capabilities. Since ELLs have less attention when learning English words, going to the outside environment can be measured of equal importance as they can be compared with their peers in the native English-speaking set up. Studies that pertain to vocabulary suggest that reinforcement takes a different form from the initial encounter. For example, the study conducted by Williams (2016), where he reinforced the meanings of new vocabulary words through the use of real-life objects, drama, and art activities fostering the understanding of the important events in a story using sequencing activity. Reinforcing several post-reading activities with its target vocabulary are tasked to capture the responsiveness of the students to words possessing multiple meanings. These words are those that can be associated with the similarities and differences of a word, including the semantics that it dwells upon. It has been stated that through the repetition of words, one can successfully be guided and can eventually receive the fruits of each instructional guide provided during each learning experience. A teacher can allow his or her students to execute a task based on their knowledge and capabilities that are considered independent. This method is known to be *scaffolding*. The learner is then given the necessary support and guidance that one must get, allowing them to improve further the range of their academic abilities (August & Shanahan, 2008). However, Silverman (2011) stated that second language learners might get confused when they utilize materials that are in the basal reading concept, as explicitly presented. Creating opportunities for children to put meaning into visuals, demonstrating the original meaning of a context. Thus, aligning a child's reading level and proficiency in using the second language makes an opportunity to create a more comprehensive atmosphere for a teacher-student interaction during the reading process (August and Shanahan, 2008).

ON COMMON CORE VOCABULARY CATEGORIES

(Tier 1, Tier 2, and Tier 3)

Mann & Yarowsky (2001) emphasizes the need to learn of at least 3,000 words per year in 3rd grade. However, there are only 400 words a year are said to be taught by teachers to hearing students. Simply put, this number may become lesser for students who are deaf or those who experience difficulty in hearing, making them less exposed to new words. Vocabulary consists of the words that one understands when s/he hears or reads them (receptive vocabulary) and words s/he speaks or writes (expressive vocabulary). S/he builds vocabulary by picking up words read or hear and through direct instruction from teachers or other professionals. It is important for language development and reading comprehension to know the variety of words. For first graders, about 6,000 words must be acquired. They are also expected to learn at least 3,000 more words per year until the learner reaches third grade. On the contrary, not all words have the same importance within language instruction. The limited vocabulary of the learner makes the indication of possible learning disability and a decrease in one's literary skills.

Three (3) Common Core State Standards were used in the study focused on Tier 1, Tier 2, and Tier 3 for academic vocabulary. **Tier 1** was 'basic words' that commonly appear in spoken language. They were considered such because they were heard frequently in numerous contexts and with nonverbal communication. This tier consists of the most uncomplicated words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. This category of words rarely required explicit instruction. There about 8,000-word families in English included in tier one. Examples of Tier 1 words are clock, baby, happy, and walk.

On the other hand, **Tier 2** were high-frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words

present challenges to students who primarily would meet them in print. Examples of Tier 2 words are obvious, complex, establish, and verify. **Tier 3** however were words not frequently used except in specific content areas or domains. This word category was central to building knowledge and conceptual understanding within the various academic domains and should be integral to the instruction of content. Medical, legal, biology, and mathematics terms were all examples of these words in the study (Hutton, 2008).

Shapiro (2011), in his *“Tiered Instruction and Intervention in a Response-to-Intervention Model,”* stated that tier 1 has been considered one important part of the tiered instruction. This tier was described to be synonymous with the core reading or similar to the idea of a math curriculum that is associated with a state standard. Moreover, he called this instruction “The Tier 1 Instructional Program”. It was also mentioned that under this program, around 75%-80% is presumably to reach a successful competency level. However, although this level is can be adept for the students because of their sufficient knowledge with the word category, still some students do not find the level instruction to be helpful even at the minimal expected competency. The majority of the learners have received the tier 1 instruction, but learners who have taken a supplementary intervention were given additional instructions involving tiers 2 and 3 (Shapiro, 2011).

Tier 2 consists of high-frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Vocabulary under this was considered significant for reading comprehension for mature language users because words contain multiple meanings and with increased descriptive vocabulary (words that are used across a variety of environments to allow students to describe concepts in (generalization) or in a detailed manner. Words under Tier 2 were high frequency or words with multiple meaning vocabulary. Words in Tier 2 were the most important words for direct instruction because they

were good indicators of a student's progress through school. There were about 7,000-word families in English (or 700 per year) in this tier.

Students who are under the expected level of accomplishment, which is also called benchmarks, were said to be at the edge of academic failure; even those who are above the expected level of competency. It was pointed out that the needs of the learners are determined through the assessment process which from the instructional program will be based on (Shapiro, 2011). Since learners under the tier 2 instructions are below expected benchmarks for their respective level that is why its instructional program is more aimed at the skill development that is considered to go along with the acquisition similar to tier 3.

For words under Tier 3, they consist of low-frequency words occurring in specific domains. To include subjects in school, hobbies, occupations, geographic regions, technology, weather, among others. Users usually learn these words when a specific need arises, such as learning amino acid during a chemistry lesson. Examples of words in Tier 3 were: economics, isotope, asphalt, revolutionary, war, and, crepe. The remaining 400,000 words in English fall in this tier. It is important to remember that tier two and three words are not all clear-cut in their tier classification. There was more than one way to select the words. Word knowledge was subject to personal experience. Students may struggle to increase vocabulary because of poor memory skills, difficulty using word-learning strategies, or lack of instruction. This may be a result of a language and/or learning disability or poor instruction. Under these situations, schools can administer a Response to Intervention Program (RtIP). The RtIP would determine if the student would require additional instruction or special education services. Contact your school district to find out its current response to the intervention program.

These levels were suggested to emphasize the vocabulary knowledge that each learner has. As explained, Tier 1 does not usually pertain to other meanings and it does not require obvious instruction; considering that these words fall into either nouns, verbs, adjectives, and

words that appear in the early reading stage. On the other hand, Tier 2 plays an important role in building a more mature vocabulary context for mature learners. This may result in a huge impact on the vocabulary used in one's daily function. Since this shows the present challenges to the learners whom first-hand see the text. Tier 2 characterized words: (1) to have multiple meanings; (2) to be used in a variety of subject areas; (3) to be necessary for reading comprehension; (4) to be a characteristic of a mature language user; and (5) to be descriptive when adding details to sentences (Beck, MeckKeown, & Kucan, 2002; cited in Sprenger, 2013). English words that are considered to be practical in use and are low in terms of frequency are those that consist of Tier 3. The words found in this tier are for a specific field and are to be used for some time only based on particular content. These words center on building the learner's understanding of the knowledge and concepts learned. For example; the words medical, legal, biology, and mathematics are useful while covering specific topics and specific compared to the most useful tier for vocabulary (Sprenger, 2013).

ON POLYSEMY

Learning the English language is indeed a very complicated thing to do. If we are to consider factors such as the multiple elements that a learner has to consider in knowing the meaning of a word (Sullivan, 2006). About 40% of the existing English words revealed that one word can have more than one meaning. Because a lot of words or what we so-called lexemes are considered to be polysemous due to the semantic changes that provide additional meanings to the words without removing any meaning that has been already acquainted with the word over time (Nordquist, 2018). Sullivan (2006) added that for every word encountered, the meaning it possesses may change depends on the manner of speaking, the manner it was heard, the manner it was read, and the manner it was written. These affect the meaning and comprehension of a learner as regards its meaning. When a word is comprised of two or more distinct meanings, this is call *polysemy*. Furthermore, it comes from a Greek word which means

“many signs”. As an adjective, this is used as polysemous or polysemic, while when it is regarded as a one to one match it is called monosemy. Many scholars have embraced the premise that there is a big chance for a word to be considered polysemous linking to the sample sets of the relationship among various ideologies that contribute to the flexibility of the learner. Words that the learners consider as polysemy is known to be a spectacle with the usual practices that they consider in the learning process. One must also be aware that in terms of understanding polysemy, one must be aware of its types according to the group: homonyms, conversion, and metaphorical extensions.

Pesina (2014) stated that in order to derive a polysemantic word which covers all other possible meaning, it is important to consider the role of the first nominative underived meaning, or the meanings that are reasonably to be newly encountered. This is due to the use of the first meaning due to the relevant speech form used by native speakers. It was mentioned in the study, “Developing Knowledge of Polysemous Vocabulary” that usually polysemes are homonyms. However, there are limited sources of study that focuses on the development of one’s understanding of its multiple meaning. Though this is inevitable in knowing the meaning of a word, it is quite a surprise that researchers have not focused more on this aspect.

Homonyms pertain to two distinct worlds that have unrelated meaning. As cited in Sullivan (2006), in the entries found in the Webster’s dictionary (1981), there are multiple entries of words that are found to have been listed with their primary definition and their definition in different cases. However, it was pointed out that not all cases of multiple meanings are considered homonyms. An example of this is the term poker, which can refer to a type of card game and in another context can be considered as a tool used for stroking fire (Miller and Wakefield, 1993; cited in Sullivan, 2006).

Polysemy as conversion relates to the meaning of a word as it is converted from one speech to another. This is an evolution that typically happens to address the gaps between the

speaker or a community of speakers and the situation where no other word can be deemed appropriate for them (Klepousniotou, 2002). The word closet, for example, was converted pertaining as a noun that is described to be small, a room, a cabinet, or a recess; or a verb describing an act of shutting up in a closet.

Lastly, the metaphorical extensions as related to polysemy. These pertain to cases where the meanings found within a word are not unrelated, unlike homonym, these are also not converted into a different part of speech. It can be deduced that metaphorical extensions are aligned with metaphors. These meanings are connected to the word's connection with semantics and metaphors. The most common example of this is the term cold, which typically pertains to a low temperature; being related to ice which by characteristic is cold. In metaphor, the meaning of a word can be extended as regards psychological property related to a feeling, similar to the word murderer; since the person behind a murder seemed not to feel a thing, metaphorically being cold similar to being lifeless or being careless of other life. Polysemes in the metaphorical extensions can be this obvious, while other meanings may seem too related that it is like the same meaning being described. For example, the word takes, which means to get into one's possession and to transfer into one's keeping. Both the meanings given are describing the same idea, which is aligned with the concept of possession. The examples are given, cold, and take, shows a different angle on how to take the different degrees of polysemy in terms of metaphorical extensions.

It can be described that the meanings that polysemous words are in a continuum semantic relation. The definition found within homonyms are semantically unrelated and are distinct in terms of psychology. Conversions are deemed to be words that are closely related in meaning; they only differ within their shifts in their grammatical and psychological meaning. Metaphorical extensions, on the other hand, may appear in a way possible. They may be closely related that it may seem very difficult to distinguish the difference between them. However,

other metaphorical extensions cannot be easily recognized since their connections are not very obvious compared to the previous example. Thus, it is an event that the meaning of a polysemous word may vary depending on the influences and conditions that words under (Rodd, Gaskell, & Marslen-Wilson, 2002).

Ambiguities of Lexical Entries in Texts Lexical ambiguities are generally assumed to widespread in natural languages. There are at least 32% of the words used in English text that was found to be unclear in many studies existing. This may be deemed conservative, emphasizing the temporary word definitions that have been established for special purposes. In terms of language processing, literature is widely assumed to be vague in terms of a substantial amount of both theoretical and experimental work (Hsu, 2006). Seemingly, lexical ambiguity has been attempted when there is no quantitative estimate. There is about 41% of the words appearing in Kucera and Francis' (1967) word frequency count occurred only once in the million-word sample. All of these words combined takes only 2% of the words used in English text. If lexical ambiguity is extensive among words used in English text discourse, then further investigation of processing mechanisms resolves the ambiguity. If there is a relatively little lexical ambiguity among the words commonly used in English text, then research attention might better be directed elsewhere. The accuracy of the semantic representation is, therefore, crucial to obtain valid results in any subsequent applications, various semantic representations may be used. How ambiguities are related to Natural Language may be solved by semantic analysis (Hsu, 2006).

Structural ambiguities are consequences of the multiple possible attachments of the syntactic components in a sentence. This kind of ambiguity may be solved to a large extent by the semantic analyzer. Anaphoric ambiguities on the other hand are that could be solved in part by syntactic analysis within a sentence, but cannot be solved across different sentences because a syntactic analyzer processes each sentence independently. In the present system, the

resolution of anaphoric ambiguities could be done uniquely by the semantic analyzer. Ellipses that could also be solved in part by syntactic analysis. But an incomplete syntactic analysis may in some cases be complemented by the semantic analysis. Semantic ambiguities coming from polysemous dilemmas can only be solved at the semantic level (unless a polysemy leads to different syntactic constructions (Chilingaryan, 2016).

Discipline Based (ESP Versus GE) It is not a secret how people get perplexed with the concept brought by ESP and General English in the process of learning a language. Their different roles take particular requirements that each student pays attention to. As to ESP, English for Specific Purposes, this could make good use of the different strategies that are available just to ensure the efficiency of each discipline. In an advanced approach to the teaching and learning of language, one must consider the importance of choosing correlated strategies that may support the learner's learning process (Dodigovic, M., Jeaco, S., & Wei, R. (2017). In comparison with the discourse on the language learning process, General English has been intended for mature learners, like professionals, that are based on the necessity of the tertiary institutions which are usually for students at the intermediate and graduate level. Most ESP courses, on the other hand, have been presumed by many to have acquired the few basic knowledge of a language. Simply put, the learner's eagerness for an aspiring job that he or she dreams of requires him or her to use a particular set of words or vocabulary. This knowledge is something that is acquired to the different pedagogy of presentation and negotiation, aiming at a particular goal. The focus of ESP is to engage learners with the correct and appropriate manner of utilizing the language for a specific goal based on the needs of a learned for a specific field, such as Engineering, Law, Medicine, and Tourism. ESP allows learners to progress on their ability to communicate instead of other skills, considering its importance to one's interaction with others. It places tantamount importance in determining appropriate training and content, which is strictly aimed to develop English Proficiency. General English, on the

other hand, promotes using the language as an official language. This means, teaching the basics of grammar, expression, and phonetics. Heedlessly of the dialect of the instructor, it is the responsibility, not only by the higher school officials, but also, the auxiliary to help actualize the correct and proper use of the language for the learners (Dodigovic, M., Jeaco, S., & Wei, R., 2017). General English should follow the following characteristics: (1) a task that is free of the time constraints; (2) is more free and flexible; (3) offers a more at ease learning environment; (4) produce efficient skills for the students; and (5) allows the learners attain and progress in their writing skills. Thus, it is given that ESP is known to be the language in context, while General English is the language in seclusion. The two concepts are considered to play an important role to attain skills that will help learners confidently face the modern world. Therefore, there is a huge impact on a learner to be familiarized with these differences.

THE DEFINITION AND CLARIFICATION OF COLLOCATION

Collocation, as demarcated by many researchers, pertains to words with an unnoticeable meaning known as juxtaposition (e.g., blonde hair, shrug his shoulders, fizzy drink, or bite the dust). According to Schmitt (2010), collocation is described as ‘the tendency of two or more words to co-occur in discourse’. He described ‘collocation to significant in many ways. It is said to have naturally co-occurred with other words implying its arbitrariness because of their usual appearance. Essentially, when learning a new language and using it in vice versa it is evident to put it into use randomly. Collocation is a generally accepted grouping of words into phrases or clauses. It follows two (2) criteria namely the unpredictability of the appearance of these words together. If students will derive the meaning of collocation based on the form of its components, it would be difficult for students to understand its meaning. This is because it may be led into the shifts which explore the types of collocations.

There are two (2) basic types in collocations: the grammatical or syntactic collocations and semantic or lexical collocations. An example of this is the terms “get used to” and “be good at”. These words usually appear all at once to contribute meaning to each other. There are many

collocations presented in many word lists, from verb+noun, noun+noun, adjective + noun, verb+adjective, fixed phrase, part of the proverb, binomial, trinomial and so on.

There is an estimate of about 70% of words that can both be used in oral and written texts. It is also found out that there are two or more collocations that takes a big part in the percentage given. This suggests that the more collocations a non-native learner possess the bigger the chance they have to achieve native-like fluency. Alfaki (2014) attested that collocations help learners achieve a more natural and accurate way of speaking. Thus, if learners have a huge bank of collocations, they are ready to retrieve a ready-made language that makes them more efficient in the use of the language.

For Mokhtar, A., Rawian, R., Yahaya, M., Abdullah, A., & Mohamed, A. (2009), learning collocation enhances language acquisition. This knowledge helps the learner to acquire the language in a more convenient manner. The more collocations a learner knows the easier it is for them to retrieve knowledge from a language learned using a mental lexicon. They may think quicker because of the huge grasp they can distinguish from the language when they are reading and listening. This is an effective way to understand the meaning of a word, especially in speeches with long texts. However, for a learner who tries to decode the meaning of each word without collocation, it would be a challenge for them to accurately get the meaning it up brings. It is one of the primary reasons why learners find it difficult to read or listen, because of their poor knowledge of collocation rather than the acquisition of new words.

In the class, collocations could be taught, making the learners aware of the importance of collocations to help them easily grasp new knowledge. It is the role of the teacher to explain further and make the learners better understand the advantages that collocation may give them. They must also emphasize the significance it contributes to learning a language. Allowing students to have the perspective of words in unison and not in isolation for it exists to co-occur with other words. Also, learners must know the aid it provides for learners to quickly grasp the

language through reading and listening but at the same time produce language naturally and accurately (Mokhtar et. al., 2009).

When teaching, it is more effective if teachers would ask the learner to identify the collocations given when teaching reading. Allow them to create a list of the collocations they have acquired, and while they teach speaking, the teacher may ask the learners to make predictions of the collocations of the words given. The teacher's eagerness to encourage their learner to get familiarized with the internal and external outcomes of the pedagogy which helps the learners achieve more knowledge of collocations. This can be practiced by learners in their daily tasking, thus, allowing them to embrace the existence of collocations as part of their spoken and written knowledge. Although the authentic reading texts is an effective way to teach collocations, teachers must still choose the appropriate texts that include the different types of collocations. This may involve intensive reading practices but still, more practice is needed to acquire collocation as a knowledge. Since collocations are readily available everywhere, from newspapers, magazines, storybooks, and the likes, it is advised for learners to undergo an extensive reading for them to get acquainted with more collocations in the authentic texts. Doing this will allow them to understand collocations in their in-depth manner making one's learning more permanent (Xu, X., & Hsu, W-Ch. 2017).

Despite the many sources of understandable concepts in their English classes, still it is a challenge to achieve native-like language proficiency. There is still a need to give activities for the learners for them to practice the proper use of collocations. Teachers may give a reading text while the learners may use what they have learned regarding collocations to restate a statement of content.

COGNITIVE FACTORS RELATED TO KNOWING A WORD

In learning the four language skills (listening, speaking, reading, and writing), one's vocabulary plays a very huge part in its pedagogy. A student cannot fully understand the content of a text if they do not know the words given, otherwise, they may speak and write according to its meaning and use. One of the prerequisites of communicative competence is lexical competence. On the other hand, it is a complicated manner as it includes one's familiarity not just with the words itself but also its form, meaning, and use (denotative and connotative meanings, word association, spelling, pronunciation, grammar, frequency, collocation, and register).

The poor exposure of a learner to the target word may lead to difficulty in collocations, and its errors are found in their oral and written outputs. For them to acquire competence in using English, it is advised to the students to be acquainted with more collocations. This is one issue that one must take to consider one aspect that is related to word knowledge is classroom practice.

For L1 acquisition, this is where the learners can speak in there using their MTL (mother tongue language) but cannot give the correct spelling of the word. On the other hand, L2 acquisition is where the learner can familiarize the written form of the word learned, but in this part they still need to know the correct pronunciation of the word. Others say, that the learner may be able to know the word but are unable to know the meaning of the word in various instances (Lawrence, J., Capotosto, L., Branum-Martin, L., White, C., & Snow, C. 2010).

In cases where a learner knows both the form and meaning of a word, still it is not an assurance that they would be able to use the word suitably based on a different context. Indeed, it is a complicated process whenever one is learning a new word for it involves comprehension in so many aspects. Therefore, words are not to be considered as an isolated unit of language, for it attracts reasonable attention in acquiring new vocabulary. Schmitt (2000) pointed out in his study that in learning a new language, the more the similarities between the first and the

second language, the easier for the second language to be acquired. The researcher Spanish people as an example, where they would naturally achieve and absorb both the speech skills and writing skills that are important in learning a language. Since, they may find more similarities in spelling and pronunciation compared to the other languages, orthographically and pronunciation wise.

Lawrence, et.al (2010) conclude that for one to be able to learn a word form, a learner must also learn its spoken form, written form, and its word parts. He added that both the spoken and the written form are important in helping achieve literacy. Word part, on the other hand, which includes the learner's knowledge of phonics, word organization, and spelling allows the learners to unravel the meaning of a word as it was used in a context. It must be taken into consideration that a student is misunderstood through its spoken form, one must be aware that this is a receptive knowledge. If one mispronounced a word then there is a great possibility that they may get misunderstood, but if done correctly then people will have a decent conversation. This is known as productive knowledge. Furthermore, when a learner can recognize a written form then it would be easier for the learner to read, an example of a receptive knowledge. However, if the learner can spell the words correctly, then it is product knowledge. There are lots of things to consider in recognizing the meaning of a word, and word parts take a huge role in achieving this. There are several prefixes, suffixes, and roots to consider. Though the existing list of these parts may be helpful, it still not that relevant when we talk about teaching the element this each belongs to.

It was also stated in a study made by Jian-ping (2013) that when learning a language, one must learn the relationship of the language in terms of what forms its words (prefix, suffix, and stem). He also said that with this knowledge a learner may find it easier to decode the meaning of a word. An example of this is the word *unbelievable*: if one is knowledgeable enough of the word parts then it is easy to decode that its prefix un- which means “not” or

“opposite, would simply make the meaning of the word negative. Thus, giving the meaning “*not believable*” or “*not to be believed*”. Possessing this knowledge would increase one's proficiency in the language. There is about ninety-seven percent (97%) of prefixed terms which had appeared in school English texts; and it has been mentioned that to teach at least nine out of twenty most frequently used terms could help increase the vocabulary of a learner. As for suffixes, most that appear are called inflectional endings such as noun endings (-s,-es), verb endings (-ed,-ing,-en), and adjective endings (-er,-est). With this, it is assumed that middle school and older students should experience fewer problems in learning words with suffixes and in using suffixes in words (White, 1989; cited in Texas Education Agency, 2002). Thus, with this knowledge, a learner will be able to breakdown a word into its parts and identify the root it originally is. From that, a learner may be able to deduce the word meaning. However, both educators and researchers are thorns between accepting roots to be profitable. There has been an argument that the modern meaning of words may not reflect its historical origins. This may lead to a misleading translation of a word meaning. As an example given, the word “*death*” may be used to help students understand the meaning of both mortality and immortality but this will not be useful for them if they are to find the meaning of the word mortgage or mortify. The ability of the learners to expound their basic knowledge of the terms encountered helps understand the true meaning of a word. Teaching the roots of words would make it more interesting for the learners to learn new words. Thus, adding a story to the definition of a word would capture the attention of learners in the teaching of vocabulary (Pressley, 1988; cited in Texas Education Agency, 2002).

Thornbury (2002) added that in acquiring this knowledge repeated exercise and practice of its usage must be done. It is in the explicit instructions that help the learners more to absorb knowledge to some extent. Classroom practice plays an important role in achieving this. One must provide more opportunities for learners to engage in meaningful reading and writing for

them to develop their phonics, word organization, and spelling skills. Moreover, learners must be able to interrelate the meaning and the form of a word, the concepts and reference, and word association. This is to completely retrieve the word's meaning. When they want to express the meaning of a word, the form of the word will be retrieved as well. The same form in the target language and first language makes learning the word meanings burden light (Rumelhart, David E., and James L. McClelland, 2018). When a foreigner tries to learn English, the words learned varies based on the concepts and referents of the acquired word. Since a word may have a lot of meanings depending on their concepts, there is an ambiguous boundary in the meaning of words, and its main reason is its difference in context (Schmitt, 2010).

According to Schmitt (2010), '*words do not exist in isolation,*' knowing a word involves word association. These are the links that words are related to each other in people's minds. One word is given to a learner which is similar or opposite and related that comes easily to mind. Regarding word use, one's knowledge in terms of word grammatical functions must be involved,

One must be aware of the many constraints that affect the acquisition of collocations. One's choice of words relies mostly on the linguistic constraints that a learner has. This is very important to the grammatical functions of language. This refers to the pattern where a word can fit a context. Instead of saying "I knowledge a lot, I eaten a lot, I reading a lot" it is more appropriate to say "I know a lot, I eat a lot, I read a lot". The stylistics of a language is considered as the register that makes each word more or less appropriate depending on the situation or the purpose it portrays. On the other hand, it is easier to recognize high-frequency words or words that appear more often than the others, than the low-frequency words. Thus, for a learner to be able to get to know with the word, one must be aware of its limitations in terms of its use and meaning.

LEXICAL ITEMS ON ESP TEXTBOOKS

Since its inception, the English for Specific Purposes (ESP) had grown steadily as a result of globalization's influence (Poedjiastutie and Rhonda, 2017). This provided an opportunity for learners to use English in a particular context based on their field of interest or discipline. At the same time, it focused on the specific needs of the learners. In line with this, Falaus (2017) discussed that teaching and learning of ESP involves plenty of challenges such as mastering reading, writing, listening, and speaking. Furthermore, the acquisition of general grammar and vocabulary emerged to be challenges that learners encounter in taking the said course. It was emphasized that in designing an ESP course it usually focuses on specialized vocabulary and its usage in communicating in the oral and written form. This prompted the current researcher to conduct a study to examine the vocabulary used in the current available ESP books in the Philippines in the context of lexical items.

Also, in the context of the study, the current researcher considered the interdependence of vocabulary instruction, acquisition, and learning. Nowadays, the vast vocabulary of an individual possesses grew significantly important in communication and comprehension. This implied that teaching and learning vocabulary should be strengthened and improved towards effectiveness and efficiency.

The researcher described effective vocabulary instruction to be a long-term proposition. Whereas, attention to vocabulary growth had to start early at the preschool level and continue throughout the formal schooling of a learner. Furthermore, effective vocabulary instruction should be multifaceted, encompassing, extensive exposure to rich language, and building generative word knowledge. Experts have agreed that learners reaching 90-95 percent proficiency in words in context may be found dependent on the learners acquire knowledge. Their schema on the words learned allows them to easily fetch out the meaning of the newly encountered words, which eventually becomes a newly learned word. However, readers that

are found below this percentage is concluded to have more trouble in completely understanding a text and would miss a lot of prospects to learn more words.

Children's literature and other grade-appropriate texts may be considered proof of the richness there is in vocabulary instruction, especially when these were introduced to them. The student-friendly definitions, the examples found for each target words, the questions that trigger students to think critically for its meaning, the examples of how these words were used in other situations, these are some characteristics it possesses. Furthermore, the opportunities that it provides for the children allows them to even act out the meaning of the words. For authentic context, there also exist the visual aids that illustrate the meaning of the word. This encourages the students to pronounce, spell, and write about the word given. Also, this strategy allows the student to compare and contrast, making them able to develop their consciousness of the words since there are the repetition and reinforcement of the target words- making the listening activity read aloud. The following are considered efficient in improving the vocabulary of ELLs.

CHAPTER II

METHODS

This chapter includes the research design, the sampling, and participants including the local, the instruments and the data gathering procedure, the analysis of data, and some ethical considerations of the study.

RESEARCH DESIGN

This study adapted content analysis for the research scheme. Content analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual material. The content analysis relates a class of research methods at the intersection of qualitative and quantitative traditions. This deals with the rigorous exploration of many important but difficult-to-study issues of interest to organizational researchers in areas as diverse as business policy and strategy, managerial and organizational cognition, organizational behavior, human resources, social-issues management, technology and innovation management, international management, and organizational theory (Research & Methodology, 2012).

In developing a learner's strong vocabulary background, it requires them to be familiar with the use of a dictionary. This shows the need of learners for the appropriate instruction in helping them acquire new word knowledge. This allows them to develop strategies that help them increase their depth of knowledge over time; and to further equip students with the necessary knowledge, the following must be recognized: (1) the number of words that is

required from the students to learn as a prerequisite, which is quite large in number as time passes; (2) the difference between spoken and written language that has a great factor in one's literacy level; (3) the limitations in terms of the sources of information about words that are readily available for the students, learners must be well exposed to the proper utilization of materials such as dictionaries, word parts, and context for each can be difficult to use, uninformative and even misleading if not used properly; and (4) the complexity of word knowledge, which involves much more than knowing the definition of a word and is more than simply memorizing the definition that the dictionary gives (Texas Education Agency, 2002).

How to Choose Books for Analysis

English as known to be universal knowledge is a must for foreign people to learn. Even those who already use English as their native language, still have to study the language, because it is more than knowing how to use the language rather than understanding its complete use. To Nordlund (2014), educators must not only focus on the importance of textbook analysis but also the effectiveness of the textbooks in the promotion of curricula. It was posited that content, structure, expectation, and language were the key elements in conducting a textbook analysis. Wang (2015) added that in completely learning the language a learner and improve one's vocabulary the following must be considered: vocabulary size, word association knowledge, collocation knowledge, and morphological knowledge. However, the current researcher focused on one aspect of analyzing available textbooks in ESP in terms of the recurring vocabulary used in the identified textbooks. This fell under the language component. Tudor (2018) stated that vocabulary plays an integral part in ESP. This allows learners to improve their foundation of words which found to be frequent to the specific field of professions that are aiming for. This would allow the learners to build their set of skills and understanding of the respective careers they want in the future. Similar to other theorists, Mohan and van Naersen 1997; cited in Tudor, 2018, that when a learner has more knowledge of the vocabulary used in the specific area of knowledge being learned there is a huge impact on one's academic

development. The learner is more likely to easily understand and comprehend concepts and other information to be acquired from their fields.

Higher Education Statistics Authority (HESA) presented that business dominates most popular graduate school majors. There was a reason to believe that business qualifications are in high demand among employers, and becomes increasingly popular among those who are seeking either to progress within their current career, or break into a new sector. They also have also revealed that according to the recent GMAC survey of MBA and other business Master students in 33 countries worldwide found that 60% had already received job offer before graduating. Indeed, it cannot be denied that this era is more focused on the skills set that will best benefit the modern age. 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed- by educator, school reformers, college professors, employers, and others. It was stated that though 21st century skills may differ from person to person, place to place, or school to school, the term still reflect a general set of goals. Furthermore, these also offer unique intellectual changes that will help students to develop skill set that are applicable for variety of professional positions. Thus, the researcher utilized random sampling in choosing five (5) textbooks in ESP from the different colleges and universities in Luzon, specifically ESP for Hospitality Management from University A; ESP for Criminology from College A; ESP for Tourism from University A; ESP for Marine Engineering from College B; and ESP for Information Technology from University B. The researcher considered the following guidelines in selecting textbooks to be part of the study. The researcher ensured that the textbooks were currently available and used in teaching English for Specific Purpose (ESP) during the time of the study. The researcher was able to find five (5) ESP textbooks available

On one hand, the descriptive aspect of the research design allowing the researcher to understand the depth of the collected data. Since the researcher aimed to develop a bridge

model for vocabulary instructions in EGP through the lexical items on ESP textbooks, there was a need to further understand the lexical items found from the identified five (5) ESP textbooks out of the fifteen (15) textbooks in both ESP and EGP. Thus, she emphasized that to adapt such research design, it should have a definite and detailed guideline set out precisely.

SAMPLING

The researcher utilized random sampling in choosing five (5) textbooks in ESP from the different colleges and universities in Luzon, specifically ESP for Hospitality Management from University A; ESP for Criminology from College A; ESP for Tourism from University A; ESP for Marine Engineering from College B; and ESP for Information Technology from University B.

The researcher considered the following guidelines in selecting textbooks to be part of the study. The researcher ensured that the textbooks were currently available and used in teaching English for Specific Purpose (ESP) during the time of the study. The researcher was able to find five (5) ESP textbooks available. Furthermore, the researcher also considered the fact that top courses being taken by college students based on surveys and studies. Since, there were limited existing textbooks around Luzon, it was also considered to pay attention to courses that are course specific and uses specialized vocabulary to help prove the point of this study.

Each book was used in the course programs of Bachelor of Science in Hospital Management, Bachelor of Science in Criminology, Bachelor of Science in Tourism, Bachelor of Science in Marine Engineering, and Bachelor of Science in Information Computer Technology.

Materials for Use

For textbooks or instructional materials to be used, they should be evaluated with the following criteria for content: (1) quality of content, (2) potential effectiveness as a teaching-

learning tool, and (3) ease of use (for practitioners and learners). To show the effectiveness of the content, 13 questions must be answered: (1) Is the material appropriate for the target learners? (2) Is the learning objective clear? (3) Is the content current, relevant, balanced, and accurate? (4) Is the content appropriate to the needs of the cultural group or delivery sector? (5) Does the material present opportunities for task-based learning? (6) Does the material present options for meeting individual needs? (7) Does the material satisfy the various teaching and learning styles? (8) Can the material be adapted to meet the needs of the targeted cultural group or delivery sector?, (9) Does the content reflect current and accepted methodology? (10) Our competencies and task groups easily identified? (11) Does the material present information in appealing ways? (12) Does the material provide flexibility in its use? (13) Does the material support self-directed learning?

INSTRUMENTS

The study utilized a data analysis software to analyze the lexical items underpinned in the textbooks used in teaching English for Specific Purpose in the current Philippine Tertiary English course programs based on the Philippine Commission on Higher Education Order No. 20, Series of 2013. NVivo, software purchased by the Philippine Normal University for use by graduate students and personnel, was utilized to identify the lexical items found in textbooks across the various disciplines to compare these items based on the skill categories as basic vocabulary, multiple-meaning vocabulary, and context-specific vocabulary.

DATA GATHERING PROCEDURE

To collect the data needed to address the research questions, the researcher considered the following procedures:

1. Identification of Qualified Textbooks. Initially, the researcher identified ESP textbooks with the following criteria:

- 1.1. The ESP textbook was currently used in handling ESP courses in the Philippines;
and

1.2. The ESP textbook was available in the bookstore to be purchased by any interested individuals.

The chosen textbooks were identified based on its popularity and availability within NCR. The textbooks used were the primary source of data on vocabulary words available within the respective texts.

2. Re-encoding of the Textbooks. After identifying and verifying the utilization of the ESP textbooks, the researcher carefully re-encoded the textbooks. This was an initial requirement for the next step for the NVIVO.
3. Analysis of Texts through NVIVO. In this step, the researcher used licensed NVIVO software to extract the words used in each ESP textbooks. Appendix A shows the initial list of words identified by NVIVO.
4. Content Analysis. As pointed by O’Keeffe (2013), the content analysis allowed the researcher to focus on the umbrella of the language such as form, use, grammar, vocabulary, phonology, discourse, style and appropriateness, and variety. Thus, he provided three (3) subheadings for language analysis. One of these was word signifier comprised of general and technical vocabulary, abbreviations, and letters. The criteria for the word to be classified as a lexical item were:
 5. the word was appropriate for the tertiary education level (Beck et al., 2002);
 - 5.1. The word was a single word as it is appropriate for second language learners (Larotta, 2011);
 - 5.2. The word according to Crystal (2018) was considered to be part of the list if; it would take its base form and omitted to be part of the study, and if it would take the form of proper nouns/names; days in a week; time in a day; numbers in words; prepositions; adverbs; conjunctions; interjections; words in -ing form; in -ly form; - S plural form (unless the meaning is not the same with the base form); words in

the past tense form (unless the meaning is not the same with the base form); words in three (3) letters in length; express any form of senses; means of transportation; parts of the body; the name of colors; months of the year; and measurements.

6. After sorting the words based on the criteria, each word was classified based on the word-tier classification as suggested by Hutton (2008). The lexical items were classified into:

6.1. Tier 1. This tier refers to the basic vocabulary whereas an identified lexical item was categorized on this tier if these lexical items rarely required direct instruction and typically did not have multiple meanings;

6.2. Tier 2. This tier refers to the high-frequency lexical items that occurred across a variety of domains.; and

6.3. Tier 3. This tier refers to the low frequency that occurred in a specific field of interest.

These levels were suggested to emphasize the vocabulary knowledge that each learner has, focusing on the different factors that allow a learner to tap their prior knowledge of the word encountered. As explained, Tier 1 does not usually pertain to other meanings and it does not require obvious instruction; considering that these words fall into either nouns, verbs, adjectives, or words that appear in the early reading stage. On the other hand, Tier 2 plays an important role in building a more mature vocabulary context for mature learners. This may result in a huge impact on the vocabulary used in one's daily function. Since this shows the present challenges to the learners whom first-hand see the text. Tier 2 characterized words: (1) to have multiple meanings; (2) to be used in a variety of subject areas; (3) to be necessary for reading comprehension; (4) to be a characteristic of a mature language user; and (5) to be descriptive when adding details to sentences (Beck, MecKeown, & Kucan, 2002; cited in Sprenger, 2013). English words that are considered to be practical in use and are low in terms of frequency are those that consist of Tier 3. The words found in this tier are for a specific field

and are to be used for some time only based on particular content. These words center on building the learner's understanding of the knowledge and concepts learned. For example; the words medical, legal, biology, and mathematics are useful while covering specific topics and specific compared to the most useful tier for vocabulary (Sprenger, 2013). Lastly, the researcher established the nature of the word and definition with the aid of the updated Miriam-Webster Dictionary available on the internet.

DATA ANALYSIS

In analyzing the collected data, the researcher used a licensed NVIVO software to extract the frequency of usage of words in each textbook. Furthermore, the researcher used the MS Excel to counter check the occurrence of words from each textbook. Thus, the researcher used frequency and percentage to numerically present the extracted words. Furthermore, the researcher adopted the classification of the vocabulary of Hutton (2008) to analyze and compare the identified lexical items across the different disciplines. Furthermore, the extracted list of words from the software were used to determine the respective tiers available within the textbooks acquired. These tiers gave the research a gist of the words to be taught to the students. Thus, to maximize the opportunity of learning, there is a need for the teacher to understand the limit to what the learners know about the words presented. The tiers may serve as a map towards vocabulary learning.

THE BRIDGE MODEL

Arechiga (2013) discussed that a bridge was the environment teacher could create, the instructional support, and the processes and language learned to the student in the context of approaching a task and developing the abilities to meet it. In which, it was a process of setting up the situation to make the role to the child as the learner would become skilled enough to manage it. In the current context, it was the act of enlarging the language capacity and learning possibilities for all the students. It was argued that the bridge models could provide certain directions and pathways for educators to set a clear purpose for essential learning, direct

instruction related to content and processes, and model of thinking visible to students. At the same time, it checked for understanding, works with students in group settings, and collaborated through (but not limited) to ask questions and share thinking. Lastly, students could develop a sense of independent learning. The following studies exhibited the development of a bridge model relevant to the current study. In terms of vocabulary development, according to Oxford, the following features of Language Learning must be understood: (1) Problem Orientation; (2) Action Basis; (3) Involvement; (4) Degree of Observability; (5) Level of Consciousness; (6) Factors Influencing Strategies Choice (Jamal, 2016).

Problem orientation pertains to the learning strategies that are used as tools to solve or accomplish a task for the learner to reach a goal. These strategies are dependent on the purpose of the facilitator and the goal they are to target. For example, reasoning or guessing strategies that are commonly used to unravel a message probably of a passage read. Memory strategies are also advisable since it requires the learner to remember important information about a particular concept. If these strategies are found effective, then there is a greater chance for the learners to build their self-confidence. This now becomes profitable learning (Jamal, 2016.p 3). On the other hand, *an action basis* more focuses on enhancing the various skills of the learner to perform or take into action the knowledge that they have acquired. This may pertain to skills like taking notes, setting up for a language task, self- evaluation, and logical guessing. These actions are naturally influenced by the general traits that a learner already possesses, such as, learning style, motivation, and aptitude. It also requires the *involvement* of the learners. This strategy encourages the learner to use their meta-cognitive functions like planning, evaluating, emotional, social, and other functions as well to be utilized. This strategy is not confined to the cognitive functions only, but allow that involvement of both, cognitive and

meta-cognitive aspects. Thus, there is a balance between the two, not only that but also in the emotional and interpersonal processes that one may undergo.

Furthermore, one must also highlight the learning strategies that involve observation. The *degree of observability* might be a challenge, especially, for language learning. Several aspects of cooperation and strategies that a learner use may be easy to be observed. However, the act of making the mental associations and connections of words and meanings, especially memory strategy, can be very difficult to understand. There is indeed a need to analyze the strategies used by the learners because some of them can sometimes be difficult for them. The *level of consciousness* of the learners must not also be forgotten. Several researchers have revealed the need for learners to be conscious of the actions that they take when learning a language. In modern strategies, learners reflect their conscious effort to gain control of what they learn. Unfortunately, after a certain amount of practice and effort, this learning strategy can be automatically just like any other skill or behavior (Jamal, 2016.p 4).

On the contrary, despite the strategies highlighted to improve vocabulary acquisition, there are several factors that a learner must take when choosing a strategy. According to Oxford; cited in Jamal (2016), these factors are divided into two major classes: direct and indirect; and are subdivided into 6 groups; direct: memory, cognitive, compensation; and indirect: metacognitive, affective and social. Furthermore, these are classified into five categories; (1) the behavior of the learners in their language success; (2) the psychological functions to the learners, which pertains to the cognitive, metacognitive, and effective; (3) the basis in linguistic aspect; (4) the language skills or knowledge; and (5) the different types of learners. It has been mentioned that this category is the most widely accepted strategy as far as vocabulary learning is concerned.

Furthermore, other studies have also highlighted that vocabulary learning pertains to the process of gaining the knowledge and understanding of vocabulary and not just merely

recognizing words as used in a sentence. A learner must first know how to spell, pronounce, and use it appropriately as to the goal given within the sentence; and the second is to obtain the knowledge on how to acquire these properly. This pertains to the strategies that cater to the different needs of the learners. In unison, these strategies play an important role in the development of the learners and contribute not only knowledge and information but a better grasp of how to better understand and utilize this knowledge within appropriate measures.

CHAPTER III

RESULTS AND DISCUSSION

This chapter presents analyses and interprets the data collected in the study. For clarity of presentation and consistency in the discussion, the data, results, and discussions are presented in the following order and sequence, to wit: (1) the lexical items found across the following disciplines: Hospitality Management, Criminology, Tourism, Marine Engineering, and Information Technology; (2) the comparison of ESP lexical items based on the following skills: basic vocabulary, multiple-meaning vocabulary, and context-specific vocabulary; and (3) a bridge model for vocabulary instructions in English for General Purposes proposed based from the findings of the study.

Problem 1. The lexical items found across the following disciplines: Hospitality Management, Criminology, Tourism, Marine Engineering, and Information Technology

Despite the many dialects from the different regions of the country, Philippines may be considered lucky in terms of learning the English language. The country has even been one of the most English speaking countries listed. Compared to Chinese, Korean, and Japanese the Philippines is one step ahead since the same alphabet is being used, unlike these countries that are composed of different characters and pronunciation. For example, the Chinese, they establishes an apparent difference not just with the characters used, but also, with the word formation and other aspects (Xiao, 2002). This makes learning English monotonous for most Chinese learners. In order to be successful in learning the language, one must be able to master

an unfamiliar alphabet, the phonetic system that will be added to the learners' new lexicon and morphosyntactic such as articles, phrasal verbs, and case endings. Unless the learners are well acquainted and equipped of the English language, learners will keep seeing the language "difficult to learn and easy to forget" lexicon (Pesina & Yusupova, 2015). Indeed it is important to aid oneself with the complete understanding of a word based on their different levels of interest. If one is well equipped with the substantial amount of learning vocabulary was quite important in aiding the understanding and knowledge of learning vocabulary for a particular course then the convenience of vocabulary development is within reach. Thus, it allowed the individual to grasp nuances and combine correct collocations. With this, the researcher identified the different lexical items found in the different ESP textbooks used in different Philippine Higher Education institutions. It must also be taken to consideration that the study is focused primarily on determining the existing words found in the textbook acquired for the respective courses for this study. The aim is merely to show an overview of what it is like to present new vocabulary words among students with the use of the proposed bridge model. The lexical items presented proves the complexity of how language is to be taught to the students, regardless if it is in the collegiate level already. Since language is dynamic, there is also a need to upgrade among the learning tools used in order to meet the needs of the 21st century skills.

Hospitality Management. This study revealed that there are 13,713 lexicon found in the ESP textbook '*Improving Grammar Skills and More Workplace English for Hospitality Industry Communication Skills*,' showing the frequencies for each word (please see Appendix on page ____). The lexicon evidently show to be most frequent words in the textbook. Therefore, the learners' consciousness is assumed creating the index of words usage or the familiarity of the words learned (Pesina, 2014). About 50.44% comprising with 6,918 words belonged to count 1 representing its frequency from the text being evaluated. Less frequency, means less exposure. This can be deduced that these set of words are commonly known, thus, needs less

exposure for retention. As such, if a word is encountered frequently enough, it will develop a rich set of connections to other words (Schmitt & McCarthy, 2002); 14.83% Count 2 with 2,035 words; 7.18% Count 3 or 985 words; 4.78% Count 4 or 656 words; 3.22% Count 5 or 422 words; 2.53% Count 6 or 347; 6.18% Count 7 or 255 words; 1.52% Count 8 or 209 words; 1.21% Count 9 or 176 words; and 0.99% Count 10 or 136 words. Subsequently, this shows that words from count 1-10 hold more than fifty percent of the lexicon with approximately 12, 150 words in all, while the remaining 1,663 words represent the 11.39% of the lexicon with the frequency ranging from count 11 to count 8,473.

Criminology. This study revealed that there are 7,239 lexicon found in the ESP textbook ***Police Report- Writing Essentials of English 1: Creative and Critical Thinking,*** showing the frequencies for each word (please see Appendix on page ____). About 49.1% comprising with 3,557 words belonged to count 1 representing its frequency from the text being evaluated. Less frequency, means less exposure. 15.3% Count 2 with 1,114 words; 8.09% Count 3 or 586 words; 5.42% Count 4 or 393 words; 3.34% Count 5 or 242 words; 2.45% Count 6 or 178; 1.76% Count 7 or 128 words; 1.74% Count 8 or 126 words; 1.20% Count 9 or 87 words; and 0.99% Count 10 or 72 words. Subsequently, this shows that words from count 1-10 hold about eighty-nine point five percent of the lexicon with approximately 6, 483 words in all, while the remaining 756 words represent the 10.44% of the lexicon with the frequency ranging from count 11 to count 3,526.

Tourism. This study revealed that there are 4,575 lexicon found in the ESP textbook ***English for Hospitality and Tourism*** showing the frequencies for each word (please see Appendix on page ____). About 50.20% comprising with 2,297 words belonged to count 1 representing its frequency from the text being evaluated; 15% Count 2 with 688 words; 7.38% Count 3 or 338 words; 4.78% Count 4 or 219 words; 3.67% Count 5 or 168 words; 2.57% Count

6 or 118; 2.05% Count 7 or 94 words; 1.59% Count 8 or 73 words; 1.28% Count 9 or 59 words; and 1.15% Count 10 or 53 words. Subsequently, this shows that words from count 1-10 hold about eighty-nine point seventy seven percent of the lexicon with approximately 4, 107 words in all, while the remaining 468 words represent the 10.22% of the lexicon with the frequency ranging from count 11 to count 1807.

The majority of the learners have received the tier 1 instruction, but learners who have taken a supplementary intervention were given additional instructions involving tiers 2 and 3 (Shapiro, 2011). Since the nature of tourism is aligned with being acquainted with different races, they are required to be equipped with the general knowledge and language that is comprehensive to all types of guests. They need to be able to understand and communicate with the people that they are exposed to as part of the domain being followed by tourism as a course and as a profession. Words such as region, seamless, seared, vineyard, ecstatic, abroad, aisle, and ambiance are known generally across cultures. Tier 2, on the other hand, is classified as nouns, verbs, and adjectives. Words such as aboard, chambermaid, cloakroom, concierge, crook, croutons, facet, intoxicated, niche, norm, stewing, steward, and tub are words that are distinguished to have multiple meanings. These words can be taken in different meanings depending on a particular context. These words may change in meaning conditional to how it is used. This tier aims to **bridge** the cultural gap. It offered case studies that sought to combine corpus-based and competence-based approaches to the description of variation. In doing so, it opened up new avenues for locating and analyzing variability. This is both at the level of the individual speaker and between speakers of different dialects and generations (Seiler et al., 2009). Lastly, the tier 3 category classified to be all nouns. Tier 3. The words found in this tier are for a specific field and are to be used for a while only based on particular content. These words center on building the learner's understanding of the knowledge and concepts learned (Sprenger, 2013).

Marine Engineering. This study revealed that there are 4,575 lexicon found in the ESP textbook '*English for the Workplace 1: English for the Workplace 2 Voyages in Maritime English,*' showing the frequencies for each word (please see Appendix on page ____). About 48.8% comprising with 3,499 words belonged to count 1 representing its frequency from the text being evaluated; 15.64% Count 2 with 1,121 words; 7.98% Count 3 or 572 words; 5.4% Count 4 or 388 words; 3.36 % Count 5 or 241 words; 2.48 % Count 6 or 178; 1.74% Count 7 or 125 words; 1.70% Count 8 or 122 words; 1.22% Count 9 or 88 words; and 0.99% Count 10 or 71 words. Subsequently, this shows that words from count 1-10 hold about eighty-nine point thirty six percent of the lexicon with approximately 6,405 words in all, while the remaining 762 words represent the 10.63% of the lexicon with the frequency ranging from count 11 to count 3526.

The lexical items found in the ESP textbook for Marine Engineering are categorized in tier 2 with words classified as noun, verb, and adjective. This category includes bunk, code, demurrage, hub, knot, milieu, narcotics, nozzle, pilfer, plow, sequential, suction, vessel, and many more, which can also mean differently since it can be used in other courses or contexts. Just like the word narcotics which can also be used in criminology context, in medicine and marine engineering. Learners for this course are deemed to have a mature set of vocabulary that allows them to distinguish words with multiple meanings (p.76), making them more open to the understanding of the word based on how it was used in a text. Followed by tier 1 with nine lexical items identified as noun, verb, and adjectives. With the minimal number of lexical items found, it can be deduced that learners within the course marine engineering are more exposed words that are not commonly encountered in one's daily activities or the usual texts read. Tier 1 does not usually pertain to other meanings and it does not require obvious instruction. (Sprenger, 2013). Lastly, tier 3 with the least number of lexical items classified to

be noun, verb, and adjectives. These words are buoy, nautical, pothole, see once, and trawl. These words found in this tier are for a specific field and are to be used for some time only based on a particular content; and that content is meant for marine engineering courses alone.

Information Technology. This study revealed that there are 4,575 lexicon found in the ESP textbook '*Information Technology,*' showing the frequencies for each word (please see Appendix on page ____). About 57.9 % comprising with 2, 935 words belonged to count 1 representing its frequency from the text being evaluated; 15 % Count 2 with 770 words; 7.30% Count 3 or 370 words; 4.64 % Count 4 or 235 words; 3.40 % Count 5 or 168 words; 1.99 % Count 6 or 101; 1.71% Count 7 or 87 words; 1.00% Count 8 or 51 words; 0.92% Count 9 or 47 words; and 0.78% Count 10 or 40 words. Subsequently, this shows that words from count 1-10 hold about ninety- four point eighty six percent of the lexicon with approximately 4, 804 words in all, while the remaining 260 words represent the 5.13% of the lexicon with the frequency ranging from count 11 to count 1495.

Majority from the classification of the identified lexical items found in the ESP textbook for Information Technology is classified between tiers 2 and 3. These two can be differentiated based on many scopes. One of which is the intensity of the instruction that the learners undergo. Learners at tier 2 are said to have less intensive needs than that of tier 3, where there is a need for the intervention with tier 2. However, it was mentioned that learners might be at the risk of lacking the foundational skills of decoding and they may need intensive exercises on phonics (Sprenger, 2013). These two tiers have classified the lexical items into noun, verb, and adjective for tier 2 while all nouns for tier 3. These lexical items are believed to be used for the context of the Information Technology course. The least items identified were classified as tier 1, basic vocabulary. As explained, Tier 1 does not usually pertain to other meanings and it does not require obvious instruction; considering that these words fall into either nouns, verbs, adjectives, or words that appear in the early reading stage (p.76).

Table 1

Hospitality Management		Criminology		Tourism		Marine Engineering		Information Technology	
Frequency Count	%	Frequency Count	%	Frequency Count	%	Frequency Count	%	Frequency Count	%
13,713		7,239		4,575		7,167		5,064	
Count 1 6,918	50.44	Count 1 3,557	49.1	Count 1 2,247	50.20	Count 1 3,499	48.8	Count 1 2,935	57.9
Count 2 2,035	14.83	Count 2 1,114	15.3	Count 2 688	15.20	Count 2 1,121	15.64	Count 2 770	15.2
Count 3 985	7.18	Count 3 586	8.09	Count 3 338	7.38	Count 3 572	7.98	Count 3 370	7.30
Count 4 656	4.78	Count 4 393	5.42	Count 4 219	4.78	Count 4 388	5.4	Count 4 235	4.64
Count 5 422	3.22	Count 5 242	3.34	Count 5 168	3.67	Count 5 241	3.36	Count 5 168	3.40
Count 6 347	2.53	Count 6 178	2.45	Count 6 118	2.57	Count 6 178	2.48	Count 6 101	1.99
Count 7 255	6.18	Count 7 128	1.76	Count 7 94	2.05	Count 7 125	1.74	Count 7 87	1.71
Count 8 209	1.52	Count 8 126	1.74	Count 8 73	1.59	Count 8 122	1.70	Count 8 51	1.01
Count 9 176	1.21	Count 9 87	1.20	Count 9 59	1.28	Count 9 88	1.22	Count 9 47	0.92
Count 10 136	0.99	Count 10 72	0.99	Count 10 53	1.15	Count 10 71	0.99	Count 10 40	0.78

This table shows the summary of lexical frequency of the different courses highlighted in this study, which further displays the great number of requisite words to encounter once a learner take this particular course. Highlighting the group of words that comprises the upper fifty percent of the total number of unit found across the lexicon of 37, 218 words in all. Based on the analysis, it can be asserted that utmost number of units are found within frequency count 1-10 with 88.52% for Hospitality Management; 89.5% for Criminology; 89.77% for Tourism; 89.36% for Marine Engineering; and 94.86% for Information Technology. Liu Na and Nation in Pesina & Yusupova (2015) stated that for a learner to be successful in learning the English language, they must acquire of at least 3,000 words for their vocabulary size. This points out

the substantial time and cognitive investment in order to acquire the start-up vocabulary needed to comprehend general texts. Round 10,000 to 12,000 English words for a bachelor degree and around 5,000- 6,000 words are expected to be utilized in an active manner with a certain amount of skill. The data above shows an approximate number words that a learner has to deal with as one go through the course. Indeed, at first glance, this could be a real challenge. However, with proper instruction given by the teacher this is acceptable. By simply, dividing these words into their respective tiers, the teacher will now be able to determine and assess the needed words of the learners. Thus, the bridge model being proposed will further help both the teacher and the students understand the importance and use of the words existing for the course of their choice.

On the other hand, it has been found out that among 37, 218 words, approximately 70-80% of the lexicon may already provide a handful of units representing the different tier of vocabulary. It can be deduced that it is evident that there is the presence of different tiers no matter what profession it may be. This list was generated and was compared to the academic word list developed by Coxhead, et al. (2000). This implies that the textbooks lack lexical items matching Academic Word List with great importance on building their vocabulary significantly to their current level. There was great importance in introducing students at the tertiary level in the Academic Word List particularly aligned to their field of interest. Thus, international texts could be further understood if students were introduced and familiar with the said list. Moreover, considering that target learners are already at the tertiary level, it is reasonable that there are more lexical items under tier 2 implying the maturity of the learners in terms of their vocabulary grasp. There is also a fair number of lexical items for tier 1, revealing a strong foundation on the general language that may be understood by many.

Problem 2. The comparison of ESP lexical items based on the following skills: basic vocabulary, multiple-meaning vocabulary, and context-specific vocabulary

Lexical items found across the different ESP textbooks available and the different educational institutions in the Philippines classified as Tier 1: Basic Vocabulary. The identified lexical items seemed to be relatively few compared to the expected identified lexical items appropriate to the level of the learners in tertiary education similar to the study of Hajiyeva (2015). This could be attributed to the structure of the ESP textbooks composing several learning activities. These learning activities served as a vehicle in promulgating vocabulary instruction. As cited by Medrea and Rus (2012), ESP textbooks should prepare students to communicate in an authentic working environment besides focusing on enhancing the student's skills in reading, writing, listening, and speaking. It seemed that the textbooks were designed appropriately in this context. However, the acquisition and use of academic vocabulary had a direct impact on the educational outcomes in academic preparation for studies and work especially for second language learners (Aldawsari, 2017).

Thus, college students were anticipated to encounter challenges and difficulty in learning a new set of vocabulary related to their field of interest, supported by the findings of Evans and Morrison (2011). It was established that insufficient academic vocabulary was a key challenge for students as they were insufficiently familiar with academic lexical items. Similar findings were observed in the study of Townsend, Filippini, Collins, and Biancarosa (2012) among students who learned English as their second language. Consequently, Lee, Tan, Singh, and Ganapathy (2017) mentioned the knowledge of words represented in a word list to be vital to the overall academic performance of students. Regarding the role of vocabulary knowledge in learning a foreign language, Filipino students' primary language was not English. Knowledge of vocabulary accommodates reading, writing, speaking, and listening. This is one main reason why the researcher has categorized the existing words. With the words being

divided according to their respective tiers, the teacher can now have a clear sight of the words that the students could find difficult. On the other hand, the proposed bridge model will serve as the tool that can be used both by the students and the teachers. With the use of the bridge model, the teacher now can assess the vocabulary knowledge of the students, while the students, on the other hand, will have a better means of understanding the words being learned.

Through the years, educators and linguists have striven to resolve the different challenges and difficulties of students in learning the underpinning ideals and concepts in ESP. It was aforementioned that to some extent working with high-frequency words can be beneficial for both ESP and EGP. Considering that the familiarity of the words can be helpful among the learners to avoid confusion. At the same time, this provides learners with the opportunity to use these words differently. In support, wordlist and semantic field play an important role in presenting new words to the learners in vocabulary teaching (Chen, 2014).

Tier 2 Lexical Items Found Across the Different ESP Textbooks

The word **'cite'** appeared as a verb in Hospitality Management, Criminology, and Tourism did not appear in Marine Engineering and Information Technology. "Cite" to the aforementioned courses means to bring forward or call to another's attention especially as an example, proof, or precedent for Hospitality Management; to summon to appear before a court of law for Criminology; and to quote or refer to in substantiation as an authority, proof, or example for Tourism. Although it could have appeared in Marine Engineering and Information Technology, the absence of the word was quite noticeable. Other meanings of the word 'cite' were quote (as in a passage, a book, or an author) as evidence for or justification of an argument or statement, especially in a scholarly work; praise (someone, typically a member of the armed forces) for a courageous act in an official dispatch or for his contributions in the intelligence area, or commend or give recognition to; and summon (someone) to appear in a court of law of the defendants. It was noticeable that the word definitions were neither too general nor too specific. At one end, it was a 'summon' to have negative attribution but on the other end it was

a 'praise or recognition'. As to grammatical structure, the word 'cite' was flexible for the use which could be either a verb or a noun.

For justification, spoken language is often a continuous stream of speech. For comprehension to succeed, the listener must segment this stream into a sequence of individual words. A substantial literature has been devoted to determining the degree to which information about word-boundary locations is present in the acoustics of speech (Beck, McKeown, & Kucan, 2008) or dependent upon higher-order contextual factors such as the listener's interpretation of word meaning and sentence structure (Alfaki, 2014). By identifying the different sources of information, their relative importance, and how they are used in combination, it is thought that a comprehensive theory of word segmentation can be constructed (Bada, 2015).

Previous studies have shown that spoken language is rich in acoustic cues to word boundaries. Major findings from the literature include lengthening of word-initial and word-final segments and syllables (Aldawsari, 2017) and shortening of segments and syllables that are not adjacent to a word boundary. For instance, speakers had produced English words and word sequences with boundary ambiguities in isolation and embedded in short sentences. Duration and spectrographic analyses revealed a consistent and considerable durational difference among word-initial, word-medial, and word-final segments, in that word-initial or word-final segments were longer than word-medial segments. Related to the lengthening of word-initial segments, articulatory strengthening that occurs at the initial position of a word or a prosodic boundary has also been extensively studied. Compared lip movements of syllable onset /m/ in different boundary conditions (e.g., word medial *mommamia* vs. word-initial *Momma–Mimi* vs. across a word boundary *Momma, Mimi*, among others), and reported that lip movements become slower when /m/ is adjacent to a word or prosodic boundary than when it is not adjacent to any boundaries. To Georgieva (2019), he extended this finding by

confirming that articulatory gestures “get larger, longer, and further apart” when adjacent to a boundary. Additional phonetic properties that have been reported to correlate with word boundaries include amplitude contour, allophonic realizations of segments, spectral differences of vowels, and degree of coarticulation. Taken together, the presence of such systematic variation in speech production demonstrates that talkers readily produce word boundary cues for listeners as they speak.

The word ‘**concierge**’ had an ‘exclusive meaning’ to Hospitality Management and Tourism, two (2) related fields, with meanings as ‘a person (noun) employed in business to make arrangements or run errands for Hospitality management; and a caretaker (noun) of a block of flats, hotel especially to one who lives on the premises for Tourism. Other meanings were also found very specific to the field but dependent on the contextual use of the word (e.g. porter, doorkeeper, janitor, warden, or custodian).

To explain the above findings, every language has words and concepts with no single equivalent in other languages. For example, there could be no "logic" nor "romance" in Chinese although there were modern-day phonetic translations. There was an English word that could not be translated into any other language, but specific examples for specific languages abound (Nordlund, 2014). There were lots of slang words in particular that could not quite carry the same flavor or meaning of the English original.

The word ‘**facet**’, means a small plane surface in Hospitality Management; any of several sides or aspects, as of a personality in Tourism; and the outer surface of an ommatidium of a compound eye, as in many insects and crustaceans in Marine Engineering. For other \definitions not mentioned in the findings, ‘facet’ could mean ‘one side of something many-sided, especially of a cut gem’; ‘a particular aspect or feature of something’; ‘participation by the laity in all facets of church life’; or in zoology, ‘facet’ is any of the individual units (ommatidia) that make up the compound eye of an insect or crustacean.

To justify the above findings, the researcher of this study believed that general terms were different from specific terms. General ideas usually express the main point or main idea of a piece of writing. They present the topic of a paragraph, essay, or book and make a statement about it, usually a claim that needs to be proven (Cain, Lemmon, & Oakhill, 2004). Specific ideas on the other hand should provide evidence to further define the general or main idea and proved that it was valid. This evidence could take many forms: examples, anecdotes, logical reasons, facts, statistics, and expert testimony.

A word definition could be a word, phrase, or another set of symbols. Definitions could be classified into two large categories, intentional definitions (which try to give the sense of a term) and extensional definitions (which proceed by listing the objects that a term describes) (Ramos, 2015). Another important category of definitions is the class of ostensive definitions, which convey the meaning of a term by pointing out examples. A term may have many different senses and multiple meanings and thus require multiple definitions.

In modern usage, a definition is something, typically expressed in words that attaches a meaning to a word or group of words. The word or group of words that is to be defined is called the *definiendum*, and the word, group of words or action that defines it is called the *definiens*. An intentional definition also called a connotative definition, specifies the necessary and sufficient conditions for a thing being a member of a specific set. Any definition that attempts to set out the essence of something, such as that by genus and differentia, is intentional. An extensional definition, also called a denotative definition, of a concept or term, specifies its extension. It is a list naming every object that is a member of a specific set (Dodigovic, 2015).

Thus, the "seven deadly sins" could be defined intentionally as particularly destructive of the life of grace and charity within a person, thus creating the threat of eternal damnation. An extensional definition would be the list of wrath, greed, sloth, pride, lust, envy, and gluttony.

In contrast, while an intentional definition of "Prime Minister" might be "the most senior minister of a cabinet in the executive branch of government in a parliamentary system", an extensional definition could not be possible since it was not known who future prime ministers would be (Laufer & Hulstijn (2001).

The grammatical formation that looks unusual because of these sound-induced mechanisms, may be replaced by construction to become more common in analogous situations. This would happen first for constructions/words used only rarely, because then people (even native speakers) would not remember 'now' as an exception and replaced it by a (now) regular form. Only in very common words, traces of ancient usage remain (for that reason, conjugation of "to be" was so odd compared to ordinary verbs) (Briggs, 2015). After some centuries, one could have a fairly neat, ordinary grammatical system (with some ancient traces, but those were acceptable), but the next sound change was on its way to smash it all again.

For criminology, words identified were mutually exclusive to other without traces of the following: (1) innovation (planned creation of new roots (often on a large-scale), such as slang, branding; (2) borrowing of foreign words; (3) compounding (composition) or the combination of lexemes to make a single word; (4) abbreviation of compounds; (5) acronyms, the reduction of compounds to their initial letters, such as NASA and LASER; (6) inflection, a morphology change with a category, such as a number or tense; and (7) agglutination, the compounding of morphemes into a single word (Kaplan, 2017).

What was noticeable in all the frequent words in Criminology was the word derivation or a morphological change resulting in a change of category. Derivation was a product of lexicalization. Such was the process by which new words, having gained widespread usage, entering one's lexicon (Elgort, I. (2011). Since lexicalization could modify lexemes phonologically and morphologically, it became possible that a single etymological source was

inserted into a single lexicon in two or more forms as in the cases of; adjourn, civilian, colloquialism, conceal, entity, espionage, forensic, interjection, jurisdiction, revolver, and summon. The rest of the words; bail, beacon, flask and summon were non-derivational. In the case of epithet, this could be considered a *doublet* which when paired with (e.g. epitaph), the pair would become close semantically (Kaplan, 2017). Two other examples could be ‘aptitude versus attitude’ and ‘employ versus imply’.

Beck, McKeown, & Kucan, (2008) stated that with the consideration of spoken language as an overflowing stream of speech, it has become a success for many to sequence individual words in many cases. Literature, for example, has been devoted to having determined the degree of which format on the concept of word boundary must be utilized for acoustic speech. Bada (2015) added that the comprehensive theory on word segmentation may be determined through the combination of related importance and its use in the different sources of information given. Many findings in literature have shown the inclusion of lengthening from word-initial and final segments to syllables that are head-to-head with its word boundaries. If there is embedded in short sentences due to the ambiguities of word sequence, a consistent and considerable duration of their differences are no longer consider word-medial segments. Prosodic boundaries were also considered about lengthening of word-initial segments. In comparison to the lip movement of syllables, there are also boundary conditions. For instance, /m/, as *mommamia* vs. *Momma-Mini*. The boundary across *Momma* and *Mimi* becomes slower as /m/ together with the prosodic boundaries. This finding was extended up until the confirmation of the articulatory gestures, such as, get larger longer and further apart (Georgieva, 2019). It has been reported that with the additional properties in phonetics, amplitude control was included in correlation with the word boundaries. There is also a realization of segments through allophonics. This pertains to the differences of vowels, and the

degree of co-articulation is also included. Thus, demonstrating the cue production for listeners as they speak.

This shows that lexeme would share the same lexical meaning or meaning but would have a different grammatical meaning. Thus, comparing words in its singular form and a word in its plural form may be different in form, tense, verbs, can still be semantically relevant. The change affected sentence-meaning and was determined partly by the meaning of the words (i.e., lexemes) which was composed and partly by its grammatical meaning.

How does cross-linguistic variation in linguistic structure affect the acquisition of meanings? Human being has their unique ability to express an unbounded set of exact word concepts: (1) which emerged only after one had begun using language, and (2) it is typical to study cross-culture studies that can be related with the verb list and list of words that may represent a large structure of words (Alhanouf, Sullivan, Donlan, Marušič, Žaucer, O'Donnell, and Barner, 2013). This suggests that most cultures and natural language play a central role in the use of words and structures in acquiring the language. For some instances, the linguistic structure becomes important as it helps distinguish the preexisting concepts that are relevant to the concept especially in finding meaning. It still even stringer when one provides a combination of the diverse perceptual and conceptual systems that can allow learners to create new concepts. Each of these past accounts had supported word and structural learning to allow a human being to express or combine different concepts (Meral, 2017). On the other hand, beyond the mere expression and combination of various concepts, it was argued that through giving specific cues to the meaning using morphological and syntactic structures, the language may also support both word and structural learning.

At this point, the researcher would like to expound on the difference between general definition and the difference between concrete and abstract meanings since most terms in this field of specialization were found too general. A general definition singles a unit of spoken or

written language. Meaning is general when it becomes suitable depending on the various class, kind, and or group affecting the whole. It is not confined by specialization or careful limitation, belonging to the common nature of a group of like individuals; generic or the general characteristics of a prevalent species; deals with universal concerned than specific factors or something (such as a concept, principle, or statement) involving the whole.

Most of the frequent words were identified as nouns. Nouns of any kind (count or non-count, singular, or plural) may be 'specific' or 'general.' A noun is specific when the writer wishes to talk about something or things in particular. Also, a noun is general when the writer wishes to generalize something or things. The equivalent nouns identify frequent words that are identical in form despite their different usage as specific or general. Meanings could be specific to the field, looking into specific categories, sharing properties referred to a particular category exerting a distinctive feature, or free from ambiguity imposing a fixed measure.

The present study also revealed that Information technology textbooks were found to use concrete (very specific) nouns. Concrete terms refer to objects or events available to the senses. This is directly opposite to abstract terms, which name things that are not available to the senses. Because these terms refer to objects or events, one can see or hear or feel or taste or smell, their pretty stable meanings. While abstract terms like love change meaning with time and circumstances, concrete terms stay pretty much the same. Success means different things to each one and one could be sure of the meaning of abstract (Evans & Morrison, 2011). General terms and specific terms are not opposites, as abstract and concrete terms are; instead, they are the different ends of a range of terms. General terms refer to groups; specific terms refer to individuals, but there a gap between.

Chilingaryan (2016) defined Polysemy as the ability to acquire multiple meanings in many senses, interrelated with the semantic field. Thus, observed separately from homonymy of having multiple meanings of a word that may be unconnected or unrelated. When a group

of words share the same spelling and pronunciation but acquire different meanings, then the words are identified as homonyms. Homonyms are simultaneously considered as homograph and homophones; as homographs pertain to the similarity of the words in spelling regardless of their difference in pronunciation, and homophones that pertains to the similarity of words in pronunciation regardless of their differences in spelling (Hsu, 2006).

A general definition singles a unit of spoken or written language. Meaning is general when it becomes applicable to every member of a class, kind, or group, or affecting the whole. It is not confined by specialization or careful limitation, belonging to the common nature of a group of like individuals; generic or the general characteristics of a prevalent species; concerned or dealing with universal rather than particular aspects; relating to be determined by or concerned with main elements rather than limited details; bearing a general resemblance to the original; holding superior rank or taking precedence over others similarly titled; or something (such as a concept, principle, or statement) involving the whole.

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Polysemy is the capacity for a sign (such as a word, phrase, or symbol) to have multiple meanings (that is, multiple semes or sememes and thus multiple senses), usually related by contiguity of meaning within a semantic field (Chilingaryan, 2016). Thus, it is usually regarded as distinct from homonymy, in which the multiple meanings of a word may be unconnected or unrelated. A homonym is, in the strict sense, one of a group of words that share the same spelling and pronunciation but have different meanings. Thus, homonyms are simultaneously homographs (words that share the same spelling, regardless of their pronunciation) and homophones (words that share the same pronunciation, regardless of their spelling). The state of being a homonym is called homonymy (Hsu, 2006). Examples of homonyms are the pair stalk (part of a plant) and stalk (follow/harass a person) and the pair left (past tense of leave) and left (opposite of right). A distinction is sometimes made between "true" homonyms, which are unrelated in origins, such as skate (glide on ice) and skate (the fish), and polysemous homonyms, or polysemes, which have a shared origin, such as mouth (of a river) and mouth (of an animal).

Problem 3. The bridge model for vocabulary instructions in English for General Purposes

PROPOSED BRIDGE MODEL FOR VOCABULARY INSTRUCTION

The researcher proposed a 'Bridge Model' to enrich the vocabulary of students across disciplines since findings revealed that there was a great need to improve not only vocabulary learning but also instruction. It was also found out that there was a need for vocabulary teachers to explore different strategies in teaching vocabulary among students deviating from conventional ways, like the use of dictionaries. Since this is the most common means of getting the meaning of a word, we cannot do away with it. It is also considered is one of the most important and reliable references for the learners, accessible and readily available. It was found out based on the results from the analysis of Malekpur (2015) that learners use dictionaries to expand their vocabulary knowledge, aside from looking up for new words. Same with bilingual dictionaries. It was also stated that bilingual dictionaries usually provide just and L1 synonym; monolingual dictionaries similar to Oxford's include L2 definitions, including examples, sentences, both synonyms and antonyms, and even pictures. This can truly help the learners better understand the new words acquired. Thus, revealing the learners' preference for using monolingual dictionaries rather than the bilingual ones.

Krogerus and Tschappeler (2008), in their "The Decision Book: 50 Models for Strategic Thinking", have proposed different models and strategies that allow the learners to respond in an easy manner where they use their acquired skill sets and knowledge. They have also stated that in achieving their goal, they have followed the following criteria: (1) *simplify*, they made sure that they relate everything to a realistic concept that is not complicated and is relevant; (2) *pragmatic*, they made sure to focus only on the useful and important concepts to tackle; (3) *sum up*, this pertains to the summary of the complex interrelations that were included in the book; (4) *visual*, they have utilized images and diagrams to further represent the concepts that learners may find difficult to understand through words; (5) *organize*, they have provided a systematic filing system that compiles ample of concepts that they believe can be helpful for

the learners; and (6) *methods*, they have followed the pattern of providing answers at the same time asking questions, whereas, these answers appear once the models are managed based on how it would work for the learners. In general, it can be used as a tool to reveal one's strengths and weaknesses, which they can still improve. The models are to be used to gain an overview of what each individual possesses in terms of knowledge and skills. It was also agreed that these models do not reflect reality, but, it was argued that these models do not describe an individual rather it should be taken as the result of an active thought process (Krogerus and Tschappeler, 2008).

Although direct vocabulary instruction had been important and reliable, it had become insufficient alone to foster student's language and vocabulary development. This is the reason why students should be engaged more with discussions that provide them the opportunity to read a wide variety of texts across the different fields and increase their awareness of the language that surrounds them. Students would talk, write, listen, and read often to expand their English language proficiency and vocabulary knowledge. There would also be an opportunity for the students to reflect as regards their experience in learning a new vocabulary word and in associating this with their prior set of vocabulary knowledge. Furthermore, the researcher deems that this model would guide not only the learners but most especially, educators in innovating their approaches in teaching the skills needed at the tertiary level. With the new curriculum and the different STRANDS available, vocabulary instruction should be 'do-it-all' for general vocabulary acquisition. Thus, teachers must also be equipped with necessary approaches that will tap their existing knowledge that will help them develop their vocabulary knowledge. Alakawi (2017) attested this through this statement that teachers should involve a more interactive teaching approach for the learners not to get bored with the boring lectures. In terms of vocabulary teaching, the teachers must use techniques that will help students acquire vocabulary and not just know a word.

The US President Dwight D. Eisenhower once said: “*The most urgent decisions are rarely the most important once*”. It was said he was considered a master of time management, as he could do everything that needs to be done. Thus, the purpose of **the Eisenhower method** is to help learners distinguish what is important and what must be done. Side by side to this model is the organizing method attributed to the multimillionaire Warren Buffet. This model helps the learners organize their thoughts by listing everything that they want to get done. Beginning at the top of the list, and would only continue once the first task was completed. Afterward, when the task has been completed then it must be crossed out of the list. The learners must learn to distinguish what to prioritize in enhancing one’s vocabulary. They must also determine their strengths and weakness as to their vocabulary, so that they may easily identify where to focus as far as vocabulary instruction is concerned.

Some of the strategies presented in the study of Alakawi (2017) are (1) Semantic mapping strategy, which was said to facilitate the reading comprehension process. This is where the learners learn to think and categorize the words under a certain concept. This allows the learners to remember the meaning of words (Baleghizadeh & Naeim, 2011; Basaraba et al., 2013); (2) Morphological analysis, where a learner is taught with the basic morpheme knowledge, from the roots and affixes, and the process that they have to understand as they look for the vocabulary meaning using this strategy. In a study conducted by Bellomo (2009), he clarifies that the process of morphological analysis pertains to the breaking down the morphological complex into their constituent morphemes or word parts. He also cited as an example the word ‘worker’ comprising with two meanings: the base word ‘work’ and the inclusion ‘-er’, conveying an agent, a person, or a thing. He also added that when comprehending a text or a word, this solely relies on the vocabulary of the learners. However, using this strategy may require a learner with a deeper knowledge of the morphological concepts (e.g., free morphemes, bound morphemes, inflectional morphemes, and derivational

morphemes); (3) Literal comprehension, which is categorized by Davis (2006) into two categories: interpretative comprehension and critical comprehension. As he has defined the two, interpretative comprehension was distinguished as the second-highest level of understanding which requires the learners to read between the lines, requiring them to learn figurative languages as well. On the other hand, critical comprehension requires a high level of understanding where a learner must judge the passage that they have read. This requires the learner to read beyond what the line is interpreting. It is more of perceiving what will happen to the consecutive events. Results of the said study have implied the need for the teachers to engage the learners in the basics of morphological analysis and semantic mapping simultaneously while teaching reading or a new word. Furthermore, teachers must train learners to examine the function of various word parts. Learners must be allowed to explore and analyze on their own whether it is inside or outside the classroom. They should be given a non-constraint environment where they can explore with the prior knowledge that they possess related to the new word being learned.

In connection to learning and enhancing vocabulary, learners must be able to determine the origin of words. Another model called “The Family Tree Model”, which justifies where a thought or connection began. Same with words, if this model will be used then one may trace the meaning of a word through its word parts and the affixes used. The more branches mean the more diverse the word is in structure. Furthermore, there is also the concept of morphological stems based on the study of biological structures and configurations. It has been mentioned that through this model, a new word may be determined through the combining attributes that exist. Besides, this was primarily applied by Fritz Zwicky in the late 1930s to get engine technologies. He also used this model in marketing strategies and in developing new ideas.

Subsequently, there also exist the Morphological Box and Scamper model which could help a learner substitute, combine, adapt, modify, put or use, eliminate, and reverse ideas depending on the task given. This requires expertise as well as the imagination, as this also aims to create something new out of something that already exists. This model is believed to help create new words based on an existing idea.

On the other hand, there is this model called “The Rubber Band Model”, where a person’s decision is balanced through weighing the pros and cons first. Looking at the positive and negative effects of the decision or idea which can be acquired by a person.

The idea of the model is to deduce the difference between what is holding the learner back from learning and what pulls them towards the new learned idea. These two are both considered positive and reflective because it attracts a clearer understanding of one’s knowledge or decision. Another model is the one called “The Crossroads Model”, inspired by the Personal Compass Model developed by San Francisco Consulting Agency (The Grove). This helps a person find his direction through filling out the following questions: (1) where have you come from; (2) what is important to you; (3) which people are important to you; (4) what is hindering you; and (5) what are you afraid of? Once the questions were answered, learners are asked to evaluate the list and determine what is missing. This model allows a learner to find the reason/s behind an action or an idea. This model may also be used in vocabulary instructions. Considering the different tier category, this model may help a learner understand their needs as to learning or enhancing their vocabulary banks.

They say that human being cannot hold on to one’s personality, but can become aware of the personality of the different people around them. This model, called “The Johari Window” is said to be the most interesting models in terms of human interaction. This model is derived from the first name of its proponent, Joseph Luft, and Harry Ingham.

This model takes the form similar to a window, whose four panes are divided personal awareness into four: (A) the characteristics and experiences that a learner is aware of himself with which the learner likes to tell others; (B) describe things that the learners know about themselves but choose not to reveal to others; (C) the things that the learners do not know about themselves but are explicitly seen; (D) the aspects that the learners hide from themselves and others as well. This model can be used in vocabulary instruction to assess the learner's knowledge of a lexical item. From this, the learner could collect information and come up with a conclusion. However, the limit to this is confined within the grasp of vocabulary knowledge and not among the rules of writing and speaking. This means, with the use of the bridge model, the learners' vocabulary knowledge may be determined highlighting the 3 different tiers and the factors of vocabulary learning.

As far as tiers 1, 2, and 3 are concerned, other strategies are thought to help develop and improve vocabulary. Tompkins (2017), in her book "Literacy for the 21st Century: A balanced Approach", stated how phonics work in the overall process of reading and comprehension. She also mentioned how Marilyn Adams recommended the teaching of phonics with a balanced approach involving strategies for both reading and writing. It has been emphasized that the instruction should focus more on useful information. It must be systematic and intensive at the same time. For basic vocabulary, tier 1, learners could be engaged with instructions related to spelling words. Tompkins (2017) implied that spelling is also a part of "cracking the code". As learners become equipped with the knowledge on phonics, they apply what they learn through reading and writing. Furthermore, with the concept of tier 1, students, especially on the tertiary level, must be well equipped with the knowledge required for this category. It is evident that tier 1 acts as a foundation of one's vocabulary knowledge; and since the tertiary level involves a more complex context, they are expected to have acquired a reasonable bank of knowledge that will allow them to take on the next category with ease.

Aldoobie (2015) stated in his study on the ADDIE model suggest that the importance of a systematic process in creating and developing effective, appealing, and efficient instructional materials within a supportive environment. This design targets the learner's needs as the core target of the instruction.

This is a learner-centered instructional design that allows the learner to engage themselves more in the learning instruction. The first step is Analysis, this is the process of defining the target knowledge to be acquired; the second step is the Design, this highlights the process of to undergo to learn the concept; the third step is Development, this pertains to formulation of the learning materials that are aligned to the target knowledge; the fourth step is the Implementation, this is where the learning materials are used in real-life context; and lastly Evaluation, which pertains to the assessment of the efficacy of the instruction formulated (McGriff, 2000). In terms of vocabulary instruction, this model can also be used to meet the learner's needs. This allows the learner to conduct self-evaluation of the knowledge acquired. Through the teacher's assistance, the learners may be able to bring out their confidence in the newly acquired knowledge.

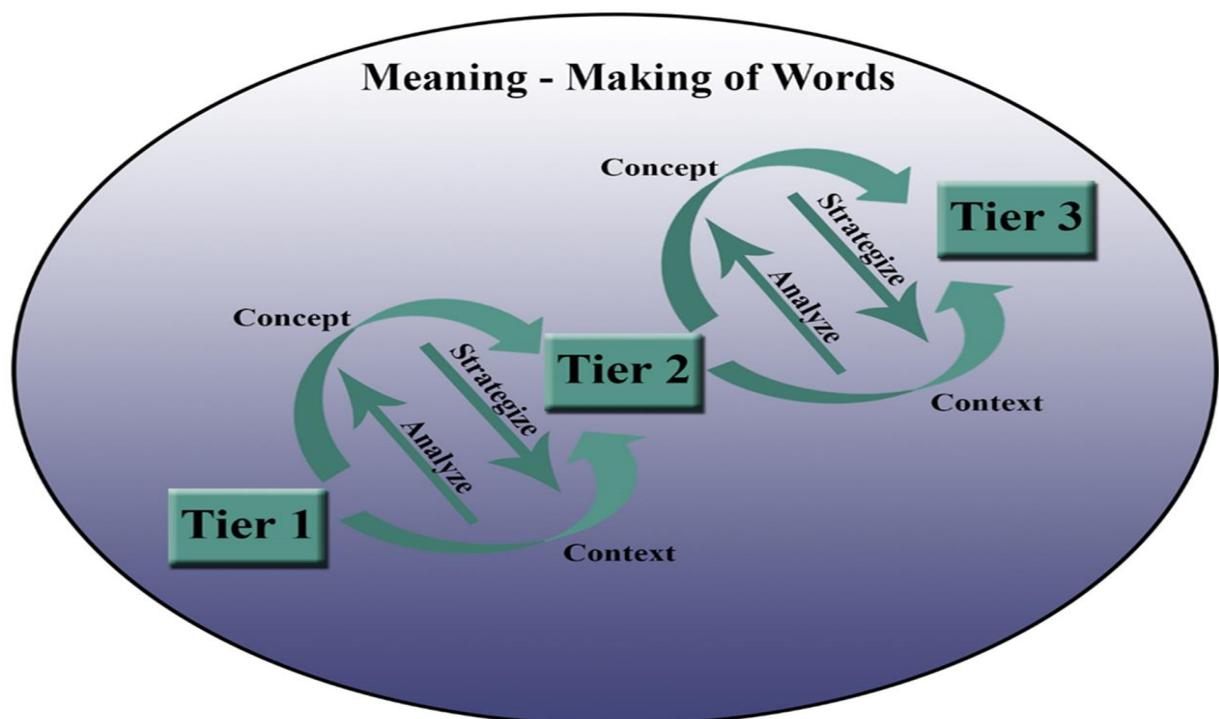
On the other hand, Dr. Ruben Puentedura (2000) suggests that his SAMR model allows the learners to move along with the fast-paced changing environment. In this model, the learning instruction is upgraded into the 21st century set up. As the mobile device becomes very evident and accessible to students, it has been proposed to transform this into a learning tool (Romrell et.al, 2014). This model allows the learner to be more collaborative and connected through the use of technology. With easy access to information, students are given various ways to interact with their peers and re-evaluate themselves at the same time. In terms of vocabulary development, learners will be able to easily compare and contrast the existing knowledge that they have. They are also able to easily access information for further

clarification of words that are unfamiliar to them. This allows them to be actively involved in the process.

Indeed, vocabulary instruction requires a tedious process. Some different methods and strategies help the learner absorb so much knowledge that will make them equipped with vocabulary in the different categories. Thus, it is the goal of this study to come up with a model that will help ESL learners, especially at the tertiary level, to improve their vocabulary learning. It is believed that through assessing one's knowledge the learner will be able to develop their strengths and work on their weaknesses better and the teachers may be able to provide effective vocabulary instruction as well.

*Strategize, Analyze, and Make Meaning Model
S.A.M.M.)*

S.A.M.M Bridge Model of Vocabulary Instruction



They say, understanding the reason why certain words are used instead of another word is a power, and that there are other words that one could use in place of the words that a speaker

or a writer have originally used (Manyak, P. Manyak, A., Cimino, and Horton, 2018). As second language user, this can really become a challenge as it requires us to have an ample amount of learned words that would suffice our vocabulary knowledge. A vocabulary pertains to a set of familiar words that deals with one's language. It is usually developed with age that serves as a useful and fundamental tool for communication and for acquisition of knowledge (Briggs, 2015).

It has been said that it is important for an English Language Learner (ELL) to be equipped with the knowledge and skills in unlocking meaning of unfamiliar words. They are expected to know the following:

1. The manner of giving instructions that would center on one or more context;
2. The questions asked to the students, answering a cloze test type of instruction;
3. The directions involving the development of a general strategy that is deemed to infer the meaning of a word from context, something that has explicit reference;
4. The instructions that urge to help students in order to develop a general schema to be able them to conceptualize a definition; and
5. The involvement of the practice only concept, where there is the absence of any specific guidance that would influence the meaning of the word.

It must also considered that the bridge model is limited to the vocabulary knowledge that confined within the grasp of the three tiers and how to utilize these words according to the factors presented above. Unfortunately it may also result into giving a wrong connotation, similar to instances where a learner encounter a word and considers an incorrect equivalent. Regardless of their likeness in sound, these words may still have different meanings (Arechiga, 2013). With that being said, this serves the purpose of the proposed bridge model: S.A.M.M, which stands for Strategize, Analyze, and Make Meaning. The model is designed to help student better understand a word based on its concept and context, tapping one's prior

knowledge and the definition of a words being learned. For this study, the researcher have gathered a set of words from different line of profession to identify at least the basic words that a learner must possess before continuing a course. These words are categorized into different tiers: Tier 1. Tier 2, and Tier 3. In the framework shown, the three tiers are placed in ascending order staring from Tier 1, the basic vocabulary which rarely require direct instruction and typically do not have multiple meaning. Followed by Tier 2, high frequency words that occur across variety of domains; and Tier 3, that refers to the low frequency lexical terms that occurred in specific filed of interest only. There ascending position represent the order of difficulty and knowledge level of a learner on particular set of words. These levels were suggested to emphasize the vocabulary knowledge that each learner has, focusing on the different factors that allow a learner to tap their prior knowledge of the word encountered. In between each tiers, you will find terms Concept and Context which represent the definition of a word based on how the learner perceive it and the passage of discourse that surrounds a word. Since, these factors affect the understanding of a learner. If not well catered, the leaner might get the wrong meaning of a word. Thus, Strategize and Analyze are side by side to help connect the concept and the context of a word. This is the core of the Make meaning process that a learner undergo while using the bridge model. Since, this model can be used both by teacher and student, understanding a word will also create a teacher-student connection/understanding as it may reveal ethnicity background which would help both to enrich one's vocabulary knowledge.

Terminologies	Basic Vocabulary	Multiple Meaning Vocabulary	Context-Specific Vocabulary	Definition	Translation to Mother Tongue	Sentence

Terminologies	Basic Vocabulary	Multiple Meaning Vocabulary	Context Specific Vocabulary	Definition	Translation	Sentence
flotation		✓		process, or state of floating (HM); 2. the raising of a loan or new capital by bond or share issues (Crim); 3. a process to concentrate the valuable ore in low-grade ores. (ME)		
exotic	✓			1. strikingly, different or unusual		
abrupt	✓			1. lacking smoothness or continuity 1. a first		
premiere		✓		performance or exhibition (HM); 2. being the first or leading woman performer, as in a ballet company		
vessel			✓	1. a watercraft bigger than a rowboat		
digitized			✓	1. to convert to digital form		

SAMM stands for Strategize, Analyze, and Make Meaning, which targets to help both the teacher and the learner determine one's vocabulary knowledge. There are ways to use this model: from the teacher's perspective and in the student's perspective. English for specific purposes is said to be a new trend in English language and vocabulary knowledge is at the crucial stage in teaching. It is the role of teachers to help students identify themselves in this journey of making themselves equipped with the necessary knowledge need for a specific role. However, it must still be considered that this is not an easy task as this matter has been neglected for several years (Xhaferi, 2010). This model is divided into seven columns. The first

column is for the terminologies, this can both be supplied by the teacher and the learner depending on the target goal of the model. The second to the seventh column is for the learners to supply. The second, third, and fourth columns are intended for the different tiers that would determine the vocabulary knowledge of the learner: basic vocabulary, multiple-meaning vocabulary, and context-specific vocabulary. According to Qian (2002), in terms of reading comprehension, one must be able to measure one's capability to evaluate the depth of one's vocabulary knowledge. It has been revealed that when a learner breaks a word into its morphological component, their knowledge, and comprehension on a particular word-formation show (Keiffer and Lesaux, 2008). It has also been mentioned that morphological interpretation is an important factor in incorporating the understanding of a word, specifically the suffixes, roots, and other morphemes accompanied to one's metalinguistic knowledge and capability in analyzing word meaning. It is the purpose of this model to not only identify the category of a word but most importantly, to prove that a learner is knowledgeable of a word based on its meaning that is classified into different tiers. Snow (2002) also added that in reading comprehension, an interactive and progressive procedure is needed to formulate and extract the meaning of a text. Nation and Snow (2004) revealed the influence of vocabulary depth's statistical relation to the reading comprehension without the nonverbal, non-wording reading, and phonological capabilities of a learner. Their study affirms the important role of vocabulary knowledge in one's reading achievement and success. Qian's (2002) assessment of both the vocabulary depth on reading comprehension conducted on ESL participants with various L1 backgrounds, which asserts that vocabulary depth and reading proficiency are notably related to each other. Thus, this marks a remarkable contribution to the prediction of one's academic success. In a different context, Mehrpour, Razmjoo, and Kian (2011) proved that vocabulary depth has a great influence over academic reading proficiency and that it contributes towards predicting one's reading comprehension.

Furthermore, the fifth column requires students an in-depth proof of their vocabulary knowledge as regards the terminologies given by the facilitator. It has been said that one can determine a learner's vocabulary knowledge based on the following stages: (1) if a learner is unfamiliar with a word; (2) if the word is familiar but the meaning is unknown to the learner; (3) if the learner can translate the word into NL; (4) if the learner can use the word appropriately in a sentence; and (5) if the learner can the word accurately both in meaning and in structure (Paribakht and Wesche, 1993). Thus, the purpose of this column is for the learners to define a word based on their knowledge. Like the above-mentioned factors in determining learner's vocabulary, a learner can be classified into different characteristics. Thus, the sixth column of the model emphasized the mother tongue foundation of a learner. In these columns, the learner has to provide a translation of the word to its mother tongue language. One's prior knowledge must not be a hindrance for the learner rather should be used to uplift and develop one's understanding of a concept or a text. It must also be remembered that the definition must be aligned with the tier category that the word it is under. Moreover, in the last column, the learner must use the word in a sentence that would further exemplify the definition given on the fifth and sixth columns; and it must also be aligned to the course content.

The model above is designed to help both teachers and students to assess the learner's vocabulary knowledge. This would allow the teachers to determine the suitable vocabulary strategy that would best fit their needs. There are two ways to use this model: the teacher's perspective and the learner's perspective. The teacher is considered as the facilitator of the knowledge and the one who has to give the appropriate instruction to help the learners improve vocabulary knowledge. From this perspective, the teacher must utilize this model as shown below:

Terminologies	Basic Vocabulary	Multiple Meaning Vocabulary	Context-Specific Vocabulary	Definition	Translation to Mother Tongue	Sentence

Fig 10. SAMM in Teacher's Perspective

At the beginning of the vocabulary instruction, the teacher must act as the facilitator. As an initial evaluation of the learner's prior knowledge, the teacher must provide a set of words under terminologies. These terminologies are aligned to the prerequisite knowledge of a particular course. On the other hand, the learner must cooperate by supplying the respective columns aligned to the learner's stock knowledge. The facilitator must also remember to emphasize the importance of the last three columns to this model; and that is to reveal the depth of a learner's understanding of the meaning of a word.

Terminologies	Basic Vocabulary	Multiple Meaning Vocabulary	Context-Specific Vocabulary	Definition	Translation to Mother Tongue	Sentence
	√					
		√				
			√			

Fig 11. SAMM in Student's Perspective

The next stage of the model requires a reading material given by the teacher. This material must be part of the curriculum and possess vocabulary texts that are aligned with its course. It is the role of the learners to fill out all these columns based on their understanding and knowledge. In this sense, the learner must supply the first column with the terminologies that they are familiar with. These terminologies must be taken from the material given by the teacher. Through this, the learner may explicitly show the depth of their understanding of the text. Also, this may help the teacher in providing the necessary instruction that would help improve one's comprehension and knowledge of a particular concept or skill. Similar to figure 10, students need to give a definition and translate it into their mother tongue. Eventually, the learner must also construct a sentence that further exemplifies the definition given. The researcher believes that this model would serve as a tool to determine the gap that the teachers have to fill in. It is also the role of the teacher to assist the learners by providing interactive instructions that would help meet the learner's needs.

Below are examples of Lesson Plans (LP) proposed by the researcher as part of the bridge program for students' skills development, a bridge model program in this proposal composed of vocabulary activities to connect key skills for comprehension readiness. The activities integrate vocabulary with a study of the text including text-dependent words for definitions, and phrasal text-based for sentence construction. The vocabulary bridge model consists of not only vocabulary instruction, enrichment and intervention activities, but also guided exercise and independent practice activities where clientele would learn vocabulary concepts such as categorization and classification as well as abstract vocabulary concepts (Quigley, 2018).

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, a summary of the results, limitations of the study, conclusions, and recommendations with regards to the analysis of the lexical items on ESP textbooks: a bridge model for vocabulary instructions in EGP.

SUMMARY OF THE RESULTS

Problem 1. The lexical items found across the following disciplines: Hospitality Management, Criminology, Tourism, Marine Engineering, and Information Technology:

Lexical frequency of the different courses highlighted in this study, which further displays the great number of requisite words to encounter once a learner take this particular course. Highlighting the group of words that comprises the upper fifty percent of the total number of unit found across the lexicon of 37, 218 words in all. Based on the analysis, it can be asserted that utmost number of units are found within frequency count 1-10 with 88.52% for Hospitality Management; 89.5% for Criminology; 89.77% for Tourism; 89.36% for Marine Engineering; and 94.86% for Information Technology. This points out the substantial time and cognitive investment in order to acquire the start-up vocabulary needed to comprehend general texts. Round 10,000 to 12,000 English words for a bachelor degree and around 5,000- 6,000 words are expected to be utilized in an active manner with a certain amount of skill. It can be deduced that it is evident that there is the presence of different tiers no matter what profession it may be.

Problem 2. The comparison of ESP lexical items based on the following skills: basic vocabulary, multiple-meaning vocabulary, and context-specific vocabulary:

On basic vocabulary (Tier 1), Tourism got the highest frequency at 49% while Marine Engineering scored lowest at 25%; on multiple-meaning vocabulary (Tier 2), Marine Engineering got the highest at 61% while Information and Technology scored the lowest at 31%; on context-specific vocabulary (Tier 3), Information and Technology got the highest at 31% while Marine Engineering scored the lowest at 14%.

Furthermore, the over-all percentage revealed that the biggest percentage of ESP lexical items fell in Tier 2, which was on multiple-meaning vocabulary while the least percentage was in Tier 3, specifically on context-specific vocabulary.

The extent of words with multiple meanings in English has important implications for the vocabulary learning load of EFL learners. The greater proportion of such words among the target vocabulary implies an increased learning load. It has been investigated that the extent of multiple word meanings was referred to as the EFL lexicon. These include two subsets of vocabulary 'the high-frequency vocabulary' covering the most frequent words and 'the mid-frequency vocabulary', which covered the subsequent words in frequency ranges. From sampled word frequency lists, results have indicated words in the entire sample having multiple meanings. The percentage was much higher among the high-frequency vocabulary but dropped considerably in the mid-frequency vocabulary. The words had meanings on average amounting to a learning load with meanings for the sample words. The high-frequency vocabulary had more meanings, two (2) to three (3) meanings per word which suggest an even heavier load for those learners with low proficiency was a common first target. The extent of multiple meanings is greater in noun: there was a greater percentage of nouns with multiple meanings and the number of meanings per word was also higher warranting special pedagogic attention.

Problem 3. A proposed bridge model for vocabulary instructions in English for General Purposes based on the findings of the study:

Based on the findings of the study, it is evident that no one method would solely suit the needs of the learners as far as vocabulary enrichment is a concern. There are ample reasons for learner's low or high vocabulary level. Considering the factors under each vocabulary category, tiers 1, 2, and 3, there is one or more methods that can be used to address all these. Considering the 37, 218 lexical items, a combination of all five textbooks for specific courses, it has shown how each course require a different need. For each set of words, the learners are expected to have acquired the necessary skills to understand and trace out the meaning it pertains to. Tier 1 category suggests the learners' foundational knowledge of the general English. 2, on the other hand, assesses the learners' maturity in terms of understanding the real-world experiences. Furthermore, the tier 3 category depends on the career path they take. The different strategies presented, aims to help the learners better understand the knowledge they have acquired throughout their basic education until such time that they are in the tertiary level. It is a sad fact that learners, while they are in their basic education, usually don't understand the point of learning the words that they have acquired. Some may have even learned the concept for the sake of just knowing but not to the point that they understood the manner these words should be used. On the other hand, the tier 3 category in context-specific vocabulary may further be improved once the learners have dully unidentified their respective goals, professionally wise. Hence, a bridge model with an acronym of SAMM, *Strategize, Analyze, and Make Meaning* Model was proposed for English educators in handling ESP and GSP. Primarily, the bridge model aimed at enriching the vocabulary instruction and acquisitions among students to ensure preparedness and be equipped to communicate in their respective workplaces.

CONCLUSIONS

Based on the findings of the study, the researcher was able to formulate the following:

1. There were 37, 218 lexical items observed among the ESP textbooks used in the identified course programs in the Philippines;
2. There is an utmost number of units are found within frequency count 1-10 with 88.52% for Hospitality Management; 89.5% for Criminology; 89.77% for Tourism; 89.36% for Marine Engineering; and 94.86% for Information Technology, thus, determining the reasonable need for supplementary instruction to bridge the different tiers for the learners in depth vocabulary knowledge.
3. A bridge model with an acronym of SAMM, which stands for strategic analysis of morphological meaning, was proposed for English educators in handling ESP and GSP. Primarily, the bridge model aimed to enrich the vocabulary instruction and acquisitions among students to ensure that they were well-prepared and were equipped to communicate in their respective workplaces.

RECOMMENDATIONS

Based on the findings of the study, the researcher deemed to recommend the following:

1. Rigorous and continuous study on the lexical items should be carried out to check the building of vocabulary for the learners;
2. Conduct of research study focusing on the other aspect of the textbook analysis performed by other researchers;
3. Adaptation of the suggested bridge model in developing textbooks for ESP and EGP.
4. Re-visitation of the developed ESP and EGP textbooks to ensure that connectedness of vocabulary building and usage by the textbook writers, curriculum planners, and textbook planners;
5. Bridging the gap between what is written in the textbook and what is needed in the workplace, the educators should cover the specific academic and occupational areas, so the learners can face the real world when they enter the job market;

6. Teaching with knowledge on the specific purpose of the learners for their future professional life, and simulate those activities in the classroom;
7. Teaching to adapt ideas about those professionals and organize the materials accordingly.
8. Teaching with knowledge of students' professional job experiences or training to provide maximum output. The concerned universities should take responsibilities to offer ESP training for existing and future teachers;
9. Learning of the particular knowledge for future professional needs in their fields;
10. At the tertiary level, learning with an awareness of grammar rules and stimulating classroom activities using real-life communication.

APPENDIX

LEXICAL ITEMS IN ESP TEXTBOOK FOR TOURISM - COUNT 1												
learn	fashion	manila	youre	come	travelling	achieving	ahead	application	attends	baking	beside	brand
air	fast	mike	zam	december	unaccompanied	acquire	aid	applied	attention	bananas	bet	brandy
ait	fife	moderate	zero	departure	within	actionoriented	airfare	applying	attentive	baniqued	bethlehem	breath
allinclusive	fower	modern	zulu	economy	yehey	actionoriented	airlines"	appreciated	attract	bardi	beyond	breathtaking
alpha	foxtrot	most	bye	first	elow	activated	aisle	approach	auctioneers	bartenders	bienvenu	breeze
articulation	fully	mr	fasten	french	right	actors	akinointernashuh	approaches	authorities	base	bills	brewed
auctioneers	furnished	my	hello	from	macro	acts	alban"	approves	authorized	baths	bin	bridgebuilder
blunt	genaral	naia	i'm	gambas	promotional	ad	alberto	april	authorizes	batter	bins	briefing"
brand	general	new	ma'am	general	task	adds	ale	aquino	authorizing	beautiful	biscuits	brighton
bravo	ges	newly	no	great	commendation	adept	allegra romansh	arab	auxiliary	beckons	blanched	broccolis
breakfast	go	newspaper	thanks"	hello	down	administer	allergy	arabia	avail	becoming	blank	brochure
ceb	golf	niner	this	how	hotel	administration	allowed	area	avenue	bedding	blanks	brochureslogans
cebu	handshake	no	tour	in	task	administrative	alps	arm	avoid	bedtime	blend	broeck
certainly	home	november	wheres	international	usd	adult	alternate	arms	avoided	beer 2	blindfolded	broiling
change	ilo	off	who	it	writing	advanced	alternative	around	awaits	beforehand	blooming	brokenhearted
charlie	india	old	chicken	just	unit	adventures	alternative products apology	arranging	awardshonors	begins	blue	brown
cheap	informal	oscar	could	learners	table	advertise	alternatives	artists	awareness	behave	boarded	bruce
cheaper	is	our	goodbye	midnight	work	advicing	ambience	arts	awesome	behavior	board"	brussels
cheapest	jeneralsantossiti	papa	hey	miss	ability	advisable	americans	asia	awkward	behaviour	boasts	bs
citywide	juliatt	part	how	mixed	abroad	advise	amusingly	aspires	ayala	beliefs	bobbylyn	bubble
cocktails	kilo	parttime	obviously	nice	academicpurposes	aed	analyzing	assessment	ayutthaya	believe	boiled	budweiser
commendation	known	pps	thats	no	accept	affected	angeita	assets	b it	bellini	boiling	builder

comparative	lao	pronunciation	what	nonrevenue	accepts	affects	angeles	associated	b thank	belongs	bom	built
conditioned	lawag	pwertoprinsesa	domestic	one	accessed	affix	annette	associates	b you	bencab	books	bumped
confirmation	let	quebec	insert	other	accommodated	aforesaid	anniversary	associations	bachelor	beneficialmore	boss	bun
davaw	letter	railway	tour	really	accommodating	after	annoying	assorted	bacolod	beneficialmost	bottles	businesses
delta	lgp	relationship	your	remain	accompany	against	annual	assures	bad	benefiting	bought	businessman
demanding	lima	request	about	research	accordance	age	anymore	ate	baggage"	benefits	bound	butter
direct	location	restaurant	any	sentences	achieved	agent all	apalin	atmosphere	bagnet	benguet	boutique	battered
dvo	long	romeo	as	seven	achievement	agent good	apart	attached	bags	benvenuta	boy	button
echo	mactancebu	scenario	business	so	achievements	ages	appease	attendants'	baguiobased	benvenuti italian	braising	bye
eeloheelloh	made	season	certainly	to	achievers	agrees	appetizer	attendee	bakeries	benvenuto	branch	cab

cabinet	Caticlan	chewy	cockpit	computers	conversational	cris	departures	disagree	earth	encounter	euros	facility
caesar	Cauliflowers	chic	cocoa	concentrates	conversationalists	crisanto	depend	disagreement	easier	encourage	evacuate	facing
cafe	Causes	child	coconut	concept	converse	crispin	dependable	discount	easiest	endearing	evaluation	factor
cafeteria	Celebrate	childhood	coherent	concise	convince	criticism	deplaning	discouraged	east	endeavour	everywhere	factory
cakes	Celsius	china	collection	conduct	cook	cross	descend	disembarkation	eateries	endless	evident	factual
cake	Centovalli	chips	colleges	conducted	cookies	crowd	desco	disney	eating	engine	excel	faith
calculated	Cents	chorizo	columns	confidence	cookies	crown	describing	display	ecology	enhancement	except	falls
calculator	Certificate	chowder	com	confident	cool	crulse	deserve	dissappointed	education skills work	enhances	excess	FALSE
camarines	Certificates	chris	combine	confirmations	coordinate	cup	design	dissatisfaction	educational	enjoyable	excessively	familiarize
canadian	Chains	christine	combined	confusion	copilot	customer upgrading severe	designated	distance	educators	enjoying	exchanges	fantastically
cancel	Chairs	chronology	comfortably	connect	cordial	customerfocused	designates	distinct	egyptian	enjoyment	excited	fascinatingly
cancellation	Chances	citizens	comic	connections	corona	cut	designs	distributed	eighteen	enrich	exclusive	fattening
cancellations	Changing	citizenship	commend	connectors	corpuz	dash	desires	district	elderly	entered	exercises	fault
candies	Chapel	civil	commendable	conscientious	correspondence	data	detailed	divides	electrical	entering	exhausting	favorable
canyon	Characterized	clarification	commentaries	consciously	cortez	daughter	determiners	documentation	elegant	enterprise	exhibits	favourite

can	charges	clarifies	commentators	consecutive	cosmopolitan	day	deutsche	documented	element	entertainer	exist	feel
capabilities	Charge tips	class	commerce	consideration	cost	dean	developed	documenting	elementary	enticed	existed	fees
capable	Charging	classmates	commission	consistently	counsellor	dear	developing	door	eleventh	entire	existing	fees value
caps	Charming	cleaning	commitment	consisting	countable	december	device	doorbell	embark	entourage	exits	feet
carbonara	Charter	clearance	communicates	consolidate	counters	decisions	dial	doors	emerald	entry	exotic	female
carbonated	Chases	client i	comparable	construct	country's	dedicated	dialogs	double	emergencies	entry level	expanding	fernando
career	Cheap cheaper cheapest	client kassandra	comparatives	construction	coupled	deem	diction	dressed	emirates	equally	experiencing	festival
carrot	Checked	client we	compensation	constructive	coupons	define	difficult	dressing	empathize	equipment	expert	festivals
carrying	Checked in	client hello	competing	consultant	courier	defined	digit	drink	emphasized	escape	expertise	fettuccini
carter	Check in	client lovely	competitive	consumption	coworkers	definitions	dimitri	drop	emphasizing	escort	explore	fever
cashew	Checkout	client robert	complement	contain	cozy	degree	dims	dropped	employing	esquerra	expressive	fewer
cashiering	Cheese	climate	completes	container	creates	delicacies	dinar	drucker	enact	essence	extremely	fifty
cashing	chef	clinton	complicated	contents	creative	demanding	directional	dryers	enchant	est	eyebrows	fifty nine
casinos	chef all	closely	compliment	contribution	creator	demands	dirham	dustbin	enchanted	estimated	face	figure
categories	chef its	closing	composed	contributors	credentials	demonstration	dirhams	eagerly	enchancing	euro	facebook	figures
catering	chef my	clothes	comprehend	controls	crestor	denoted	disabilities	earliest	encircling	european	facets	filled
caters	chef oh	coaching	comprehensible	convention	crews	depart	disability	early earlier earliest	encompasses	europeans	facilitating	filling

film	fortunately	gauge	grated	have	hotels resorts	Inexpensive	jet	latest	liquors	manifestation	mindoro	mouthing
filthy	forty	generosity	gratuity	headsets	hotel	Infer	jewelry	late	lisa	mann	mineral	movement
financially	forum	gentleman	gravy	healer	human	information awards achievements	jobs	lax	listened	maps	mines	movie
finesse	for	gently	greatly	hearty	hurry	Informs	jog	lay	listening	marked	mini	much
first	foursyllable	german	green	hello	hutchinson	Inherent	jogging	leaders	liter	markets	minimal	multiple
fix	frames	germany	greenfort	helped	hyphen	Inn	juice	leading	live	masks	minimum	multitasker
fixed	framework	germany	greet	herbs	hyphenated	Innate	keeps	leads	llocano	massage	miniref	municipal

fixing	franc	gift	gregory	here	ideally	Insights	kept	leaf	Inn	massproduced	minutes	music
flat	franchise	gifted	grilled	heritage	identifies	Inspire	keyboard	learnercentered	locally	mastercard	mispronounced	nouns
flavoring	frappé	gin	grilling	hesitate	iike	Instead	keynote	learningcentered	lollipops	material	mission	nationally
flexible	freeflowing	ginger	groomed	highend	illustrate	Instruct	kids	lectures	longer	matrimonial	mistake	native
fliers	freeport	girls	grooming	highlandgrown	ilocano	Instructed	kilos	legendary	longterm	maximize	mix	naturally
flightground	fresco	gladly	grounds	highlands	iloilo	Instruction	kingdom	legroom	looks	meat	modais	nausea
flotation	freshly	goals	guarantee	highlights	images	Insulting	kit	leisure	lotus	mechanics	modal	near
flour	fricasseeing	gold	guaranteed	highly	imparts	Intact	kitten	leisurely	lot	medal	modification	necessity
flowers	friend	golden	guarantees	hill	imperative	Intend	knife	lemonade	loudly	medals	modifies	needing
fluently	fries	gonna	guest good	hilton	implement	Interconnected	knocks	length	lovers	medical	modifying	negligence
fogarty	fruit	gossips	guest great	him/her	implied	Interrupted	kong	lesson	lowlands	meditative	modulated	nerves
foggy	frying	got	guest oh	himself/herself	impolite	Interviewed	korean	letter career	lucrative	mediterranean	molds	network
following	fs – flight	government	guest right	hire	importance	Interviewee	kowloon	letterhead	macro	memorandum	molds	nieces
foreigner	fullservice	governments	guest room	hiring	importantly	Interviews	label	libra	magnetic	memorize	monday	nights
foreigners	functioning	graces	guests	historic	impress	Intoxicated	labor	licensed	mainly	memory	monotone	nineteen
foremost	fundamentals	graciously	guide they	home	impressive	Introducing	lag	lift	majestic	menus	montessori	none
foresee	funds	graduate	guide	honda	improving	Introduction	laguna	likable	majority	merlions	month	nonetheless
forests	furnished	grand	guiding	honestly	inclusions	invited	landed	likely	makeup	merriamwebster	mood	nonnative
forks	gallery	grandma	guru	honolulu	inclusive	in	landline	likewise	male	microtel	moon	noodles
formed	garbage	grant	guys	honors cover	incorrect	isabella	landmark	like	malted	middleperson	moreover	nor
formerly	gardenia	grapefruit	habits	hop	increase	isare	landslides	limited	mam	midland	morning	normal
form"	garlan	grapes	handle	hopping	increasing	jail	lardizabalbowman	linda	manage	midnight	mother	notebook
forthcoming	gasoline	graphic	happy	horizon	independent	jam	larger	lingo	managers	mignon	motion	notes
fortulac	gate	graphics	harshness	hospitable	indication	java	lasting	liquids	mandarin	mike	mountaineering	noticed
fortun	gathering	grasp	hasty	hoteliers	indicative	jerusalem	later	liquor	maneuver	milagros	mouth	Noun

novelty	organizer	passing	physically	potatoes	profile	que	recommendation	remote	ride	scent	service	simmer
nurses	original	pastor	picked	pots	profit	queensized	recommended	remove	riding	scheduled	session	simmered
nursing	originate	pastries	picnics	power	profitability	quesadillas	record	renaissance	right	schedules	sets	simulation
object	ought	paths	pine	practical	program	question	recover	renowned	ringing	schools	setting	simultaneously
objection	outline	patiently	pisces	preboard	programming	queue	recruiter	rentals	rising	science	settle	sincerely
observe	output	patrick	placed	precede	progress	quick	recruiting	rented	riyal	seafood	severai	singular
observed	out	pause	placement	precedes	progression	quiet	reentry	replaced	roasted	seaport	sewing	site
obtain	overbooked	pave	planned	predefined	promise	radios	reference	replenished"	roasting	secondary	shades	siti
occupational	overstay	paypal	planners	predetermined	promotes	raffle	references	replying	robes	secondhand	shampoo	situated
occupationalbased	overthecounter	peace	planting	predict	promotion	railings	references personal	report	romansh	seconds	shares	size
occupied	overview	pearl	plastic	predicting	pronoun	raised	refill"	reported	row	secured	shed	skip
october	owner	peoplefriendly	play	prediction	pronounced	ramada	refrain	representing	rubino	securely	shift	sleep
offerings	oxygen	peopleoriented	plaza	predominant	pronouns	ramos	refreshment	represents	rude	securing	shoot	sleeping
officer	oysters	peopleperson	pleasantly	prefers	proposed	ran	refuel	reputation	running	securities	shore	sliced
officers	paced	peopleskills	please	pregnant	protection	rapidly	regal	requesting	runway	seeing	shortterm	slogans
officially	packages	perceived	poaching	prepaid	provision	rating	regarded	rescheduled	rupees	seem	shouiders	slot
okay	packs	performing	podcasts	prepares	psa	ratings	region	research	salad	seemingly	showcases	smell
old	pacleb	performs	points	preparing	publications	raw	register	residents	salaries	segment	shrugs	smiled
olympics	pain	perhaps	policy	presented	pulled	reaches	regret	resounding	salt	select	sickness	smiles
onatin	pair	period	politely	preservation	punctual	readability	reinforcement	responding	salty	selected	side	smith
once	palagnedra	perk	pollution	preserving	purchase	readiness	reiterated	responsibility	samaniegos	selfcontained	sidebyside	smoothie
oneday	palms	permanent	polo	pressure	purchasing	realistic	relate	responsible	samples	sell	side	snowboarding
oneweek	pan	permitting	pork	price	pure	reality	relating	restaurantsbars	sand	selves	sight	socialize
onions	pandan	personalities	port	printed	purse	receive	relationshipbuilders	restricted	saturday	seminars	signaled	societies
onsite	panqasinan	personalized	portion	prints	pursue	receiver	relationships	resulting	saudi	send	signals	society

opens	papers	personally	positions	priority	push	recently	relatives	results	sauté	senior	signature	soggy
operate	papers	persuading	positively	privately	pushes	receptionist	relaxing	retraining	save	sensible	signifying	sold
opinion	paprika	pertinent	possibility	prizes	puts	recipe	relevance	revenue	saw	sensitive	silence	solution
optional	paris	pet	post	problem	pyramids	recipient	religion	reviews	scale	sensitivity	silver	solution
orderly	parked	peter	postcards	procedure	quantifier	recline	remark	rewarded	sceneries	sentosa	similar	somehow
organizational	parks	petrol	posture	processed	quantifying	recognized	remind	rewarding	scenes	series	similarities	something
organize	particulars	phd	potable	productive	quantity	recognizing	reminded	rice	scenic	services	similarly	somewhere

son	stewing	superficial	tells	tomatoes	travel business	unnecessary	venues	wealth	wont
soothe	stolen	superlatives	temperature	tongue	traveller	unreasonable	veranda	wear	woodcock
sort	stomach	supervisory	tempt	tonic	travelling	unresolved	verdasio	website	wordsphrases
soul	stop	support	tender	toothbrush	travelodge	unspoiled	verified	websites	wordy
souvenir	stowage	surprisingly	tentative	toothpaste	treated	untouched	verifies	weeks	worker
spaces	stowed	swim	terminology	top	trunk	upgrade	versa	welcome	workforce
spacious	strand	switch	tertiary	topics	truthful	upgrading	verscio	wellcratted	works
spaghetti	strategies	switzerlands	testing	totals	trying	upright	viant	wellmodulated	workshops
sparkling	strawberries	synergy	texts	tourcompany	tshirts	up"	vice	wellness	world
speaker	streamers	tablespoon	thailand	tourismoriented	turning	useful	vicinity	wells	worryfree
specialist	street	tabletop	thanks	tourisms	turns	us"	video	welltrained	worship
specialyarranged	strengthen	table	thats	touristfriendly	twentyeight	utilize	viewing	well	worthy
specifics	stress	tackle	theater	touristoriented	twentynine	utmost	villanueva	went	wreck
spectacles	strip	tackled	thereafter	toward	twice	utterance	virginia	weve	wright
speech	stroll	tailormade	thereof	towels	twin	utterances	visits	wheelchair	wrote
spell	strong	taking	thermostat	towill	twinbed	vacant	vistas	wherefore	you
spirits	strongly	talent	thinking	towngreene	twoday	vacation"	vital	whereof	young
spite	structural	talented	this	towns	twoyay	vague	voluntary	while	yours
sponsor	studied	talked	though	to	twoyear	valet	voyages	whiskey	yourselves
spoons	styles	tamawan	thoughtout	traffic	um –	valid	waited	wholes	zambales

square	subjected	tariff	thrilling	trail	umbrellas	validates	waiter	wholesaler	zeronine
squeaky	subjecting	tasked	tied	trainee	unacceptable	valuables	waiting"	whom	zima
street	subterranean	tasted	till	trainor	under	value	waived	whose	zone
stable	succeed	tax	times	tranquility	underground	van	walks	why	
staff	success	taxi	timing	transact	understandability	vancouver	walls	wider	
stages	sudden	taxiing	tio oh	transaction	understandable	variations	walt	wifes	
stairs	suggestions	taxservice	tip	transcript	understanding	varies	warning	willingness	
stamp	suitable	teacher	tired	transferred	unforeseen	varieties	washington	window	
stands	suite	teachers	today	transferring	uniform	veggies	waters	wins	
stay	suits	teammate	toiletry	transitions	union	vehicles	waved	wit	
stealing	sunday	teenagers	tokens	transmitted	universities	vendor	waves	women	
stewardess	sunrise	teil	tom	transportations	unless	venue	way"	wondering	

LEXICAL ITEMS IN ESP TEXTBOOK FOR TOURISM - COUNT 2

action	advancements	attire	buses	command	courtesy	dissatisfied	evidence	focuses	happened	integrated	listens	mock
airline	adventure	audience	buy	commendation	creamy	divided	excitement	followed	hard	intermediate	lobby	moderate
davao	affairs	availability	café	commercial	cristal	dollars	expand	follows	haul	internashuhnl	locals	moneymakers
hotel	again"	aviation	camp	communicator	crossword	due	expiration	foot	haven	internationally	logical	motels
iloilo	agile	baht	canada	comparing	cues	duty	explained	frame	hay	internet	loosely	motivation
laocag	ago	band	capital	complained	cuisine	dynamic	expressed	franchised	hear	interviewer	lovely	mountain
ninoy	agree	bangkok	car	complemented	cultural	earlier	expression	franco	held	intoxication	ma	move
normal	aim	bautista	cardenia	completeness	cups	easily	eye	french	here 3	intragna	magazine	multiawarded
puerto	allow	beauty	careful	computation	customeroriented	eat	eyes	friday	here 6	introduces	magazines	multiply
sounds	allows	becomes	cargo	compute	d good	ecotour	facet	fully	hired	islands	magnificent	multitask
this	allpurpose	beds	carried	concentrate	daily	efficiently	facetoface	furthermore	historical	item	maintenance	napa
zamboanga	amounts	beef"	caused	concepts	dailyrun	eggs	facillitate	fusion	history	itself	makati	nationalities
may	analysis	beers	celebrating	conclusion	dance"	eleven	facilitated	galley	holder	i'm	malaysia	neighboring
sorry	announced	behalf	central	confirmation	dates	email	fail	gather	honest	japan	mall	news
it	answered	bellboys	challenge	confirming	decided	empathetic	fall	gender	host	joined	malls	newspapers
all	anticipating	belong	challenging	confirms	delectable	emphasize	familiarization	glad	hosts	julio	manuel	nine
english	anytime	bigger	chance	conscious	delight	endeavor	fastest	glamorous	hotelier	julios	march	nonalcoholic
flight	apologetic	birthday	changed	consistent	delivery	engaging	favorite	goes	hunting	kent	mark	noted
good	appeal	bistro	characteristic	consists	demand	enhanced	fear	goods	hurt	keycard	market	november
italian	appears	blankets	charm	constant	departing	enhancing	feelings	grams	husband	kong	marketing	now"
my	appetizers	boracay	cheerful	constructed	depending	enjoyed	felt	greet	ice	ladies	mashed	numerous
this	applies	borders	chon	context	description	entertained	fifteen	greeted	id	lakes	match	occupancy
you	approximate	bother	choosing	continental	difference	enthusiastic	filipinos	grotti	identification	largest	math	official
speaking	arrange	boxes	cite	continue	differences	entice	final	grow	immediately	lastly	matters	okay
language	arrive	break	citizen	continues	differently	entrance	finally	growing	impact	laundry	meanwhile	operations
speaking	articles	bridge	clarify	contribute	diners	enumerate	finds	guest i	implies	layout	measures	opportunities
access	articulate	brief	cleaned	conversationalist	direct	er	fine	guest that	incidents	less	mentally	option

achieve	articulating	briefly	clearer	conversations	directly	escorts	finished	guide good	inconvenience	lets	method	orange
acronyms	asian	bringing	close	conveys	dirty	eticket	firstclass	guide yes	individual	levels	middle	organizing
acted	aspiring	brings	closed	cooks	discomfort	etiquette	fits	guided	individually	lies	might	origin
activity	assisted	building	clues	cordially	discusses	europa	flies	gym	informing	lifethreatening	miguel	otherwise
actual	assists	bumpy	codes	counted	discussion	evacuation	flourishing	handed	inns	lights	mirafior	overlooking
adapt	attended	burnham	colleagues	couple	disneyland	eventually	fly	handled	instructor	listener	missing	owners

panel	princesa	regional	scrambled	sometime	sumptuous	universal	"just
panoramic	prinsesa	regular	search	sometimes	sums	upgraded	"mr
participants	probably	regularly	season	soup	supervisor	uses	"oh
participate	proceeding	regulations	seatbelt"	spa	sustain	utter	"please
partners	professionally	relaxed	seatin	speaks	switches	validity	"your
passengers'	project	reliable	seating	specialty	symbols	valley	"please
passports	promoting	religious	secondly	specifically	sympathy	vehicle	
pasta	proso	remains	section	speed	tactfully	verbally	
path	provided	render	sector	spelled	tan	virgo	
patience	provider	reserved	seen	spicy	technology	visas	
patient	puerto	residence	selection	spoken	template	visited	
paul	punctuality	respond	sellers	spot	temporary	visiting	
peanuts	purchased	result	sending	sta	terribly	visitor	
peoplepleasers	putting	review	sense	stage	third	vivid	
percent	puzzle	rings	sent	stairs	thirteen	voices	
perform	radio	river	separated	station	thirty	volume	
permission	railroad	rizado	september	stations	thirtyone	walkin	
persons	rains	robert	severe	staying	thrilled	wanted	
pilgrimage	raisin	roles	sharing	stewardess	thursday	weak	
planning	reach	rough	sheraton	stock	tipping	wedding	
plans	readers	round	shower	stores	tiring	wellbeing	

plant	reads	routines	signify	straight	told	wellwishers	
plates	reason	rows	signs	strengths	tomato	whose	
player	reasons	ruins	simply	structured	took	wonders	
pleasantries	receipt	run	since	structures	tool	worldclass	
plus	recent	safely	sincerity	studios	trade	worlds	
popular	recommend	sale	situations	style	trails	year	
preceding	records	samaniego	skiers	submit	transfer	you miss	
preference	referred	santos	skiing	successfully	transports	yuan	
premiere	refers	satisfied	slow	suggestion	trees	zeroone	
premises	refined	sautéing	smaller	suggestive	twentyfive	"good	
presenting	reflect	scenarios	snowboarders	suites	twosyllable	"ill	
previously	refreshers	scenery	soft	summertime	unaccompanied	"its	

LEXICAL ITEMS IN ESP TEXTBOOK FOR TOURISM- COUNT 3										
airport	anyone	cheap	depends	game	itineraries	mostly	personality	reserve	thai	week
apology	apartment	chefs	deplane	garcia	john	mountains	peso	saying	theme	winesauced
code	apologize	chocolate	deposit	gave	karen	mushrooms	pets	screening	therefore	workers
legaspi	appreciate	clarity	descriptions	gentlemen	keys	national	pictures	script	thick	wrong
passive	appropriately	client	dessert	gets	kitchen	negotiating	pineapple	seatbelts	thing	xray
esp	ari	clock	determine	getting	kiting	never	plateaus	seems	thought	zero
thank	arrangements	cocktail	development	glasses	la	noisy	plays	selling	tio	this
the	arrivals	compared	discussions	goal	languages	northern	pleasurable	seminar	tonight	what
vocabulary	asians	complimentary	dot	gt	late	notice	policy	separate	tower	would
abilities	aspect	compose	easy	handshakes	lavatory	nuts	possibly	seven	town	
aboard	aspire	concerned	economy	happens	lead	ocean	posted	sit	trains	
academic	assisting	conditions	eight	head	leaving	oftentimes	preferred	snack	TRUE	

accompanied	bank	conference	else	helping	level	oh	presents	social	turn	
accurately	banks	connecting	employability	hence	lf	opened	process	soda	turned	
aclan	banquet	contains	encircle	hong	listed	opening	product	source	tv	
aclans	bay	control	ending	icon	longhaul	operation	prospective	space	twelve	
actually	beach	convenient	etc	identifying	looking	opinion	purser	st	type	
addition	bed	convey	events	immediate	lots	ordering	qualifications	stalls	uncountable	
addressed	begin	corporate	exact	impression	lounge	organization	quality	standards	united	
advertisement	behind	costs	exchanging	improve	machine	organized	range	steak	units	
advertisements	booking	courses	exit	incident	manila	outdoor	rates	step	vegetables	
advertising	bread	courteously	expected	including	manners	outside	real	store	vest	
agency	breast	cuevas	expresses	inconvenienced	ma'am"	overhead	recreation	sugar	view	
agent i	briefing	culinary	facial	indeed	meanings	overnight	regarding	super	village	
aims	cable	cultures	firmly	indicated	mind	paradise	related	swimming	villages	
airways	came	davao	fish	indicates	minor	particular	relations	systems	vip	
alcohol	cant	de	fit	ingredients	minute	parts	relax	tables	visitors	
allowed	carrier	dealt	flight	initial	miss	pauses	relaxation	tapescript	want"	
altitude	carries	deck	forest	inquiring	mixed	peanut	relay	tcs	warmth	
alvarez	category	defines	formthe	inquiry	modes	pepper	remain	teach	watch	
america	cause	delivered	fresh	interviewers	modify	per	rendered	television	weather	
anticipate	characteristics	departments	functional	island	months	perks	required	telling	wednesday	

LEXICAL ITEMS IN ESP TEXTBOOK FOR TOURISM												
COUNT 4							COUNT 5					
oh	clean	enthusiasm	join	pacific	security	upon	do	contact	general	museums	sauce	years
writing	clerk	enthusiasts	june	package	serves	uttered	more	conversation	gestures	natural	sc	"may
accepted	coach	everything	knowing	palawan	shake	vacancies	the	count	gives	networking	seats	
across	cocktails	expect	known	paragraphs	short	various	reading	counter	glass	offered	sell	

additional	code	expiry	knows	penthouse	significant	vat	accommodate	courteous	hands	operator	shop	
adjective	communicative	explanation	large	pieces	simpler	views	added	cover	heard	organizers	shops	
advance	companies	far	leadership	pillows	sir'	vocabularies	afterward	create	hill	paid	showing	
adverb	comparative	fast	left	platter	sites	vocal	aircrafts	cristina	hot	pairs	shown	
airconditioning	comparison	fastened	liner	plenty	situation	walk	alcoholic	culture	included	partner	shuttle	
along	complaining	feel	list	pool	sound	wants	answering	currencies	institute	payments	sightseeing	
applicant	concrete	filipino	listeners	possess	specialized	welfare	anything	curriculum	interesting	php	singapore	
appreciation	content	finish	lost	presentation	specified	wellinformed	apology	degrees	interests	pick	single	
around	cooked	flying	love	private	stakeholders	wellrun	applicants	delegate	introduced	pleasing	skill	
asks	cooking	format	lunch	professions	starting	wife	assigned	dinner	involves	position	smile	
attractions	cuisines	fruits	major	prompt	steward	willing	attend	drink	issues	preposition	speak	
basically	definitely	global	manifest	promptly	strict	without	attitude	education	itinerary	prices	spelling	
beginning	deliver	granted	materials	properly	stuff	wonderful	basis	employee	journey	problem	started	
bellboy	demonstrate	guidelines	meant	provides	superlative	sir	bell	enhance	july	problems	starts	
bid	describes	hair	meantime	quickly	supposed	thank	bellman	entertainment	key	products	stating	
bottle	descriptive	half	medium	receiving	takeoff		bit	environment	life	pronounce	study	
british	desire	handcarried	members	reception	teaches		captain	exceptional	location	proper	tea	
busy	dfa	heart	messages	recreational	terms		cards	explaining	locations	public	telephone	
cabins	dictionary	helpful	milk	reply	text		careers	explains	lodging	quite	thus	
cake	differ	hold	modals	represent	threeday		changers	family	look	rail	transactions	
caring	diverse	holidays	mode	request	topic		charged	fasten	lot	registers	travellers	
carry	dollar	hundred	movements	requirements	touch		children	features	luxurious	repeat	trips	
case	dont	identify	negotiations	respective	trainees		clearly	floating	mango	requested	turbulence	
cebu	dynasty	image	noncount	rules	trends		comes	floor	matter	requires	understanding	
center	either	incoming	nonsmoking	said	trouble		coming	forget	meals	roleplay	vitae	
chinese	emotions	inquire	noting	sea	twenty		commonly	friends	meaningful	sample	walking	
choice	employers	issue	oil	second	underline		connected	function	member	san	whole	
chosen	employment	italian	organizations	secure	unique		consider	further	multitasking	satisfaction	widely	

LEXICAL ITEMS IN ESP TEXTBOOK FOR TOURISM - COUNT 1

LEXICAL ITEMS IN ESP TEXTBOOK FOR TOURISM - COUNT 1											
COUNT 6				COUNT 7			COUNT 8			COUNT 9	
are	discussed	landing	snow	that	document	perfect	agencies	nature	wait	comprehension	needed
above	doorman	learned	speaker	yes	dynamics	phonetic	announcements	offering	wines	add	nonverbal
abstract	down	leaves	sports	task	early	procedures	arrival	ones	within	apologies	offers
according	efficient	light	spots	act	effectively	purpose	assistance	philippine	wpm	asking	once
accurate	elevator	luggage	star	announcement	engage	put	attendant	phrase	yes	assist	person
actions	emergency	manner	stopover	apply	evening	red	better	positive		away	pleasure
adverbs	end	means	subic	areas	event	relevant	big	possible		beef	practitioner
advising	enough	numbers	ten	article	exactly	seat	checking	prepare		book	queries
although	enter	opportunity	throughout	aside	found	serviceoriented	checks	prepositions		bring	ready
arriving	everyone	pages	tickets	aspects	grammar	shopping	concerns	pronunciation		care	say
attendees	exciting	payment	truly	authentic	happen	sincere	could	purposes		communicating	schedule
attending	expensive	plan	via	baggage	harry	snacks	creating	refer		competent	sequence
august	experiences	plane	walker	beneficial	home	still	customers	require		complaint	sign
aware	express	please"	warm	between	hour	succeeding	directions	resorts		complete	someone
beverages	extra	point	water	booked	idea	suggest	discuss	return		concierge	soon
cannot	fee	preparation	whatever	brochures	immigration	takes	emphasis	rooms		eyrport	sounds
carefully	fill	preparations	white	brought	industries	taste	foodservice	scenario		fact	state
cash	francisco	proceed	yet	calling	instead	taught	formal	school		form	successful
cater	gate	providing		change	interested	teaching	free	set		full	suggesting
centers	generally	quarter		charges	into	together	fun	several		greeting	tell
certainly	goodbye	reader		clients	kinds	total	genuine	sorry		greetings	visa
cities	graciousness	recommending		cold	learn	trained	graduates	states		handling	waiting

clear	hiking	registration		comfortable	main	until	hours	summer		hiser	world
communicators	him	resort		competence	mean	vacation	icon insert	swiss		ideas	you
complain	hire	responsibilities		confirmed	memorable	variety	includes	talks		inflight	the
confirm	holiday	rest		convenience	modern	welcoming	indicate	themselves		instructions	
corkage	hospitable	road		correctly	objectives	wish	issued	thoughts		kristoff	
cream	icons	safe		corresponding	oclock	working	little	transport		ma'am	
currency	ideal	sales		cruising	officer	yourself	long	transportation		menu	
current	inform	seatbelt		days	often		meal	university		message	
department	italicized	seated		delegates	online		meeting	vary		military	
direction	items	slogan		deluxe	open		mentioned	verbs		museum	

COUNT 10		COUNT11		COUNT 12	COUNT 13	COUNT 14	COUNT15	COUNT 16	COUNT 17	COUNT18	COUNT 19	COUNT 20	COUNT 21
unit	over	the	table	accommodation	again	available	active	agent	afternoon	airports	baguio	always	choose
activities	park	accommodations	talking	breakfast	amount	become	area	aircraft	amenities	called	certain	caller	come
adjectives	passive	action	tense	checkin	back	board	basic	charge	among	cv	city	convention	country
agents	pay	air	understood	chicken	chef	bob	domestic	crew	answers	did	drinks	dishes	employees
alphabet	phone	american	unit	course	common	body	five	dealing	asked	dish	even	ground	excellent
already	remarkable	bar	wine	date	complaints	coffee	foreign	during	because	going	include	me	however
bars	requests	compound	winter	deal	countries	comfort	friendly	exchange	beverage	morning	knowledge	professionals	next
based	served	doing	written	describe	day	communicate	gracious	giving	bill	orders	philippines	reservation	servers
box	ships	done		documents	departure	effective	guide	his	cabin	safety	pleasant	restaurants	thank
bus	sights	establishments		does	desk	establishment	hand	keep	company	shall	providers	share	
cafés	six	every		excellence	dining	famous	her	made	considered	she	rate	through	
calls	special	familiar		few	duties	group	heshe	others	conventions	tasks	remember	too	
column	statement	forms		follow	four	groups	line	paragraph	destinations	those	start	usd	
concern	system	future		had	let	maam	listen	places	especially	times	us	were	
dialog	taken	guides		having	letters	note	listening	practice	inside	varied	verb	while	
example	ticket	house		hope	markers	only	ms	present	makes			word	

field	training	juice		icao	new	operators	necessary	profession	meaning				
flights	understand	kind		interest	normally	pass	passport	qualities	no				
high	verbal	knowledgeable		interview	ordered	past	professionalism	something	office				
housekeeping		leave		land	prepared	really	servicing		serve				
informed		liners		money	promote	simple	ship		talk				
last		meet		politeness	quantifiers	small	student						
learning		mrs		shows	speakers	statements	switzerland						
least		own		than	taking	train	tours						
lines		personal		transitional	team		using						
located		prefer		traveling	things		ways						
making		previous		try	think								
management		provide		usually	tom								
manager		sentence			whether								
names		standard			i								
nice		students											
off		subject											

COUNT 22	COUNT 24	COUNT 28	COUNT 32	COUNT 37	COUNT 42	COUNT 49	COUNT 63	COUNT 78	COUNT 95	COUNT 132	COUNT 210	COUNT 742
boarding	been	airlines	just	great	need	business	good	from	flight	at	it	of
career	class	card	work	know	questions	given			other			
credit	he	english		most	way		COUNT 65	COUNT 79		COUNT 139	COUNT 213	
enjoy	now	minutes	COUNT 33	show	where	COUNT50	important	hotel	COUNT 96	have	on	
esp	page	passenger	able			tourist	some		language			
facilities	part	personnel	after	COUNT 38	COUNT 43			COUNT 83		COUNT 143	COUNT 215	COUNT 775
learners	same	services	destination	cruise	but	COUNT 51	COUNT 66	these	COUNT 97	i	with	a
nouns	should	such	details	each	guest	tourists	like		we	what		

order	sir	sure	restaurant				more	COUNT 86			COUNT 225	COUNT 878
phrases	topics	trip	writing	COUNT 39	COUNT 44	COUNT 52	task	not	COUNT 98	COUNT 145	or	to
play	travelers	two		first	please	has			an	guests		
polite		up	COUNT 34	give		make	COUNT 68	COUNT 89	passengers		COUNT 292	COUNT 981
professional	COUNT 25	very	best	here	COUNT 45	place	check	hospitality	will	COUNT 147	be	and
stay	before		front	read	answer			one		may		
	comprehension	COUNT 29	my	speaking	focus	COUNT 53	COUNT 69	words	COUNT 100		COUNT 294	COUNT 1807
COUNT 23	experience	another	see	vocabulary	hotels	communication	skills		when	COUNT 150	that	the
am	voice	below		write		go		COUNT 90		their		
attendants			COUNT 35		COUNT 46		COUNT 70	about	COUNT 102		COUNT 298	
both	COUNT 26	COUNT 30	any	COUNT 40	airline	COUNT 55	following	time	all	COUNT 153	for	
call	appropriate	get	letter	food	different	if		travel		must		
expressions	being	local	specific	information		people	COUNT 71		COUNT 114		COUNT 385	
find	number	many	take	job	COUNT 47		use	COUNT 92	do	COUNT 176	are	
much	picture	offer	well	mr	airport	COUNT 59		who		as		
needs	visit	reservations		our	explain	reading	COUNT 73		COUNT 123		COUNT 511	
role			COUNT 36		was	would	staff	COUNT 93	can	COUNT 184	you	
sentences	COUNT 27	COUNT 31	ask	COUNT 41				room		service		
server	customer	examples	help	correct	COUNT 48	COUNT 62	COUNT 75		COUNT 124		COUNT 540	
speech	insert	international	its	out	name	also	tour	COUNT 94	by	COUNT 188	is	
three	then	welcome	right	so	there	them		how		your		
tone	used		why				COUNT 77	industry	COUNT 130		COUNT 594	
which	want						tourism		this	COUNT 194	in	
										they		

LEXICAL ITEMS IN ESP TEXTBOOK FOR INFORMATION TECHNOLOGY

COUNT 1

by	naval	course	inflexible	previewing	weak	aces	affiliated	aloud	antoine	assesses	avail	baseball"
december	philosophy	critical	infringe	provide	weary	achieved	affirm	alphabet	antonio	assessing	avalanche	bases
def	political	deception	ironically	put	where	achievement	affirmation	amazed	anxiety	assessment	average	basically
ex	prof	decisions	is	relative	whether	acid	afford	amazement	anybodys	assignment	averages	basis
exs	science	description	its	repugnant	yet	acknowledges	aficionados	amazon	apart	assimilate	averse	basketball
from	social	discourse	knowledge	reserved	aakyatin	acknowledging	afraid	amherst	apostle	assimilating	aversion	batang
has	subj	distress	library	roots	abbreviation	acquainted	afternoon	amount	apparent	assist	aversion"	bathing
info	technology	does	listing	sagacious	abdul	acquire	afterwards	amounting	apparently	assistance	avoided	bay
intro	to	drug	look	sanguine	aborted	acquired	agent	amounts	appeal	assistant	avoiding	bays
mgnt	abbreviation	due	looking	shrewd	abovecited	acquires	ageold	amused	appeals	association	award	bearing
mos	according	eggs	lord	signal	abovedrawn	acting	agreeing	amusing	appear	assume	awkward	bears
npa	after	equipped	make	since	aboveenumerated	actuell	agronomic	amygdale	appears	assumptionsspeculations	ayu	became
prgrph	all	even	margin	sizingup	abovegiven	acute	aguilar	amygdalepart	appendices yes	assurance	background	becoming
readers	along	extravagant	mark	skill	abruptly	adaptation	ahead	analogous	appendixcontains	assures	backs	beef
st	another	false	masters	studysequencing	absolute	adapted	aid	analysis why	applicable	asul	bacteriaproducing	begets
ty	anthony	for	mcwhorter	studysetting	absurd	adapting	aim	analytically	appositive	ateneo	bacterium	beginnings
ys	as	foss	men	submissive	abusing	addiction	aims	analyze	apprehends	athletics	bagay	behaves
agriculture	at	freerange	mend	summarizing	ac	addicts	aircraft	analyzes	appropriately	athropology	bagging	beings
assn	audio	frighten	mild	suspension	academy	additionally	airline	analyzing	approximately	atienza	baguio cloudy	belief
bibliography	bar	general	more	teachers	accelerate	addressing	alarm	anchored	aquatic	atlases	baharom	believed
dept	baraceros	gentle	most	test	accept	adjectives	alert	ancient	argues	attached	baharon	believing
education	brittle	global	neophyte	then	accessed	adjust	alfred	and	arizona	attack	baju	bell
either	but	have	nor	thinking	accident	admiration	algae	angela	arms	attitudebehavior	bakit	bells
fine	charmed	highlighting	note	timemanagement	accommodation	admittedly	alleged	angered	arouse	attitudes	balance	belonged
general	circle	history	other	toady	accompanied	adolescent	allegedly	angle	arrival	attitudevalues	balancing	ben
ha	classification	holdover	paraphrase	twentyfive	accomplished	adopt	alleviate	angry	arrived	attitudinal	bang	beneath
inc	coherence	hopeful	paraphrasing	unbelievable	accountability	adults	allow	annual	arthritis	attracts	bangkok	benedetto

language	cold	however	partiality	uncritical	accounting	advantages	allowed	answering	artists	audience	bank	benefiting
law	conciseness	identify	patterning	unwelcome	accumulate	adventure	all"	antecedent	asian	audiencereader	bans	besides
listen	confident	im	people	urgency	accumulated	advises	almanac	antecedents	asians	august	barangay	besought
medicine	contextual	imagine	poem	vocabularies	accusation	affections	almanacs	anthem	asin	aunt	barry	beyondacross
military	copy	indicate	pompous	we	accused	affects	alongside	anticipated	assertive	authentic	base	bf

biased	bound	buried	caries	chain	cited people	cockpits	comparisons	confirmation	continued	courage	curious	dedicates
bibliographic	boundaries	burn	carried	chains	cites	code	compartments	confirmed	continues	courting	curve	dedication
bibliographies	bound"	burnt	carrier	chainsunshackled	civilians	coherently	compassion	conflicts	continue"	covert	cycle	deemed
bibliography	boxed	bust	carriers	challenge	civilizations	coldrelated	competencies	confront	contradict	cramming	dad	defeat
bigger	box"	busted	carryover	challenging	claire	collapsed	competitors	confronted	contrarian	cramps	dagat	defining
bilingual	boys	busy	cart	championship	clarificatory	collection	compiled	confronting	contrasted	crazy	dahil	definite
binawi	br	butterfly	carton	chances	clarify	colleges	complaining	confusing	contributed	creams	daily	definitely
biodiversity	brainstorming	buttons	cartons	channel	classifications	colloquial	complementary	congruity	contributing	creates	dance	definitions
biogeography	branch	buying	cases	character	classified	colonies	completely"	connections	controlled	creating	daniel	deflecting
biography	branches	cabinet	cassette	characteristic	classifying	colonized	components	connects	controls	creations	darating	degrees
bits	bravely	cagayan	cast	characterizes	classrooms	colonizers	composers	conscious	conversations	creativeanalyst	dare	deleted
biyayang	brazil	cake	cat	characterizing	claud	color	composite	consciousness	conveying	creature	dark	deli
bjorn	breakable d	calapan cloudy	catastrophic	charles	clause	columbia	composure	consequence	convinced	credible	darkened	deliberate
blackandwhite	breaking	california	catch	charming	cleaner	columnar	comprehension"	consist	convinces	credit	dash	delicate
blamed	breath	californias	catching	cheap	clicks	columns	compromise	consistency	coolest	creek	datanship	delicate c
blankly	breathing	came	category	cheaper	clima	com	computation	consistent	copenhagen	crevices	daughters	delighted d
blend	breathless	camera	caterer	cheerful	climaterelated	combinations	conceal	consists	copies	crisp	davao	delivered
blinded	breeze	camouflage	caterpillars	cheerful c	climates	combining	concentrate	constant	core	criticism	dawning	delivery
blistering	briefefer	camouflaged	catherine	cheery	climax	comfort	conception	constructive	comers	criticisms	dayao	democratic
blow	britain	campbell	cat"	chemical	climbed	comma	conceptsideas	consultant	cornerstone	crosscontamination	deals	demonstrate

blue	britains	canada	causal	chest	climbing	commencement	conceptual	consume	corp	crucial	debates	demonstrating
blumer	broad	candles	causality	china	closed	commencing	conceptualize	consumed	corrected	crushed	debris	deniers"
boasted	broader	cant	causes what	chocolate	closeended	commendable	concern	consumers	correcting	crutches	debussy	denotation
bodies	broiler	canteen	cdrom	christian	closeness c	commendably	concerned	consumption	correlation	cruz	decade	denoted
bodys	brush	capable	cds	chronic	closer	comment	concise	contact	corresponds	cry	december	density
boisterous	buayan	capitalizes	cebu	chunk	clothing	commentators	concisely	contaminate	cortex	crying	decided	depend
book"	bud	caps	cebu cloudy	cialdini	cloudy	commission	concluded	contemplates	cortex	cues	decides	dependence
booms	budgeted	captions	cede	circumscribes	clover	commitment	conclusion	contemporarily	costs	cullat	deciding	dependent c
borne	budgeting	captivate	ceded	circumstance	clustered	communicated	concomitant	contextual"	cottrell	culprit	decimal	depending
bottoms	build	captured	celebrate	circumstances	coastal	communicating	condenses	context"	couldnt	cultural	declared	depressed
bottomup	buildings	carbohydrate	cells	cite	coats	communications	conditional	continually	counteract	cumtexere	declined	depressive
bought	built	careful	centuries	cited	cockpit	comparisonanalogy	confiding	continue	couple	curiosity	decliner	depth

derivation	dignity	distance	drier	editing	encarta	ernest	expecting	failed	filter	foodstuff	friday	germ
derives	digs	distances	drink	edition	encircle	error	expedient	failure	finality"	foods"	frontispiece	getobtain
describing	diminish	distinctly	drinking	editorinchief	encourage	eruptions	expertise	fairly	financial	food"	frost	gibran
descriptions	dimmed	distinguishes	drive	effected	encouraging	eschatology	experts c	faithful	fingers	fooling	frozen	gigantic
deseccration	dimmet	distracton	droppings	effectiveness	encouraging d	essays	expiry	fallen	fireworks	forces	frustrated	glance
designed	dinna	distributed	drought	effectresult	encyclopedias	establishing	explaining	famed	firstly	foreign	function	glistening
desire	direct	distributing	drowsy	eighteen	endpapersare	esther	explicitly	familiarity yes	firsts	forests	functioning	globe
desperately	direction give	divides	ds	either...	ends	estimate	exploration	famines	fish	forever	fundamental	gloomy
desserts	directions ponder	dividing	du	elaboration	endure	estimated	exploring	famously	fit	forget	furnish	glorious
destinations	director	divisiveness	dull	elder	enemy	estimates	expose	farmer	flag	forgiving	gala	glossaryis
destroy	directories	diyos	dumb	electric	energetic	etymologystructure	exposition	farms	flags	forgoing	galing	glossaryvocabulary
destroyed	dirt	docile	dumi	elementary	enhance	europe	expository	fascinates	flamboyant	forgotten	garden	goals
detailed	disadvantage	doctors	duming	elicitedposed	enharmonic	evaluating	expounded	fascinating	flaring	formats	garg	gods

detected	disadvantages	dogmatically	duped	eliminate	ensures	evening	expounds	fashion	flatterer d	formerly	gas	gold
determination	disappointment	dogs	dvd	else	ensuring	eventually	express	faster	fledgling	formulas	gases	golden
determining	discernible	dolan	dwarfed	elucidate	entail	everyday	expresses	fastest	flesh	formulated	gasp"	gone
develops	disciplines	dollar	dwarfs	emasculatation	entails	evident	expressing	fate	flexibly	formulating	gates	governor
device	discourage	dollars	dyad	embarrassed	enter	examinations	expression	fat"	flip	forum	gathering	grade"
devices	discoveries	domains	ear	embarrassment	entertaining	exampleillustration	expressions	fault	floods	fossilfuel	gazetteers	grading
devised	discovery	dominion	earlier	emerges	entertainments	excerpt	extension	favored	floor	foundational	geared	graduated
devising	discriminates	donaldson	earliest	emeritus	entitled	excitement	extraneous	feasible	flourish	fragile	gen	graduates
di	discrimination	dopamine	earn	emilie	entity	exciting	extreme	feathers	flowchart	fragrancesweetness	genders	graduating
dialectic	discussed	dose	earthquake	emphasized events	entries	exert	extremely	feet	flower"	frame	generalization	grafts
diarrhea	discussions	double	easier	emphatic	entry	exerted	faces	feline	flu	frameworksorganization	generalizes	grants
dictates	disdainfully	doubling	easiest	emphatic life	enumerate	exhaust d	facilitated	fell	flushed	france	generated	graphical
diet	diseases	downed	east	emphatic over	enumerates	exhibited	facilitates	fernando	flying	freed	generates	graphics
differentiate	disguise	dozens	eating	emphatic "your	environmentalist	exigency	facing	fertile	flyleaves	freedom	generations	grasping
difficulties	dish	draft	ecoactivists	employed	environmentalists	existent	facto	fertilize	focused	freewheeling	generous	grazing
difficulty yes	disparate	drastic	ecothreat	employers	environmentally	expand	factorsconditions	filipiniana	focuses	freewriting	gentle c	greet
diffusion	disparity	drawers	edge	employment	episodes	expanded	facttruth	filipinos	focusing	freeze	gentlemen	gregarious
digests	displayed	drawings	edges	empty	equal	expands	factualism	fill	fold d	free"	genus	grew
digital	dissenting	drew	edit	enable	equipped	expansion	fad	filled	followed	frequent	george	grieves

grounded	happily	helpsguides	hue	illfitting	indefatigable	innovative	intonation	jots	knowitall	lead	limitless	lunch
grouped	har	hence	huh	illinois	indentifying	inpatient	intramuros	joven	knowledgeable	leaders	limits	lune
grouping	hardskinned	henry	huizhou	illustrated	indention	insides	introduce	joy	kudarat	leak	linear	lupa
growing	harm	hepatitis	humane	illustrating	indexes	insomnia	introduces	judges	kulay	lebauer	link	lurks
grown	harmful	heres	humanly	illustrations	indicated	inspected	introductions	judging	kurung	lecturer	lips	luxuriant
grows	harmonious	hero	humble	iloilobacolod cloudy	indicates	institution	introductory	julia	kyler	led	listened	machinemade

growthpromoting	harness	herself	humility	images	indicators	instructed	intuitive	july	lab	lee	listings	machineproduced
grumbled	harsh	hes	humor	imaginary	indirect	instruction	invention	jump	labor	legal	literacy	machine"
guarding	harvard	hide	humorous	immediately	indiscrimination	instructional	invest	jumped	lackeys	legazpi cloudy	literal	madadapuan
guards	hasnt	higher	hundreds	immensely	individuality	insular	invested	jun	ladder	legitimate	loans	magic
guava	haste	higherorder	hung	immune	indoor	intact	investment	june	lahat	legs	lobos	magicoreligious
guest	hastily	highlight	hunted	impersonal	indulged	integral	inwards	jure	laid	leisure	locate	magicwise
guided	haunted	highlighting	hurriedly	impetuous	industrial	inten	irregularity	justify	lala	length	lomborg	magnetic
guilty	hazard	highly	husband	implication	industry	intend	irresponsible	ka	lalanguyan	lengths	longer	mainstream
gulp	hazardous	hijara	husbands	implicitly	inevitably	intends	irrigation	kahil	lamb	lengthy	longing	malaria
gussy	hd	hillsley	huston	imply	infant	intense	irritability	kahit	lambast	lessen	longlost	malayolayo
habits	healer	himself	hygiene	important"	infer	interactive	isinilang	kalidas	landmark	lethal	loom	maldives
hackneyed	healthy	himselfherself	hygienic	impossible	inference"	interconnection	itim	kalikasan	landscape	letting	lord	male
hal	heal"	historicity	ibid106	impoverished	inferentially	interest yes	itll	kalokohan	langit	lewis	loses	malefemale
halfdozen	hear	hitch	ibong	impressing	inferred	interesting	iyengar	kanyang	languages	liam	losing	males
halfshut	hearer	hite	ideacontention	impressive	infers	interfiling	iyong	kaya	languagestyle	liber	lot	malign
halftitle	hearts	hits	ideal	improperly	infinity	intergrity d	james	keen	laoag	librarianship	loud	manageable"
handbooks	heatrelated	hobby	identified	improve	inform	interior	january	keeping	lapse	licked	louise	manager
handinhand	heatresistant	holding	idiosyncrasy	improving	informationdetails	interprets	japan	keeps	lasts	lies	loveliness	mandate
handled	heaven	holdings	ignorant	impulsive	informed	interrelationship	jazz	kept	latch	life does	lovers	mandated
handlemanage	heavens	holes	ii	inability	ingatan	interrelationships	jean	kicks"	laughing	lifechanging	loves	manifested
handy	heavily	holy	iii	inaction	ingenuity	intertwined	jeffrey	killer	lawn	lift	low	mankind
hanging	heaving	homemade	ikay	incensed	ingredients	intervening	jerry	kills	lawyers	lifting	lowgrowing	mannered
hans	heavy	honest	ikinalat	incentive	inhabitants	interventions	jessica	kissed	lay	likeminded	loyal	mannerism
hanson	hectare	hoped	iligan	inch	initiate	interview	jf	kl	layesa	likeness	loyalty	mans
happened	hectares	hotel	ill	incidents	inman	interviewing	joke	knew	laying	likening	lozada	manuals

happier	hedonic	housed	illegal	included	inner	interwoven	joke"	knife	lazy	limbio	luckily	manufacture
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marquis	menace	misery	motivators	narrate	nightmare	observer	opt	packaging	patriotism	pharisees	plurals	powerful
married	mendelsohn	mission	motives	narration"	nimbly	obsessed	opted	pag	patterning	phenomenal	pn	powers
marry	mentioned	mississippi	mountain	narrator	nitika	obtain	optional	pagasa	patties	phenomenon	poet	pray
mars	merely	mist	mountainous	narrow	noe	obtained	orange	pages	pay	philip	poets	prayer
martel	messages	mistake	mousses	narrowing	noise	occasions	oregon	pagination	paying	philosophical	pointbypoint	precious
martino	metabolic	mistakes	mouths	nasties	noncriticism	occurred	organisms	pagisipan	pdi	philosophy	pointer	precisely
masses	metabolism	mittal	movies	nating	nonetaking	oceans	organizations	pagkat	pe	phonemeic	poisons	precooked
mastery	metacognitive	mixture	moving	nationalism	nonetheless	odd	originality	paid	peaceful	phonemes	polar	predictable
materialism	metaphors	mock	msu	natureessence	nonhuman	oddly	originally	painfully	peak	photocopied	policy	predicting
matrino	methodically	moderate	mud	nausea	nonprint	odds	oro	pan	peculiar	phrase	polycymakers	prefer
matthews	metonym	modern	multinationals	ne	nonsense	offer	otherness	panahon	pedal	phrazen"	pongampong	prefontal
maturing	metric	modes	multiplying	near	nonspecific	offered	outcomeoriented	pandemics	pedrajas	physiological	poop	performed
maturity	metro	modified	multitude	nearby	nonspoken	offers	outcomes	papers	penalty	pick	poor	prefrontal
mawawala	mexican	modifying	mundane	neatly	noong	officers	outcreates	para	pending	picking	pop	pregnancy
maximum	me"	modules	municipality	necessitate	norliza	official	outgrown	paralleled	pennsylvania	pictorial	popped	prejudgment
mayonnaise	microbe	mog"	muscle	necessitates	norovirus	of"	outlearns	paralysis	pepper	piece	popular	prejudice
maze	microorganism	mohamad	museum	necessity d	nostrils	ohio	outlined	parameter	per	pinpoint	populated	premise
meals	microwaving	momentum	mustysmelling	neednt	notedown	oil	outrage	parasite	percentages	pioneering	pork	prepackaged
meansalternative	midair	moneymanagement	mutual	negatively	notice	ojibway	outthinks	parcel	perceptions	pittsburgh	portions	preparations
meanwhile	midst	moneymanagers	mystery	neighborhoods	notices	old"	outward	parenthesis	periodical	place"	portray	presence
measure	mightier	monitor	n	neither...	noting	omit	overestimate	partially	periodicals	plain	portrays	presentations
measurement	mild	monitored	nagging	nervous	notwithstanding	omitted	overlooks	participating	permanent	planets	posed	president
measures	mild d	mono	naging	net	novelty	oneness	overnight	particularizing	permissible	planet"	position	press
media	milk	monotonous	nakakasira	network	nowadays	oneparagraph	overt	particularly	persevered	plankton	positively	pressed

medieval	millennia	montreal	namamatay	neurobiologist	ntc	ong	overview	partly	persistence	planned	possess	pressures
meeke	mind"	monty	nameless	neurobiologists	numeral	op	overwhelming	partner	persistent	planning	possessions"	pretended
meeke c	minimal	monument	namelyto	newly	numerals	openended	owners	partners	personally	planning what	post	prevalent
melt	minimizing	mood	nangyayari	ngayon	nutritional	openness	owning	passerby	perspectives	plant	posts	prevented
melting	minus	moods	napapansin	ngunit	nutritious	operate	owns	passing	persuading	played	postulates	preview
melvil	minute	moon	narating	nice	objectives	operating	oyster	pasted	peso	plays	potentiality	primates
memories	minutebreak"	moros	narito	nickerson	obliterated	operational	paabutin	pat	pet	plot	poured	princes
memorizing	miscellaneous	motivation	narrare"	nightly	observe	opportunity	pacific	pathogen	phantasm	plotted	pouring	priorities

prioritizing	proportion	quack	realized	regard	representation	retrieving	rooms	scale	sensory	shortness	sirain	soldiers
prison	proposal	qualities	reap	regarded	reprieve	reuse	rosy	scanner	september	shortness d	sisters	solely
prisoners	propositions	quarters	reasonable	regid d firm	reproduce	revealing	round	scans	serials	shoulders	six	solitary
private	prospect	quest	rebuttals	region	reproduction	revenge	routinely	scares	serioussounding	shouldnt	sixty	solomon
privileges	prosperity	questionable	receiving	regret	reputable	reviewing	roxas cloudy	scenario	served	shouting	sizeable	solving
probative	prostitute	quezon	recession	regularly	requested	revise	roy	scene	services	showers	sizingup	somebody
probed	protects	quietly	reciprocal	regulation	requirements	revision	royal	schema	sessions	shrink	skewed	sons
probity	protein	quizzes	reciprocity	regulations	resealable	revolutionizing	rubbing	schematic	severe	shrugging	skiing	sophisticated
problems what	protoplasm	quon	recitation	relating	resemble	revolve	rule	scholastic	sewage	shut	skin	sore
problemsolving	prove	race	recite	relational	reservation	rhetoric	running	schoolchildren	shabby	sick	skins	sort
processors	proverb	radar	recited	relations	reserve	rhythm	runway	scottfeschuk	shaken	sickened	skip	soul
productive	providing	radical	reckon	relato	reserved	rhythmic	sad	screams	shakespeare	sides	slash	soule
prof	psychiatry	radish	reckoned	relax	resilient	richard	sadness	screen	shapes	sight	slaughtered	sounding
profane	publishers	rainy	recognition	relaxing	resolved	rime	safeguard	sealed	sharp	significance	slaughtering	soup
professionals d	pudding	raise	recommendation	released	resolving	rin	saintxupery	search	shed	signification	slicers	sour
profile	puddings	rajah	recommends	relevance	resonance	ringing	sake	seat	sheena	silang	slid	sources
program	puff	ranaw	reconciliation	reliability	resort	risen	sale	seconds	sheet	silver	slides	sourcing

programs	pulled	range	record	reliable	resource	rises	saleha	secure	shell	similarity	slightest	south
progress	pullets	ranging	rectangles	relieve	resourceful	riskprone	salt	secured	shells	similes	slowed	souther
progression	pumanaw	ras	reduce	reluctance	respectful	risktaker	sampaguita	seed	sheltered	similitude	smell	southern
progressive	punchline	rational	reducing	remains	respectively	rite	samples	segment	shelters	simplification	smells	sow
projects	punctuation	rattled	references yes	remarks	respect"	rivals	sanctity	seized	shelved	simplicity	smith	spanish
prompts	punctured	rauch	referents	remedy	respond	river	sand	selectionbook	shetty	simplify	smoking	spatial
prone	punished	raymond	referring	remembered	responded	rizal	sandlot	selfesteem	shield	simplistic	smooth	speak
pronouns	puno	reach	reflect	remembers	respondents	roasting	santos cloudy	selfish	shift	simpson	smothers	speakers
pronunciation	punong	reached	reflective	remind	restatement	rod	sariwang	selfrighteous	shoes	simultaneously	snacks	speak"
proof	purchase	reaches	reflects	reming	restaurant	rodil	satisfied	semantic	shopping	sinfulness	soapy	specialy
proofreaders	purchases	readings	reformers	renewed	restoration	rog"	satisfies	senior	shops	singing	socalled	species
proofreads	pure	ready	refreezing	renounce	restorations	rolling	satisfying	sensation	shortcuts	singleminded	sociable	specifically
propaganda	pursuant	realism	refrigerated	repeat	restroom	roman	saved	sensible	shorten	singleness	soil	specifications
properly	putra	realistic	refuse	repentance	rests	roof	saving	sensitive	shortfall	sink	soiled	specifics
properties	python	realization	refused	reports	resul	roofs	savings	sensitivity	shorthand	sir	sold	specify
speculates	stimulated	struggled	superior	tacloban	thaw	togetherness	trials	undependable	vasectomy	wait	western	workings
speeches	stimulating	stuck	supplemented	tag	thawing	toiled	tribes	undergo	vastly	waiting	weve	worksheet
spelled	stimulation	students'	supplies	tagaytay	theme	tolerant	tricky	undergone	vcd	walking	wheel	worlds
spending	stimulusresponse	studentteacher	supply	tagaytay cloudy	theology	tolerate	tries	understandable	vegetation	wants	wheeling	worrying
spilt	stomach	studysequence	supports	tagulan	theory	tolerates	triggers	unemphatic in	vendor	wardrobe	wheels	worship
spirit	stop	stupid	suppression c	tainted	thereforeergo	toner	trips	unfair	venus	warmth	whereby	worst
spirits	stored	style	surefire	talking	thesaurus	tongue	triumph	unfortunately	verb	warned	wherefores	worth
spleen	storm	styles	surfaces	tame"	theyll	tons	trivial	ungraded	verbs	wasnt	wherein	worthwhile
spontaneously	straight	subdivided	surmount	tan	theyve	tools	trough	unhappy	verifies	waste	whileif	wraps
spring	straightforward	subdivisions	surname	tapping	thick	topic	trustworthy	uniforms	verso	wasted	whirlwind	writerauthor

springs	strangely	subjectsttopics	surprise	tasted	thingspercepts	torturous	truthful	union	vertical	watching	whispered	writeup
sprout	strangeness	submission	surprised	tastes	thirdly	touching	trying	universe	veterinary	watered	who'd	write»
squeamish	stranger	subnumbers	surprisingly	tatag	thirsty	towel	tubig	universities	vexatious	waves	whys	wrong
squint	strangling	subsequently	surround	taught	thorns	towels	tuffs	unjustly	vhs	wayne	wide	wrought
stable	strawberries	substitution	suspect	teach	thoughtful	town	tuguegarao	unlikely	vi	weaknesses	widely	wwwwikipediaorg
standard	strayed	subsubtopics	sustainable	tech	thousandfold	toxins	tuguegarao cloudy	unlikely"	viewing	wealthy d	wikipedias	wynn
standford	streamline	subtle	swam	tedious	threshold	trace	tune	unrealistic	viewpointstopic	wear	windows	xp
stanford	street	sucked	swarthmore	telephone	throughout	tracking	turkey	unreliable c	vikas	web	wiping	yale
stanza	streets	sucking	sweat	tellers	thunderous	train	turnin	unsafe	vilified	webbing	wiser	yearbook
staple	strengths	sudden	sweetheart	telling	thunderstorm	transaction	turns	untiring	villager	website	wish	yearbooks
stare	stressempphasis	suffering	sweetness	tell"	thunderstorms	transcendent	tv	untrained	virus	websters	wishes	yesterday
starvation"	stressors	sufficient	swiftly	temperatures	tics	transcends	twice	unusually	visayas	wed	withdraw	yettobeinvented
stashing	stricken	suffix	sword	terminology	tidal	transform	twisted	upheaval	visiting	weed	withholding	york
statements	strict	suggestions	sydney	terribly	tie	translates	twothirds	uphold	visàvis	week	withtogether	youd
statistics	striking	suit	sylogism	tertiary	ties"	transparencies	typhoon	uprooted	vivid	weinsrein	witness	younger
status	strips	suitable	symbolized	tess	tightness	trap	typhoons	upsetting	vocabulary yes	wellcooked	woman	yours
stay	strong	sultan	symptoms	tests	timbreza	trash	tyros	uptodate	void	wellreasoned	womans	youve
staying	stronger	sum	synthesizing	texere	tingled	treasure	uk	us"	volcanic	wellwrapped	won	zamboanga cloudy
sterilization	struck	sunny	synthetically	texture	tipoff	treatment	um	utter	volves	wellwritten	wondered	zari
sticking	structural	sunset	systematic	thank	tiramisu	treats	unable	vacation	vote	wen	wordiness	zenith
stiff c	structured	super	systems	thanks	titles	tri	unanimity	validity	voting	werent	worked	zone
stimulate	structureset	superfluous	tackle	that"	todo c	Triad	uncomposted	varations	vowels	west	workers	zone cloudy

COUNT 2

abbreviations	ambiance	bent	chose	conflict	critique	difficulty	electronic	facilities	fully	healing	inferential	journals
abeyance	analytical	beware	christmas	confused	crop	dimension	emergency	factory	functions	heard	influenced	justice
academics	animal	big	circulation	congress	crowd	dioxide	emotive	fail	gained	heat	innovation	justifiable

accelerated	antonym	biographical	cities	connected	culture	dire	employ	faith	game	held	input	kay
acceptable	apocalyptic	bird	citizen	connection	cum"	disagree	ended	fallacy	geography	helpful	insight	kayang
accepted	appealing	blank	civilian	connectivity	current	discovered	energy	falling	geometry	hinhiling	insightful	kill
achieve	appendices	boards	civis	considering	dadalhin	discovering	enjoy	familiarity	gilbert	historical	instance	killed
aching	appreciative	boredom	claimed	considers	damage	discuss	enjoyment	famous	gitara	hong	instances	killing
across	aristocracy	borrow	clarifies	constantly	damasio	disease	entertainment	farmers	glass	hooked	instinctive	kindtypes
acts	arkes	bottom	clark	constitutes	danger	distinct	equivalent	fat	goodbye	hoping	instructions	knows
actual	arrive	box	clothes	constitution	dangerous	divide	escape	favorite	goods	hotter	instructors	ko
actually	arts	boy	coined	contacts	dates	division	established	features	government	hour	instrument	kong
adapt	asia	bright	collections	container	dati	divisions	etal	feeling	grace	huge	integration	kung
adaptability	asking	britannica	coman	containing	dawn	doctor	etymology	female	grain	humanity	intelligence	labeled
addict	aspects	brokenness	comics	contamination	dear	doesnt	eustress	few	grammatical	humans	intention	largest
addition	assigned	browsing	commentaries	contemporary	deaths	dominated	evaded	field	graphic	hurt	interaction	lastly
additional	assimilation	budget	comments	contents	deep	downtime	examine	fields	grasps	huwag	interconnectedness	law
address	assumes	butterflies	commonly	contextualization	define	down"	exhausted	fifteen	greek	ibid	interests	leaving
addresses	assumptions	calls	communicate	contrasting	degree	draw	exist	fifth	greenhouse	identifying	international	leftover
advices	attempt	carbon	communicative	cooking	delis	drawn	existence	fighting	grocery	ignored	interpretation	lesson
advised	attention	care	companies	cooler	democracy	dream	existing	filed	guests	illustrative	interpreting	lessons
advocate	attracted	caring	company	coping	demonstrated	drenched	expensive	fishbone	guidelines	ilog	intervals	let
aetas	attractive	categorized	compare	copy	depression	dynamic	experienced	flexible	half	imaginative	invading	librarians
affected	authority	cautions	compares	cordillera	described	ears	experiment	forecasting	handicap	imaging	invisible	lifes
agreement	author's	cereus	comparing	countries	describes	earths	expert	forming	handling	immediate	iron	lifestyle
agricultural	avoidance	changed	complement	coverage	devils	eaten	experts	fortune	hands	implied	ishikawa	limit
aids	awesome	characterize	complex	covered	devise	economist	explained	fourth	hang	impression	islands	listed
akong	bacillus	characters	composes	covers	dewey	economists	explicit	foxes	harbor	impressionistic	issues	listens
allocate	bag	chief	conceptualization	cracked	diagrams	economy	expressed	fridge	hardest	increase	j	literary

almost	bar	child	concrete	cracks	dictionaries	educational	exterior	friendly	hardly	increasingly	jibe	logic
alphabetical	believe	childhood	conducted	creation	die	educative	faced	frightening	havent	infected	jobs	logically
although	belong	childrens	confidence	crisis	differently	effort	facilitate	front	headings	inferencing	journal	lose

lost	millions	november	peer	procedures	refrigerate	rooted	signing	subsequent	tied	units	writers
lots	mindoro	numb	pen	proceed	refrigerator	rushed	similarly	subtopics	ties	unlike	youll
lower	mindset	numbered	perceive	proceeds	regardless	safe	single	success	tiny	user	
lowest	minimize	observations	percentage	processing"	regular	salient	size	successfully	together"	usual	
lunads	minor	obvious	periods	products	relationships	salmonellosis	skies	suffer	tomorrow	utensils	
m	minutes	occupation	personality	profoundly	relative	sample	skillful	sultanates	took	variety	
macronutrients	missed	occurrence	physics	project	religion	sana	smaller	sunk	tool	version	
magkantahan	mo	officer	picked	promote	religious	save	solitude	support	topdown	versus	
makers	model	oneself	pieces	provided	repeating	saves	solutions	suppress	total	victim	
mangyans	models	one"	pinktan	provides	repetition	saw	solves	supreme	totality	viewpoint	
markers	money	opac	planet	provision	report	saying	sometime	susceptible	touches	viewpoints	
market	monogamous	operates	pleasant	psychomotor	represented	scattered	somewhere	synonymous	toward	views	
marks	morning	option	pleasure	publishing	rescue	schools	soon	taken	track	vision	
masama	move	orbital	poetry	puts	respect	schwartz	spine	takes	traditionally	walk	
masdan	moves	orders	pointed	putting	responsibilities	scrub	spiritual	tapes	transcript	wanted	
mass	mri	ordinary	pointers	questionnaire	responsibility	scrutiny	spite	tarnish	transfer	wanting	
massachusetts	named	organize	police	quick	rest	searching	spoken	tasks	transition	washing	
mastering	nang	organizers	poses	radio	restaurants	secondly	spread	taste	translation	wave	
match	nation	organizes	possibilities	raging	resting	secret	spurious	tayo	travel	weave	
matitikman	needed	outbreak	potentially	rapidly	resulting	seem	stakeholder	tayoy	trends	webpac	
maybe	needs	output	poverty	rationale	results	selected	stakeholders	teaching	tried	weekend	
mc	neglected	overall	precedes	ray	retrieval	selye	stands	technical	tropical	weighing	
meet	neither	overcome	predict	react	return	sequence	steady	teeth	trouble	weight	

meets	nevertheless	pagpanaw	predicted	reactions	reviews	seriously	stick	textbooks	truly	whenever	
members	news	pagunlad	prediction	realize	rich	service	stopped	therefore	turn	wholesome	
merit	ngayoy	pain	predicts	reasonably	ride	sex	stores	thesis	twenty	win	
merits	nonliving	painful	prescribed	recall	rightly	sexes	stories	theyd	ubiquitous	wisdom	
meron	noted	palawan	presenting	recently	rinse	share	streamlining	thinks	ulap	wise	
met	noun	parahaemolyticus	presents	recitations	rising	shortage	strictly	thoughts	undercooked	wit	
microorganisms	nouns	pascasio	previously	recorded	risky	shortened	structures	thousand	underlying	with*	
middle	novel	passage	primetime	recreation	rivers	showed	struggle	threat	unfunny	worse	
military	novels	passages	priority	referent	role	signify	studysequencing	threatened	unhealthy	wouldnt	

COUNT 3											
and	appearance	chapters	describe	flower	holds	later	million	perhaps	remain	studyssetting	vibrio
emphasis	apply	choosing	detail	format	hope	laugh	mindanao	pictograph	repeatedly	subjects	visual
listening	approach	chosen	developed	fought	hot	laughter	minds	pictures	reported	supplement	voice
notetaking	april	chronological	difference	four	identification	lcc	module	poems	requires	supported	wala
on	archipelago	church	disagreement	frequently	identifies	leading	moral	postwriting	retain	survey	warmer
under	argument	claims	discipline	fun	ignore	learned	mother	practical	reward	synonym	wet
when	arranging	classify	discourse	further	illustrate	leaves	multiple	practices	root	system	whatever
abelos	ask	classroom	discussion	furthermore	illustration	lecturers	multiply	precise	rope	tables	wheat
abuse	associated	coherent	door	gain	image	lectures	music	preface	scanning	tension	whereas
academic	assumption	coli	dramatic	gains	imagination	left	natin	prefix	scheme	theories	whose
activities	baguio	community	dry	gather	impact	lie	national	presentation	scientific	theres	willing
add	bear	compared	ease	gathered	increased	light	necessarily	pretty	sectors	thermometer	wind
added	beautiful	completely	easily	gave	increases	limited	necessary	print	seen	theyre	worldwide

adequate	begin	comprehensive	effectively	generally	independent	listeners	newspaper	produce	sees	thinker	yes
adopted	beginning	considered	efficient	geographical	indicate	listing	newspapers	produced	semiformal	third	young
affective	beyond	contains	entirely	gets	inference	literature	ng	product	separate	thousands	
affirmative	binding	contention	environment	gift	inferences	luzon	nor	profession	separately	throat	
ago	birds	contrary	equipment	got	informations	malaysia	objects	proposed	serves	throw	
agriculture	bit	control	especially	grade	initial	management	ok	proposition	shape	tone	
air	blood	controlling	et	great	intellect	manila	online	protect	sign	touch	
al	board	convey	etymologically	grief	intended	manner	operative	psychology	similarities	transitions	
alone	borrowed	conveys	evaluation	grieve	internal	manure	optimistic	pump	skeptical	treaty	
along	break	cope	everyone	guesses	internet	mapping	original	quantities	sketch	trees	
alternating	brief	creativity	exists	guides	interpretative	maps	outside	quite	socioeconomic	trip	
alternative	bringing	critically	expect	ha	involve	march	pace	rain	solution	uncooked	
am	cairns	crops	expected	happening	involved	margin	paper	reads	solve	understands	
american	campylobacter	cross	explains	happy	irrelevant	marriage	paris	really	spelling	unique	
among	carry	dealing	factors	having	issue	meanings	passed	recent	spores	unit	
anger	cartoon	debate	faculty	hazzard	juices	meats	passion	recognize	stages	unless	
answers	cartoons	defined	feelings	heal	known	mechanism	peace	recommended	station	upang	
anticolonial	centimeters	demand	figures	hearing	land	melons	perfectly	references	stott	upon	
anyone	certainly	department	final	hears	large	mid	performance	relate	studied	values	

COUNT 4								COUNT 5				
it	circle	errors	heavers	looks	power	scientists	thoroughly	examples	conclusions	goes	opposing	safety
what	city	essence	hundred	losses	predictions	scorerating	today	so	consideration	graphs	opposite	sections
absurdities	clear	essential	ice	man	premises	seeing	traditional	you	contaminated	groups	organizational	series
account	close	evaluate	illness	manageable	prevent	senses	tree	ability	corresponding	habit	organized	serve
active	closely	evidences	illustrates	matters	previewing	serious	truth	affecting	cost	handle	pa	side
adams	combination	evocative	include	meant	previous	session	turned	alphabetically	cut	helps	parents	signals
affect	communication	exact	including	member	prior	set	universal	already	cuts	history	pattern	significant

against	complete	explain	index	methodology	procedure	setting	value	applies	data	home	period	simply
age	computer	explanation	indigenous	month	produces	shall	whom	apprehension	days	hours	phenomena	society
agree	conditions	eye	individual	months	proper	signal	wont	arent	ddc	house	philippine	source
aking	constitute	face	informal	moreover	prose	signs	yields	arrangement	demonstrates	humour	physical	spain
alike	contain	factor	informative	mouth	provide	situations		ating	descriptive	identify	places	special
analogy	convenient	fall	innovators	nations	psychologist	skim		available	determine	imagine	plants	speed
anything	conventional	fast	institutions	nearly	publisher	skimming		aware	developing	implies	population	sprouts
applied	cook	feels	introduced	nonprose	purposes	sometimes		bad	directly	individuals	preparation	sq3r
asked	copyright	felt	job	nuggets	quantity	song		bias	earth	influence	presented	stated
attitude	country	filipino	kapaligiran	objective	rahim	spaniards		building	elements	judgments	principle	steps
beauty	cover	five	knowing	observation	recognizing	spent		categories	emotion	lang	principles	stressful
belongs	create	foods	lack	open	reflection	start		center	emotions	leave	processing	studying
benefits	creatively	forecast	late	operations	remained	started		central	examination	likewise	psychologists	suggested
bestbefore	cutting	formed	latter	opinion	representing	strange		centre	except	limbic	rate	suggests
brevity	decide	friends	laws	outlining	represents	substance		certain	experiences	lists	reality	summarizing
bring	decisionmaking	god	leads	paradox	reptilian	suggest		changes	eyes	living	refer	supporting
brings	demands	grandfather	letters	paraphrase	require	sultanate		characteristics	familiar	machine	referred	sure
broken	didnt	grandmother	libraries	paraphrasing	resources	sulu		characterized	family	magazines	relation	surface
bueno	direction	greater	lines	past	robert	summarize		charts	foodborne	maguindanao	relevant	symbol
cannot	discover	handmade	listeria	patterns	roses	synthesis		check	formation	message	republic	symbols
car	doing	hangin	live	personal	run	team		clean	former	names	research	technique
cards	dr	happen	local	please	sacred	tell		clearly	forms	night	respective	textbook
causing	due	happens	logical	plus	scan	tells		clue	framing	note	responsible	though
chapter	egg	harder	london	positions	schemata	tend		coherence	fruits	object	risk	thought
chickens	encyclopedia	heading	looking	poultry	sciences	themselves		comedy	funny	occurs	rules	told

types	death	inside	synonyms	clues	namely	thus	least	COUNT 9	pressure	gives	diagram	common
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underlined	derived	item	talk	concentration	narrative	unity	letter	able	production	him	does	conclusion
useful	domain	itself	tamed	content	natural	vegetables	methods	based	right	items	events	contrast
vol	done	listen	test	de	never	view	negative	both	say	latin	friend	day
warming	economic	looked	towards	deal	none	warm	nothing	brains	sense	learning	heart	develop
weather	effects	map	try	dictionary	numbers	wash	opinions	bugs	shows	less	his	every
white	emphasis	mean	unfamiliar	differences	once	without	options	choose	simple	levels	made	fact
wikipedia	environmental	neocortex	united	digest	peoples	yourself	others	course	someone	love	medicine	go
	etc	next	uses	education	pie		outline	decisions	statement	major	men	help
COUNT 6	event	operation	valid	end	present	COUNT 8	paragraphs	divided	studies	name	narration	introduction
there	everything	outcome	vocabulary	establish	prewriting	according	picture	drug	teachers	often	otherwise	judgment
access	experience	persons	went	ever	processes	again	plan	during	times	points	page	list
antonyms	fear	phrases	xiv	evidence	rather	arranged	probably	eat	too	practice	place	little
appropriate	figure	placed	year	expectations	reasons	bacteria	public	effective	whether	problem	professor	me
area	finally	poem	years	far	rise	become	purpose	emotional		reason	quality	notetaking
art	flow	political		focus	rose	behavior	reaction	feel	COUNT 10	review	reasoning	old
away	follow	possible	COUNT 7	force	salmonella	bicycle	real	get	action	short	section	organization
ay	foregoing	publication	to	fresh	seafood	busting	remember	ground	after	situation	states	percent
begins	formal	published	act	global	seems	causes	response	includes	around	type	still	philippines
behind	framework	put	alternatives	grow	several	college	science	kind	articles	until	story	researchers
body	friendship	question	animals	here	should	come	second	kinds	avoid	various	together	social
buy	full	quickly	application	high	showing	context	shellfish	line	call	want	understanding	speaker
capital	future	refers	arguments	indeed	similar	creative	strategies	long	called	world	usually	speech
caused	gender	relationship	authors	independence	since	difficult	student	mga	concepts	yet	women	state
citizens	giving	result	baraceros	instead	small	dont	taking	might	consider			structure
cockfighting	going	sea	basic	interest	sound	easy	task	na	date	COUNT 11	COUNT 12	teacher

cognitive	growth	sec	becomes	keep	stage	either	topics	nature	directions	answer	activity	under
coming	guide	shown	business	likely	tame	finding	within	off	early	article	andor	understand
compositionessay	hard	speaking	case	lives	techniques	free	works	particular	english	bug	ang	water
consequences	health	store	children	loss	temperature	fruit		person	enough	choices	back	writer
contextual	hold	summary	classes	matter	ten	getting		play	exercises	decision	better	
cooked	importance	summer	climate	medical	thats	however		positive	follows	definition	comes	
COUNT 13	method	COUNT 17	COUNT 19	COUNT 22	COUNT 26	COUNT 31	COUNT 39	COUNT 46	COUNT 65	COUNT 114	COUNT 426	
in	sentences	before	analysis	above	life	most	following	the	more	this	in	
been	show	books	card	cause	skill	reader	how	has		we		
being	text	brain	comparison	different	term	such	ideas		COUNT 67		COUNT 430	
change	where	choice	effect	hisher		writing		COUNT 47	was	COUNT 115	or	
could	write	comprehension	part	mind	COUNT 27		COUNT 40	if		an		
drugs		essay	take	point	each	COUNT 32	any	than	COUNT 69		COUNT 451	
involves	COUNT 15	had	thing	selection	food	main	means		all	COUNT 133	is	
key	always	her	university	some	level	way	people	COUNT 48	not	on		
last	best	language	while	terms	students		thinking	so			COUNT 609	
learn	cold	making	whole	think	two	COUNT 33	word	use	COUNT 70	COUNT 140	to	
lecture	details	many				sentence			can	you		
number	did	reference	COUNT 20	COUNT 23	COUNT 28		COUNT 41	COUNT 49				
ones	facts	skills	another	below	first	COUNT 34	library	paragraph	COUNT 77	COUNT 146	COUNT 692	
readers	need	something	catalog	class	materials	idea	meaning	reading	they	be	and	
rice	related	ways	classification	development	my		must					
sa	school	would	critical	fox		COUNT 35	out	COUNT 53	COUNT 78	COUNT 154	COUNT 918	
said	she		down	important	COUNT 29	like	process	exercise	have	as	of	
specific	those	COUNT 18	human	just	subject	listening	there					
table	very	chart	know		them	make		COUNT 54	COUNT 80	COUNT 156	COUNT 1495	
three	written	description	notes	COUNT 24	through		COUNT 42	its	your	by	the	

well		even	parts	between	topic	COUNT 36	our	these			
	COUNT 16	examples	raw	found	us	new	will		COUNT 95	COUNT 165	
COUNT 14	chicken	form	see	questions		only		COUNT 55	at	with	
composition	eggs	good	things	read	COUNT 30		COUNT 44	into			
concept	example	graph		same	also	COUNT 37	information		COUN T98	COUNT 196	
drawing	hi	look	COUNT 21		he	book	time	COUNT 61	what	are	
find	lo	meat	author	COUNT 25	no	words		but		for	
general	material	much	hand	given	then		COUNT 45	their	COUN T99		
give	over	prince	knowledge	now		COUNT 38	about		which	COUNT 241	
group	problems	title	order	up		stress	do	COUNT 63		it	
listener	rains	using	own	used		study	were	one	COUNT 111		
makes			says			who		other	from	COUNT 271	
mental			why					when	may	that	

Lexical Items in ESP Textbook for Maritime

COUNT 1

completion	ship	that	always	college	engine	intercultural	often	sart	through	a mandatory	acquaint	affair
role	slow	to	among	collision	epirp	internal	oil	seafarers	today's	aall	acquainted	affects
and	specify	use	andor	commands	evacuation	interview	okay	second	track	aanthe	acrossalong	affiliated
and	stowage	watch	answer	communicating	even	interviewing	onscene	select	traffic	abaft	acrowding	affordable
both	verb obj	within	antipollution	communications	every	issues	orders	several	transverse	abandonment	acted	afraid
clothing	with	drills	any	containerships	ex	job	our	shift	truefalse	abduwali	actionable	africa
doors	yourself	led	approximately	context	external	just	pair	ships	twenty	abided	activate	age
electrical	are	order	area	copy	eye	keep	pass	ship's	two	ablebodied	acts	agenda
in	cargo	aircraft	as	course	filipinisms	knowing	place	signals	under	abnormal	acy	ages
on	clothing	all	attending	cover	final	label	port	simple	universal	aboveboard	adanza	aggravation
very	collided	are	attention	creativity	finally	leaving	practice	sinking	use	absence	adapt	agreed
was	crane	assist	ballasting	dangerous	firefighting	liner	prepositions	smcp	using	absent	addally	agreeing

when	data	ce	barriers	dc	first	listening	processing	so	usually	absorbent	addressed	ah
with	department	date	based	decide	fixed	major	public	some	vehicle	abyssal	addresses	ai6
also	doors	did	before	deck	flooding	mandatory	put	sound	ventilated	academy	addressing	aii 1
anchors	electronic	dis	being	decoding	full	manor	quality	source	ventilation	accepting	adequately	aimed
appetite	engineer	distress	bpo	delgado	furthermore	meet	reading	speaking	vessels	accessible	adjectival	airplane
bread	floor	finish	bulk	depth	gas	memorandum	receiver	speed	visiting	accessories	adjectives	airway
business	for	flooding	bulk	describes	general	merchant	refer	spillage	voice	accommodations	administration	alain
commands	grounding	how	cablelaying	describing	getting	message	regardless	standing	vts	accompany	administrations	alarms
dead	he	risk	career	different	grounding	messages	removing	steer	warning	accompanying	admission	albat
engines	hours	search	carla	differential	help	moreover	report	strict	well	accomplished	adonis	albayrak
has	if	should	carrying	digital	highest	mr	reports	supervision	whenever	accountant	adopt	aldis
holds	is	though	cell	disabled	however	my	research	symbols	where	accumulation	adopts	alertly
instruments	its	warning	cesarza	distress	humidity	naval	resume	take	whereas	accuracy	adrift uncontrolled	alertness
is	like	when	channel	do	ideal	navigable	returning	tankers	whether	accurately	advancing	aletha
officer	man	where	choose	duties	identify	needless	revise	team	who	achie	advantageous	alfred
on	officer	abandoning	class	each	immersion	next	rewrite	that	within	achievable	adversely	alicia
poster	on	abbr	cleanliness	ease	indicates	nontrawling	rocket	then	work	achieve	advertise	alienate
posting	received	according	clockwise	effective	industrial	nothing	ropes	therefore	working	achievements	advertising	alliances
requirement	should	adverb	closest	email	inshore	number	safe	thompson	would	acid	advi	allotted
see	systems	adverbs	coating	encoding	instead	of	safety	though	writing	acknowledgement	adviser	allowed

alphabetically	ankles	arab	assuring	balance	belong	boiloff	bright	cafeterias	carpentry	charade	classroom
already	anniversary	archaic	astern	balancing	beneficial	boils	bringing	calasara	carried	charitable	cleans
alter	announced	architect	ataway	balcony	benefit	booths	brings	calculated	carryon	charlies	clearing
alton	anorganization	are	ate	bales	beproperly	bor	broadcast	calculating	carscell	charming	click
amazing	antennas	arguing	atend	bamboo	berlos	boring	broader	california	carter	charter	clicking

ambiguous	anticipate	arisen	atlantic	bandwidth	berths	borrow	broke	callback	casa	chatter	climate
ambitious	anticipatepredict	armed	attach	bang	betsy	boss	brung	called	cash	checkered	climb
amend	anticipating	aroundthrough	attacking	banjo	beverages	bosun ahh	brush	caller	category	checks	clinging
amenities	anticlockwise	arrangements all	attendance	banos	bibles	bosun yes	budgets	cam	caters	cheryll	clip
amm	antiswing	arranging	attest	banquet	bighearted	bosunabs	buffay	campus	ce yes	chicago	clipon
amongst	antwerp	arriving	attitudes	bargain	billions	bosunmalapit	buffing	candegate	cebucaqayan	chicken	clippers
ampm	anxiety	arrow	attitudetoward	barge	biotech	bother	bugle	candi	cedarwood	children	clocks
amusement	anymore	artist	auckland	baseball	birthdays	bought	builders	candidacy	ceilings	chimney	clockwise
amver	aos	artistic	aurora	basement	birthed	boundaries	buildup	canning	celebrating	china	closely
amythysts	apart	artists	australian	basing	biscay	boundary	bulbous	cannon	celestial	chip	closes
analytics	apes	artwork	authentic	batangan	blackout	bouquets	bulbs	canopy	cell	chose	cloth
anchor anchor	aphrodite	as able	authored	batch	blame	bowed	bulk	canteens	cellphone	christian	cloths
anchorage	apologizing	assassinated	authorization	bathroom	blast a	bows	bulkhead	capsized	cement	christmas	clouds
anchoring	apology	assemble	authors	battery	blasts	boy	bulky	capt	cent	cian	cloverdale
andadd	appears	assembling	auto	battle	blood	brackets	bulleted	captain attention	centres	cigarettes	clusters
andbelow	appease	assemblystations	automatic	beaconon	blouse	brand	bulletins	captain cadet	century	cinemas	coach
anddischarging	appendages	asset	auxiliaries	bearings	blow	brang	bunks	captain have	certainly	cinnamon	coastal
andersen	appendix	assigning	avail	beating	blown	breaker	buoy a	captain second	certificate	circulated	coaster
andreadiness	apple	assignment	avoided	beds	blows	breakout	bur	captain thank	certifications	circulating	coldly
andrew	appraisal	assistantbusiness	awards	beforehand	blvd	breaks	bureaucracy	captain third	cess	cited	collapse
anemergency	appreciation	assists	aware	beg	bly	breathable	burned	captain well	chairperson	citizen	collegian
anew	apprentice	associate	awareness	beginnings	boardwrite	breathe	burst	captainarrived	chairs	citystatezip	collide
anger	approaching	associated	awash	behave	boatlife	breed	busiest	carbon	challenges	cl	cognes
angles	approachtime	associates	backandforth	belgium	boatmen	bribe	butting	careerrelated	chances	clark	colon
angrily	appropriately	assumptions	backgrounds	belief	boatraft	bridges	bycompass	careers	chaos	classifiable	color
animal	approx	assure	backwards	beliefs	bobcat a	bridging	bypast	carelessly	character	classifications	colorful
ankle	aquinas	assures	bait	believable	bodied	briefly	cablelaying	caricature	characterises	classmates	colors

colregs	comprehensible	consigned	continental	corners	curricula	deck	deposit	difficulty	dishwashing	dolby	duplication	elses	engineeralso
columns	compressor	consistency	continually	corpus	cust	decoded	depression	digital	disk	dollars	duringheavy	embarkdisembark	engineerfirst
combating	comprise	consistently	continuously	corrections	customary	decoder	derelict	diligent	dismissed	dona	duringmajor	embarrassing	engineerline
combining	comprised	consisting	contrast	corresponds	cutleries	decorators	derived	dimension	disorganized	dora	dutiesthey	embassy	engineersecond
commanded	comprising	consists	contribution	corrosives	cycling	decreases	describethair	diner	dispensing	doras	earliest	emblem	engineersupervises
commences	compromise	consolidated	contributions	costly	cylinderhead	decreasing	descriptions	ding	displayed	doubled	earliest	embodies	engineerthird
commendation	communications	consonant	controllable	cotton	damages	dedicated	deserve	dining	disposal	downtown	ears	embraced	engineorders
commending	concepts	consonants	controls	counseling	dangers	dedication	deserves	dioxide	disposals	draft the	eastern	emeralds	engineatings
commit	conclude	constitute	conveniently	countermanded	daring	deemphasizes	desiccants	diploma	disregard	drainage	easydifficult	emergency	engines full
committee	concluding	constrained	conventional	cpatcpa	dark	deemphasizing	designates	dipping	dissolved	drake	eaten	emerging	engines half
commonsense	concrete	construct	convergence	crab	date february	deepsea	designer	directing	dissuade	dramatization	eating	emirates	englishimo
commu	concretely	constructing	convergyscom	crabs	date january	defect	desir	directors	distances	dramatizations	ec aye	emitting	enhance
communicates	condensate	consult	converse	crafts	date june	defects	desire	directory	distant	drank	ec here	emotional	enhancing
communicator	conducive	consultation	conversing	craggs	date may	definite	dessert	dirt	distinct	drawing	ec hey	emotionally	enjoyed
communities	conducted	consulted	conveyed	crashes	date october	definitions	dessertthe	dirty	distinction	dreaded	ec lsas	empathize	enlist
commute	condura	consumer	conveyors	crashing	datum	dehumidifier	destroyed	disadvantage	distinctly	dreams	ec on	emphasise	enormous
comparative	confidence	consumption	convience	crazily	dawn	dehydrate	detailed	disagree	distorted	dredging	ed	employ	enriched
comparison	confident	contactation	convoy	crazy	daylight	dehydrates	detained	disappointing	distortion	drift	edfrom	empty	ensign
compensate	configuration	contacted	cooked	cread	dc ahh	deliberately	detection	disappointment	distract	driftdrifts	editing	enable	ensued
competency	conform	contacts	cooksteward	cream	dc boat	delightful	detergents	disasters	distressurgency	drilling	editorial	enabling	ensures
competing	conformed	contained	cooled	crewmembers	dc sir	delimited	determination	dischargingat	distribute	drip	educators	enc	entail
compiling	confrontational	containercargo	cooling	crewproceed	dc yes	deliveries	detroit	disciplinary	distributing	dripping	effects	ence	entered
complain	confuse	containerhold	cools	cried	de	delta	devastating	discipline	disturbing	driver	efforts	enclosure	enterprise
complement	congenial	containerships	cooperative	criticized	deballast	demanded	devel	discontinued	divert	driveway	egoism	encountered	entertainers
completing	conglomerate	containing	coordinating	crocket	debris	demonstrated	deviate	discount	diverted	driving	eightoclock	endangered	enthusiastic
complicated	congratulations	contains	coordinator	crowding	decade	demurrage	diameter	discounts	diverts	dropping	elaborately	endangers	enthusiastically
complimentary	conjoined	contaminate	copal	crown	decades	denoting	diamonds	discourse	divine	drops	electrically	endeavor	entire

compliments	conjunction	contamination	copier	crustaceans	decides	dents	dictated	discrete	diving	drowning	electricians	ending	entirely
compose	connection	contemporary	coping	crying	decimating	deodorant	dictionary	discrimination	division	drum	electrics	endings	entities
compound	conscious	contextglobal	copywriter	cuisine	decisive	departing	differ	discussing	doctoral	drunk	eliminate	engaging	entity
compounds	consequently	contexts	coreporate	cups	deckhands	departures	differential	dishes	doer	ductings	elongated	engender	entrances
comprehending	conserve	contiction	corespondence	currents	deckhouse	depicting	differently	dishonest	doeractor	dunnage	eloquently	engineer	entrustedby

entrylevel	examiner	expressly	fans	filipinos	fluent	freezing	galleon	gogo	guideline	hawsers	historical	hydraulically
enumerate	examining	extended	far	fillin	flung	freighters	games	gold	guiding	hazard	hit	hydraulicallyoperated
epirb	exceed	extensive	fashion	fillout	flungfor	french	gantry	goldberg	gulls	hazardous	hitting	hypothermia
epirp	exceeded	extensively	fatal	filter	flyer	frequent	gap	goo	gurus	hazards	hoe	icebreaking
equally	excel	extinguishersco	fathom	filters	focuses	fringe	garage	gorham	gus	headcount	hoffman	icing
equipmentunder	excellence	extract	fault	finds	folding	from albert	garbage	gossips	gym	headway	hoffmann	ideally
equips	exclusively	extracting	favor	fingers	follower	from all	garfield	gotten	gymnasium	hears	holdcompartment	identical
ergonomics	executed	extraordinary	favorable	finishing	foodstuffs	from carla	gate	governs	gypsy	heated	holidays	identifies
eric	exhausted	extreme	favorably	fireaxes	footsteps	from carolina	gears	gps	haircut	heaters	homestead	identifying
err	exhausting	exult	favorite	fireproof	for	from den	gender	grabs	halfday	heathrow	hometown	idlh
errand	exhibition	exulting	fear	firewood	forboat	from dennis	genderbias	grace	hampered	heating	honestly	ignite
errorfree	expand	facade	feature	firing	forced	from happy	generated	graded	handed	heave	hong	igniting
ers	expanding	facial	fed	firms	fore	from jeti	generators	grammatically	handler	hedwigs	honor	ignition
escalate	expectations	facilitate	federation	firstly	foregoing	fromthe	genius	grand	handles	heels	hook	illinois
escorting	expecting	facilitating	fee	fishermans	foreman	frost	genuine	grandes	handrails	hefty	hooks	illinois
escorttug	experi	facilitator	feeder	fitness	forever	froy	geographic	grapevine	handshakes	helicopters	hopelessness	illustrates
esl	experiential	facing	feeling	fitters	formally	froze	geographies	grateful	handsome	helmets	hopes	illustration
esp	expertise	factory	fell	fitting	formation	frozen	gesture	gray	handson	helping	hoping	imaginative

essence	expiring	facts	fellow	fivebin	formats	fruits	gestures	greatly	handy	heres	horizontal	imagine
establishes	explained	factstate	fellowrover	fixes	formerly	fuels	ggod	greenwich	hangs	hereto	hose	imanthony
establishment	explaining	faillure	female	flabbergasted	formidable	fulfil	giants	greeted	hardaport	hernandezs	host	imbues
establishments	explanatory	fail	females	flames	formulate	fulfilled	gleaned	grew	hardly	heroes	hostile	imediately
estate	exploration	fair	fertilisers	flashing	forth	fulfils	glimpse	grim	hardware	heshe	hosting	imgiving
etd	explosive	fairly	fetching	flat	forthem	fullsize	globalization	grind	harmonise	hhonesty	housing	immersion
evacuated	explosives	fairview	fewer	flaw	fortune	functionsgoel	globalized	grinding	harmony	hid	hub	immigration
evaporated	exports	faith	fidget	fleet	fouled	fundamental	globe	grouped	harsh	highlevel	humans	imoclass
ever	expose	faithful	fifteen	flights	foundation	funfilled	gloves	grove	hartford	highlights	humble	imoimdg
everywhere	exposed	faithfully	figgit	flock	founded	funnels	gmdsss	grumbling	hate	highway	humidity	imos
evict	exposure	falling	fight	florida	framework	furthermore	gmt	guarantee	hats	hill	humor	imosar
evidence	expound	familiarise	figures	flotation	france	fussy	god	guarantees	havemv	hinges	hundred	impaired
evolves	expresses	familiarized	fijit	floundering	francis	futurity	godo	guest	hawaii	hires	hurry	imperative
examinations	expression	families	files	flowing	freeway	gaines	goggles	guft	hawse	hisduties	hydrants	implementations

implies	infest	instructional	invest	javascript	labelling	leaveout	limb	love	manifest	measured	milieu	moping
imply	infestation	instructors	investing	jeans	labels	leaves	linear	lowest	manifold	measurement	mindful	morningwatch
importation	inflammable	integral	investment	jeopardize	laboratories	lecture	lingo	lowfat	mannerisms	measures	mine	mortgage
imprinted	inflatable	integrate	investments	jetty	lad	lefthand	link	loyalty	manners	mechanic	mineral	motel
improvised	inflate	integrated	investors	jobcompany	ladder ladder	leftovers	linked	lpg	manning	med	minerals	motels
imv	inflicted	intelligent	invitation	jogged	ladies	legally	lips	lsas	mannning	medicalcare	minicaterpillar	mothers
in	inflow	intend	invoices	joined	lakes	legalsize	list list	lubricants	manoeuvred	medicine	minimized	motion
inattentive	informal	intentionally	involuntarily	journalism	lamps	legalsounding	listeners	luck	manouevering	mediumsized	minority	motivator
inbox	informational	intentions	iowa	joy	landbased	legs	literacy	lucky	manropes	meets	misconception	motors
incapable	informing	intently	iprepare	judge	landward	lengths	liven	luffing	manufacture	memorandum	misconceptions	mould

incentive	ingeniously	interactions	irate	judith	lanehas	lengthy	liwanag	luggage	mapped	memory	misspelled	mount
inception	ingredient	interchanging	ironware	jumbo	langauge	lent	lloyds	lulu	mapulan	mental	mistaken	mountain
incinerator	ingredients	interconnected	irri	kallas	languagerequired	lessons	loaned	luncheon	margin	mentally	misunderstand	mounted
included	initiated	interestexpertise	irritating	keel	lapses	lethal	lobsters	luzon	maria	ments	misunderstandings	mountings
includingzero	initiating	interests	is	keen	larger	lexicon	locked	machinery	marketplace	menus	misunderstood	mournful
income	initiative	interference	isnt	keenness	largest	liaison	logical	mad	markets	mercado	mitigate	mouthto
incompatible	inoperative	interfering	issuance	keny	las	liberty	logos	maersk	martin	merchandise	mix	movable
inconsistencies	inoperative not	interpreting	isthmus	kew	lashing	libis	london	mails	marty	merely	mixtures	movementand
incontext	insects	intersection	italics	keys	lat	libreros	loneliness	mainly	mary	merge	mmsi	movements
increases	insight	internship	itemized	khalid	lathe	lieu	lonely	mains	mask	merry	mnemonic	moves
increasingly	insincere	interval	iton	kick	latters	lifeboatmen	longhaul	maintains	masks	messaging	modalities	movie
independent	inspected	intervals	itz	killed	latvia	lifeboatsrafts	longitudinal	mainte	massive	messenger	modernization	movies
independently	inspecting	interviewee	iv	kilometres	laughing	lifebuoys	looked	maintenancefree	mastercaptain	metro	modification	mq
india	inspection	intonation	ivory	king	launches	lifelike	lookouts	majored	masts	miami	modified	mt
indicates	inspections	intraship	jacket	kings	laureate	lifelines	looks	majorminor	mateassists	micro	modifying	multicultural
indicator	inspectors	intricacies	jam	kisby	lawyers	lightcomputer	lord	makeup	maximizing	microsoft	moidores	multicultures
indicators	inspiration	introducing	jameskelvincom	kiss	lay	lighter	los	malaysia	mayor	midfebruary	moist	multiple
indispensable	inspirational	introductions	jane	knees	layout	lightership	loses	male	mccafferty	midst	mojo	multiply
individually	inspite	introductory	janet	knew	laypersons	lighthouse	lossgain	males	mcls	midwatch	moments	muse
indonesia	installation	invaded	japanhong	knife	lazily	lightvcomputer	loud	malfunctions	meager	migraine	monde	museums
ineffective	instant	invariable	jarrel	knowledgeable	leads	likes	loudspeaker	managed	meant	mild	monologue	music
infer	institutions	inventorying	jaspers	korea	leaner	liking	louis	managing	meanwhile	mile	moor	mustmedium

mustake	network	noxious	officerscontract	opt	outstanding	parents	perfume	piglead	pole	preferably	professionals	pump
mutual	networking	nozzles	officersecond	optic	outsteady	parker	perfumes	pile	police	prefixes	profit	pumprooms

named	networks	nually	officerthe	optimal	overbooking	parta	periodically	pilferage	polish	premiums	progression	punch
nance	neutral	nuances	offloaded	optimistically	overcome	partners	permanent	pills	politely	preprinted	projectile	punctual
narcotics	neutralize	numeral	offloading	optimization	overconfident	partnership	permissible	pime	polluter	presentations	promote	punctuality
narrator after	never	nutshell	offset	orally	overdue	passageways	permission	pin	pollution	presents	promoting	punctually
narrator all	neverending	nysecvg	ofsafety	orange	overflowing	patches	permitted	pin	popular	preserver	promotions	pungent
narrator it	newbie	oaks	oftentimes	ordercan	overloaded	path	permitting	pipe	porno	preservers	prompt	pure
narratoros	newer	objects	ofthe	orderhas	overseas	pathology	perpendicular	pipelines	porter	presidents	promptly	pureswift
nate	newsletters	obligated	oher	ordinance	oversee	patience	perquisites	piston	porthole	pressing	pronounces	purser
nationalities	newspapers	oblige	oilers	orexposure	oversees	patient	perry	pitch	portion	pressurised	pronouns	pursuing
nations	nication	obliged	oliver	organizational	overturning	patrol	persistent	pittsburghs	portrays	presume	proof	push
nationwide	nidescubic	oblique	omitting	organizations	overunder	patterns	personalized	placing	port	prevailing	proofread	pushblade
native	niemez	obo	once	organization's	owed	paul	personally	plane	posed	preventers	proofreading	puts
navigable	nineveh	obrien	onenote	orientations	owned	pauls	personscasualties	plants	positon	prevents	properties	qsl
navigate	noclothes	observably	oneself	oriented	owns	pauses	perspectives	plastic	possessing	priced	propose	quantify
navigatenavigates	noncommercial	observed	oneway	orienting	paced	paycheck	peru	plating	postreading	primitive	prospective	quartermaster
ncfl	nonconsolidated	observes	onthejob	origin	pack	payments	pessimistic	play	postuniversity	princes	protects	quarters
ncpl	nonenglish	obstruction	ontimo	originate	packaging	paz	pessimistically	plazza	posture	princess	protein	queries
nearby	nonrequirements	obvious	oorher	oro	painter	pctc	petroshell	pleasant	powder	principally	protocol	quezon
nearest	nonstop	obviously	oownership	os regulation	painters	peacocks	phase	pleaseyou	powerpoint	prison	prov	quicklywhat
neat	nonverbally	occasionally	opens	oss	pairsgroups	pearl	phila	plough	practiced	pritchard	proven	quietly
need	noontime	occupational	operable	otherwise	pale	penalty	phillips	plugs	praise	prize	province	quinquireme
needextra	nor	occupationwork	operational	outbound	palestine	pencil	photocopy	plural	pray	pro	provision	quiz
negativesounding	nosmoking	occur	operationally	outbreak	palmgreen	penny	photograph	po	preceding	probable	pyrotechnics	quotation
negativity	notcannot	occurrence	operators	outcomes	panelling	pension	phrased	pocket	precisely	problems	psychology	rack
negotiate	notch	oceanic	ophir	outdated	panels	peoples	phrases	pockets	preciseness	processes	publicity	rad
negotiations	noted	odours	opment	outgoing	pantries	perceive	physically	poet	precision	produce	published	radiators
neil	note...	of	opportunities	outlined	pantry	perception	pic	poetry	predict	produces	publisher	radioactive

ners	notification	ofcoffee	opposing	outoffate	pany	perez	pickett	poetryoral	prediction	productive	pulled	rafael
nestor	notify	offenses	opposition	output	paradise	perfecting	pickup	pointshalf	predominant	professionalism	pulling	rails
netherlandshow	now	officerchief	oprahs	outsource	paragraphs	perfectionist	piers	poisoned	preferable	professionally	pulse	raising

rams	recounting	relaxed	requiring	rewrote	rotating	sanitizing	seamanordinary	selfassessment	sharp	shoulders	slight	somewhere
ranged	recovered	relaxing	reread	reynolds	rotation	sank	seamanship	selfcontained	shecontinue	shouts	slightly	sooo
ranks	recovering	relay	rescuers	ribboned	routeing	sankyo	seamless	selfcontrol	shell	showcase	slings	sophisticated
raos	recreation	release	rescuing	rice	routinary	santander	seamstress	selfignite	sheltered	shrimps	slings	sorted
rapport	recruit	releasing	researching	richard	routing	santos	searches	selfimage	sheriffs	sided	slip	sorter
rare	recruiters	reliable	reshoots	rides	rowed	satisfactory	seasickness	selfperceptions	shielded	sidestarboard	slop	sorting
rates	redirect	relies	residence	rights	rowing	satisfied	seasoned	semifinals	shifted	sideways	slops	sought
rationales	reed	relieve	resident	rigid	rrespect	sauna	seat	seniority	shifter	signatures	slowed	sounded
rationing	reefer	reliever	residents	rings	rubric	savvy	seats	sensible	shine	significant	smc	souder
raw	referenced	relocate	residue	risen	rudderwhich	scaling	seaworthy	sensitivemercandise	shinetsu	signing	smcp stands	sounds
re exhibiting	refinance	reluctant	residues	risky	ruin	scanned	secondhand	sensitivity	shining	silence	smile	sources
reached	refinery	remembering	resilient	ritter	rushed	scanners	secondincommand	sentenced	shipand	similar	smiley	sow
reaching	reflecting	reminder	resist	rivers	rushes	scanning	sector an	separator	shipowner	similarities	smith	spacesconsidered
reaction	reflection	remortgage	resolves	roadblocks	russia	sceinces	sectors	sequentialnumbers	shipowners	similarly	smokestack	spanish
readily	reflects	remotely	resort	roadrails	rutledge	scheme	secured	series	shippers	simpler	smothering	spanner
readings	refreshments	removable	respiratory	robust	ryan	schooling	securite	serrato	shiptoship	singapore	smt	sparingly
readingto	refrigeration	remove	responded	rock	safest	schools	sediments	served	shiptoshore	singaporean	snarl	spark
realistic	refuelling	removing	responding	rocket	safetyrelated	scienceit	seecharts	serviceoriented	shipwreck	singling	snigger	sparks
realizations	reg	rendering	responsibilitythese	rockets	sailor	scientific	seek	sesos	shipwrecked	sings	soak	speaks
realize	regard	rendezvous	restart	rocks	salaries	scope	seeker	session	shipwrecks	singular	socalled	specialising
realword	region	renovation	restructuring	roger	salesgirls	scotland	seelonce	sessions	shipyard	sirmadam	societies	specialists
rear	regions	rented	resturant	roleplay	salesmen	scottish	seemingly	settings	ship's	sirs	socket	specialize

rearrange	registries	rep	resulting	roleplaying	saltcaked	scrape	segregated	setup	shirt	siting	socks	specialized
reasonable	registry	repetition	retardant	rolling	salts	screens	segregates	severely	shit	sitting	socro	speculative
reassurances	regret	replacement	retreat	rolls	salutations	seaanchor	segregationof	sewer	shock	situational	solid	speed the
receipts	regretted	replying	returns	romanapunla	salute	seacharts	seiki	shackle 1	shoe	sixmember	solidify	speedy
receivers	regulate	reportcrew	revenue	ronald	salvage	seafarersof	seine	shackles	shoes	sizeable	solvents	spending
receptionists	relapse	representatives	reversal	roof	salvaged	seafarers'	seiner	shade	shook	skilled	solvers	spice
recession	relate	representing	reviewed	roomin	sam	seafever	seldom	shafts	shooting	skirt	solves	spillage
reconstructed	relates	requesting	revise	rooted	sand	seagulls	selecting	shallbe	shopping	sleep	solving	spilling
recorders	relation	requireddate	revolution	roots	sandalwood	sealed	selective	sharell	shoreside	sleeping	somalia	spirit
recording	relax	requiremv	rewire	rose	sanitation	seaman	self	sharing	shoretoship	slides	somewhat	spirited

splashes	steal	stressful	subsequently	survivor	tears	there	tones	transnational	tugs	underengineers	updates	ventilated
splicing	steersmen	stressing	substitute	suspected	telegraph	thermal	tongue	transpired	tuna	underestimated	updating	ventilation
spoil	stella	stretched	substitution	suspicion	telegraphs	theships	tonight	transports	tunnel	undergo	updown	verbally
sponsors	stems	stripe	subteams	swaying	telephones	thet	topazes	transvessel	turns	undergraduates	upfor	verify
spontaneous	stepping	strive	succeeded	sweat	temperament	thework	topics	trapped	tween	underground	upgrade	veritably
sport	sternway	strokes	succinct	sweeping	tendency	thomas	topicscontents	traumatic	tweendecks	underpinned	upgraded	vertically
spouse	stedvore	stronger	sudden	swim	tender	thor	torm	travelers	twelve	undersigned	upholds	vest
spray	stewards	structures	suddenly	swims	tennyson	thoroughly	torn	traveling	twentyfive	understands	upkeep	vibrate
sprayed	stick	structuring	suffer	switch	terminologies	thou	total score	travelled	twentyfour	undertake	upset	vicki
sprays	sticking	struggle	suffix	swung	terrible	thousands	totally	traveller	twisted	undertaking	upside	victims
spume	stickto	studentsentry	sugar	symbolisms	tess	threatening	touch	travelling	twisting	underwater	upwards	victor
squad	stiff	studied	suite	symp	testimony	thrive	touches	trawl	twofold	undesignated	urgent	videoconferencing
squares	stimulate	studies	summarizing	synonym	tether	thrusters	tour	trawler	twosentence	undesirable	usable	videotel
stack	stimulating	stuffing	summary	systematically	texas	thursday	tow	trawlers	twoweek	undoubtedly	useless	views

stake	stock	stumbling	summers	tacitly	textbook	tidal	toward	trawling	tyne	unemployed	ushaped	violent
stakeholders	stockholders	styles	summoning	tackling	texts	tidy	towardsaway	tread	ulcc	unfair	utter	virtual
stanchions	stocktaking	sub	sunday	tactfully	thar	tidying	trabaho	treasurer	ully	unfortunately	uttered	virtually
standardation	stone	subject aletha	sunk	tailor	the	ties	tracked	treatment	ultra	unidiomatic	vacant	visible
standardize	stones	subject congratulations	sunny	tailored	theannual	tight	traditional	trenker	unacceptable	unintended	vagrant	vision
standby	storerooms	subject delays	superior	tainting	thecargo	tightens	traditionally	tricks	unambiguous	uniquely	valet	visioning
stander	storm	subject exhibiting	superiors	takeoff	thecenter	tildes	train	trills	unambiguously	unites	validate	visited
star	straighten	subject furniture	superstructureaccommodation	takin	thecompany	time	trains	trim	uncertainty	unixlinux	validates	visitor
starboard"	straightforward	subject meeting	superstructures	talents	theconference	timepiece	transactions	trish	uncharted	unlike	valuing	vista
staring	strain	subject purchasing	supertankers	talks	thedaily	timepressed	transferring	trophy	unclean	unlit	valve	vocational
stars	strand	subjectactor	supper	tamah	theft	timepressures	transforming	tropics	unclear	unload	vanished	voices
station place	strangers	subjects	supplemental	tan	theinstruction	timoranta	translate	trouble	uncomfortable	unlock	variants	volume
stationed	strategic	submission	supposed	tapes	theirs	tin	translation	troubleshoot	uncomfortably	unorganized	variations	vote
stationery	streamlined	submits	surely	targeting	thejobs	tiny	transliteration	trousers	uncompromising	unpaid	varied	vowels
stationother	strengthened	submitting	surfaces	tarpaulins	themarina	title	transmission	truck	unconfirmed	unscramble	varying	vtstation
stcw78	strengths	subordinates	surrounded	tasked	themember	toeic	transmissions	truely	uncountable	unsubscribe	vastness	wages
steadied	strengths	subsea	survive	tax	theoretical	toes	transmitters	trust	undamaged	untilfurther	veer	wakeup
steadily	strengthsweaknesses	subsections	surviving	teamwork	theory	tom	transmitting	trustworthy	undeniably	upcat	vending	walkers

COUNT 2												
wall	weighted	windwood	wound	business	preemployment	actively	aport	bachelors	breaking	celcemurcia	colored	connects
wallet	weird	windy	wreathsfor	but	remember	actual	appear	backing	brilliant	cellular	combines	conning
walt	welding	wings	wwork	communication	rudder	adding	appearing	backlog	britain	ceo	combustion	consequential
wandering	wellas	winning	www	crude	search	administrative	appendices	baking	broadcasting	certificates	comfortable	consign
wards	wellplanned	winter	yacht	doing	standard	adrift	applicability	baldes	bsmt	chair	comma	constant
wares	wellventilated	wipers	yachts	dont	steady	affecting	applicant	ballasting	budget	changed	commanding	constraints
warrants	westwood	wireless	yarn	emergency	study	affiliates	appreciate	balloons	bunk	characteristic	comment	constructed

warships	wet	wishes	yet	english	their	affirmative	appreciative	banks	bunker	characteristics	comments	construction
wasbelow	weve	womans	yogurt	escape	these	agency	approaches	banville	bunkering	charted	commitment	contents
washes	whales	wooden	yoss	estimated	very	aided	approval	barrels	buried	chatterbox	commonness	continued
washington	whatever	worded	younger	feedback	vessel	aiming	arabia	barrie	burn	cheap	communicated	continuous
wastes	wheat	wording	youngest	find	we	airline	argument	basketball	burroughs	chemist	compared	continuum
watches	whereas	wordsminute	zip	fire	while	airlines	arrival	beam	bus	choice	compatibility	contraction
watchstander	whetted	wordsseconds	ype	form	workplace	alike	ascertains	bear	businesses	choices	competent	contributing
watchstanding	whilearriving	wordwords	ziarati	gestures	written	allows	asia	bed	button	choosing	competitive	controlled
waterway	whistle	wordy	zip	get	aaron	alone	assess	behalf	capability	chris	complained	controlling
waterways	whitch	workbook		good	abbreviations	aloud	assessment	bilges	capable	citizens	complaining	conventions
wave	whitecollar	workforce	COUNT 2	handle	abilities	americas	assign	blackmore	capsize	claim	complying	convergys
waypoint	whitman	workin	it	imo	abroad	amidships	assigns	blankets	caricatures	clarify	composing	conveys
weak	wholesale	workmanagement	or	jobsearch	absorb	amores	assuming	blast	carlson	classify	computers	convince
weakness	whose	workpalce	equipment	let	acceptance	amounts	attached	bleeding	carpenter	cleaned	concentration	cooks
wealth	wi	workplaces	of	lets	accidental	analyses	attachment	block	cartoon	cleanliness	concept	cooperation
wears	widespread	workshops	or	many	accompanied	analyst	attained	blue	cast	clearance	concise	coordinated
weathered	width	workstation	can	maritime	accomplish	analyze	attendant	bold	castro	closer	concisely	coordination
weathers	wife	workstations	for	mind	accomplishing	aniston	attitude	bookplaysongfilm	casual	closing	conclusion	coordinators
weblogic	wild	worldclass	is	moving	accordingly	annoying	attributed	books	casualty	coal	conclusions	cope
webmaster	willcan	worlds	report	nonverbal	accounting	annual	august	boulevard	catalog	codak	condensation	correcting
webservices	willmeans	worldview	sales	not	accumulate	answered	australia	bound	categories	codes	conditioning	corresponding
website	willshall	worse	after	or	achievement	answering	author	brain	categorized	coffee	conducts	countermeasures
weekend	win	worst	all	oral	acknowledgment	anybody	authority	brainstorming	catering	collect	confidently	counterparts
weekly	wind shift	would	although	part	acquired	anyone	automatically	branch	causes	collection	confirmed	couple
weighin	windlasses	wouldnt	below	please	actionoriented	apologize	avoiding	breach	caution	colleges	conforms	courtesies

coverage	denote	doubt	enlisted	failed	footwear	grain	holiday	inevitable	liable	letting	marinas	monday
covered	deny	download	enters	failure	forenoon	granted	homes	infectious	library	liable	marked	monitored
covering	dependent	dragging	envelope	failures	former	graveyard	hope	infirmity	jewelry	library	masefield	monitoring
crashstop	deploy	drawn	escaping	falls	forming	gravity	hopewell	initial	join	license	mates	morale
creates	derrick	dressed	ethic	familiarize	fourth	grease	hospital	initiate	joints	leanne	matesecond	moreover
credentials	derricks	drinks	evacuate	famous	fragile	greatest	hotelmotel	injury	lifestyle	lifejacket	matethird	morse
crew sir	description	drums	evacuation	fathoms	freeport	greek	hotels	inquiring	lighten	lifestyle	math	motivated
criticism	design	duration	evaluate	fax	frequently	grey	hour	institute	jump	lighten	measuring	motivates
critique	designated	dust	exacerbated	fearful	friendly	gross	house	institution	jumped	lighting	meat	motivation
cross	desirable	dynamic	exact	feed	frowning	ground	huge	instructor's	justified	linens	mediterranean	multinational
cruise	destroy	eager	exactly	feeders	fuller	grow	humphries	integrity	justin	liquids	medium	mvhas
cruises	destructive	earlier	examine	feels	gain	grown	hundreds	intense	kong	listener	melvin	myself
ct	detected	easier	excuse	fibre	game	guaranteed	hydraulic	intensive	labor	loan	memoletter	namely
cup	determine	ec okay	executives	figure	gateway	guy	identity	intention	labour	lobby	ment	narrative
curriculum	dialogues	echo	exempt	fil	gather	hang	idioms	interact	ladders	locks	messed	narrator as
custom	diet	edge	exist	filing	gauge	happening	illumination	interaction	lading	longman	metres	naturally
cut	digits	edition	expects	finals	generate	happens	illustrate	interpersonal	lake	lookingout	michael	navy
cutting	dinner	editor	expenses	finance	generation	harder	imdg	interpretations	landlord	loss	midwest	necessity
damp	disadvantages	educational	experiencing	firefighters	generator	harm	implement	interviewers	lane	lube	miles	nelson
database	disc	effort	explains	fits	gentlemen	haven	implemented	interviewing	larsenfreeman	ly	milwaukee	netiquette
dayroom	discriminate	egypt	explanations	fix	geographical	healthy	implements	intransitive	latin	lying	minimize	nice
dc	disembark	eijoj	exploring	fixedpitch	gerard	heater	improvement	invited	latter	ma	minimum	noisy
deadlines	dismissal	elevator	expressed	fixing	glad	helmsmans	inbound	irregular	launch	machineries	minor	non
decisions	dispute	elijah	expressing	flags	glass	helped	inc	irrespective	launched	machinist	misinterpreted	none
defeated	distressed	embarkation	expressions	flare	glossary	helpless	inclination	irritates	layers	maestro	missed	nonsmoking

defensive	diverse	embarking	extent	floating	golden	herald	incorporate	italicizations	lazy	magazine	mission	nose
deleted	divide	emotion	extinguisher	flow	goodbye	herself	incorporated	itself	leadership	maker	mist	notebook
delicious	dock	emotions	extinguishers	flying	governments	himself	increased	japanese	leak	managerial	mobile	noticed
demand	domains	enables	extinguishing	foam	grade	hinged	indeed	java	leakage	manga	modal	november
demerits	domestic	enclose	extractive	focused	gradually	hire	indents	leo	leaning	manktelow	modify	observing
demonstrate	donation	energy	eyes	font	graduated	hoist	indicating	lessen	leeway	manpower	moisture	obtained
denied	donned	engage	faculty	foot	graduating	holes	inert	letting	lessen	manual	moment	occurs

oceans	parallel	plumbing	prolonged	reasonably	robbed	sewage	spot	suggested	threepart	united	watertight	accomplishments
offers	paramount	poem	promoted	recall	robert	shaking	spread	suited	thy	universally	web	accounts
official	parentheses	poisonous	propellers	receptionist	roro	shallow	spreader	summarizes	ticket	unknown	websites	achieved
oily	parking	polar	propulsions	recognition	rough	shape	sprinklers	superb	tickets	unusual	weekends	achieving
old	participant	polite	protective	reduced	routine	shared	stages	supervised	tie	upcoming	weight	acting
olson	participate	pollutants	protest	reduces	rowe	shifts	stamped	supervises	timo	uptodate	westerners	adi
ongoing	particulars	poorly	prove	reez	royal	shipped	stanford	supervision	tonnage	ushered	wheels	adjacent
onoff	partly	popped	provider	referring	rule	shoal	starts	suppliers	tours	utensils	winch	adjusted
optical	parttime	portland	publication	refrain	rung	shot	stately	supported	towed	utility	winches	adopted
optimistic	passes	portray	publications	regarded	safer	shown	states	surprised	trade	valerio	windward	advantage
option	paste	portstarboard	publishing	register	sailed	shut	stayed	suspended	trainings	valid	wonderful	advise
options	patiently	positioning	pumped	rejected	sale	sighting	staying	sweating	traits	valued	wont	affected
ordering	pedro	practicing	pumpman	remain	sanford	signalling	steam	sweet	transitive	valves	wood	agree
ore	perceived	precautions	punctuation	remembered	satellite	sing	stopped	switched	transporting	variable	worn	aim
organizer	periods	precise	purchased	remind	satisfaction	sister	stops	tall	traveled	varies	youth	aims
orientation	pests	preferences	pursue	remote	saved	sit	stored	tape	travels	vast	youth	aircraft
originally	petroleum	prejudice	putting	renovating	scenarios	sizes	storekeeper	targets	trays	veering		airport
ourselves	phillips	prejudices	pyrotechnic	requested	scene	skimming	storing	taste	treated	vegetables	COUNT 3	alex
outcome	philosophy	prepositional	quarter	reserve	screaming	sludge	stowing	teachers	trials	vermin	body	allow

outer	phils	prereading	questioned	resistance	secretarial	smaller	straight	tedious	triangle	videos	container	allowing
outfit	physical	presenting	quiet	resolve	securiteseurite	smart	streams	telecommunication	trips	visiting	how	alright
outline	picked	press	radius	resolved	seeing	smiling	stretcher	television	truth	visor	life	alternative
outlook	pieces	pretend	rags	restrict	seems	snacks	stripping	telling	truths	visual	match	annex
overflow	pill	prices	ramirez	retail	seiners	solved	strongest	temperatures	tuesday	vitae	note	anthony
overqualified	pilots	primary	ran	retirement	seldom	somali	studying	tends	turbine	vitality	try	anyway
overtake	pipeline	principal	rang	returned	selected	specially	sturdy	tenth	twin	volunteer	yes	applicable
oxygen	plates	prizes	rapidly	reveal	selfaddressed	specifies	subjected	terminology	typographical	voyages	abandoned	ark
pacific	platforms	probably	rate	revision	separated	spell	subsequent	thanking	typos	wade	abandoning	arm
pain	played	producing	rated	rid	separately	spill	succeed	thanks	uncontrolled	waiter	abrupt	arranged
palm	plaza	prof	rather	ride	september	spills	suction	themes	underway	wasnt	academic	arrived
panel	pleased	profession	reactions	righthand	seriously	spite	sued	thinking	unexpected	watching	acceptable	asian
panic	pleasure	profile	realizes	rises	setting	spoke	suffocation	thompson	union	waterline	accidents	assignments

association	cabin	committed	courtesy	discharged	ethical	foul	identification	leading	mass	officially	potential	refrigerated
atmosphere	cadets	communicative	coworker	discussed	examination	fulltime	immediate	leaking	mast	offshore	preemployment	relations
attachments	calculations	compartments	crates	discussion	exceptional	fumes	implementing	learns	matechief	oils	preparation	released
attend	came	compass	creating	distinguish	excessive	functioning	impossible	leeward	maybe	oldham	prepares	repairing
attending	capsizing	compensation	crucial	distribution	exhibiting	funnel	impressions	lifeline	measure	openings	preventing	reported
attractive	captain okay	compete	currently	divided	expansion	gases	improved	lifted	media	operated	prior	representative
authorized	captains	competitors	date april	document	experienced	generic	incident	lifts	merits	operator	private	reps
aziz	careless	complaint	daytoday	domain	extend	gets	indicated	limit	messman	oregon	problemsolving	requirement
baby	cars	complaints	deadweight	drifting	extinguish	gift	injuries	limits	met	organizing	procare	resource
bags	casualties	comprehend	death	drink	faces	goal	inquiry	liner	methods	pages	productivity	respected
ball	catch	concern	december	drives	facetoface	graduation	installed	liners	mexico	paid	projects	respective

basis	catching	concerned	decoding	duper	facilities	grammatical	intact	lingua	miss	paint	promotion	restaurant
became	chains	concerning	deformed	earned	factories	green	internationally	linking	mistake	pairs	pronunciation	retrieved
becoming	charades	concerns	dela	economy	family	grounded	internship	literature	months	panpanpan	protect	returning
behavior	chart	conference	delays	edit	feelings	guidance	interviewed	lived	multilingual	particularly	protection	revised
belford	charts	confirm	delete	effectiveness	feet	guided	introduce	locate	naval	parties	provides	rewrite
bells	chat	connect	deliver	efficiently	felt	habits	introduced	locations	nearly	pattern	pumping	rig
beneath	chinese	connected	delivered	else	fields	harbor	invite	logged	nets	percent	pumpsdivers	ring
beside	civilian	connecting	delivering	embark	financial	harbours	isare	lots	news	perceptions	qualification	rise
beyond	classes	considerable	denotes	embrace	findings	havent	issued	lowering	newspaper	perfect	quantities	rodents
biggest	classification	consideration	departure	emergencies	fine	headline	jargon	machine	nights	performed	queens	ron
bills	clauses	contain	depend	encounter	finish	health	jobstreetcom	malayan	nine	period	ramps	root
birth	climates	contaminated	descriptive	encounters	fitted	hearing	junior	mall	noahs	phones	ranging	round
blank	club	continues	destination	encourage	flag	heart	kinds	manage	note	piece	reality	routes
blanks	coleta	continuing	developed	england	flammable	heat	korean	managers	obligatory	pier	receipt	rude
blocks	colleague	contract	developing	enlarge	flexible	hedwig	laboratory	mandatory	observe	piracy	recently	run
boarding	collided	contribute	diagram	ensuring	floats	helicopter	laid	manned	observer	places	recognize	sails
boom	combination	convenient	difference	entrance	focusing	helm	lamp	manoeuvring	occurred	platform	recommend	sart
bosses	combined	convey	differentiate	entry	fog	highly	land	manor	offered	plenty	recommendation	saudi
briefing	commence	cooking	difficulties	escape	foreigners	history	lanes	marathon	offering	pool	recommended	schedules
bunkers	commencement	corner	disabled	essay	forget	houston	latest	mari	officerfirst	pose	references	seal
buoys	commercial	county	disaster	establishing	formed	ice	leaders	marks	offices	posted	referred	seals

seamark	stocks	tomorrow	whom	analysis	breakfast	components	earl	follows	inventory	lost	original	quick
searching	storage	topic	widely	anchored	broken	confusion	ease	force	issue	lounge	overhauling	rafts
seconds	strict	towing	wine	angle	bulkheads	contracts	effect	forecastle	italy	lugo	papers	rarely

sections	submitted	transponder	worldwide	animals	busy	coming	element	foreign	item	machines	passed	receiving
securing	subscription	transported	yourselves	announce	cameras	council	elements	franca	jedidiah	majority	philippine	recognized
seeking	subtotal	treat	zealand	announcement	canal	count	encircle	fun	jettison	manoeuvre	phrasal	records
sees	suggests	trends	zero	appearance	captain good	court	encouraged	furnishings	johnson	manuals	pick	recruitment
sense	suitable	tried		applied	cards	craft	engaged	galleys	july	manufacturing	pipes	reducing
serious	summary	trip	COUNT 4	appointment	carries	creative	enjoy	government	keeps	matefirst	pirates	reflect
sets	sun	turned	for	arrives	carton	credit	entails	greet	kit	matter	placed	regardless
shifting	supervising	twenty	of	art	caused	criteria	equal	growth	knowing	matters	plans	registered
shores	survivors	typed	and	assisted	centers	data	error	guard	label	meanings	plant	regulation
shortage	swimming	typical	the	attack	chain	dealing	escort	guidelines	languages	mechanical	player	relating
significance	swinging	typically	fill	attire	challenge	decided	established	harmful	lastly	mechanics	poop	repeated
signs	symbol	ultimate	for	avenue	challenging	decrease	europe	hashavehad	later	men	possess	reporting
silently	synonyms	unconscious	group	award	channel	deep	eve	hills	launching	menu	post	represents
situated	taiwan	underline	look	background	chemicals	definition	evening	hiring	legal	military	practical	resolution
six	talked	unethical	no	banking	chemistry	demands	events	holding	levels	monitor	prefer	restaurants
skit	target	unlicensed	right	base	chosen	depends	everybody	hot	librero	monitors	preference	restricted
smoking	taught	unmanned	abbreviation	basically	chronological	depth	exchange	iceberg	lie	monthly	preposition	review
social	technicalities	unnecessary	aboard	begins	circumstances	desacado	expensive	icebreaker	lifeboat	mouth	presented	rios
sokhna	techniques	upper	acknowledge	behind	cite	describes	extra	ie	lifesaving	moved	primarily	rosa
song	temperature	vacancies	actions	benedict	closest	describing	extremely	improves	lift	multipurpose	principle	rulecontent
sort	temporary	vehicle	activity	besides	clothes	dialogue	factor	incorrect	lifting	natural	print	rush
southeast	tend	vehicles	add	beverly	clues	discharge	fallen	indian	limited	navigates	priority	salutation
spam	tenses	ventilations	advantages	bilge	coast	dots	faulty	industrial	liquefied	necessarily	processing	saturday
specify	themselves	visibility	affect	billing	comfort	do's	february	influence	listings	northpoint	produced	save
square	theres	warnings	afloat	bit	commands	draft	ferry	instance	lists	nowadays	proficiency	saving
stable	thorough	waterproof	aground	boats	community	dress	film	instruct	living	october	proficient	screen
stairs	throw	waters	alert	booth	companys	driven	firm	instruction	longer	oldfashioned	progress	segregation

stated	tired	wearer	alongside	bosun	completely	drivers	fitter	interior	lookout	operating	propulsion	sell
steel	titanic	whenever	america	breakdown	complex	drop	flares	internal	loose	oprah	quay	selling

senders	testing	western	amount	considering	encoding	higher	noon	refers	suits	COUNT 6	comply	generally
separating	thinks	westgrove	arrive	consistent	engineroom	highest	nothing	regarding	surface	his	cons	gmdss
shift	though	winds	aside	constantly	equivalent	highlight	noun	relationships	teach	abandon	content	goals
shipment	thrown	wiper	attended	convenience	exams	hired	objective	responses	tension	accepted	conveying	graduate
shots	thruster	wire	audio	conversations	except	hoses	ocean	risk	throughout	account	copies	handled
sick	thus	women	badly	copiers	execute	impression	okay	roll	tide	although	crane	handshake
signed	to happy	won	basics	corporate	experiences	improving	online	root meaning	to to	andor	daily	hardworking
sincerity	toxic	wonder	beach	cost	far	increasing	operates	rope	tons	appliances	delgado	heavy
single	trades	worry	begin	create	father	indicate	oral	ross	took	april	development	helps
sky	trained	worth	beginning	created	features	industries	organized	saw	tournament	arise	device	honest
smell	trainee	wreck	blind	crews	feedback	invoice	painting	seamen	town	arms	difficult	ideal
solutions	transaction		boiler	critical	filipino	james	pan	seas	transfer	arrange	director	incharge
stage	transit	COUNT 5	boilers	defined	finding	january	park	seattle	understood	arrangements	display	individual
standardized	truly	the	boxes	degrees	firefighting	late	partner	seawater	unique	asking	dry	inform
stands	trusted	an	brother	depending	fixed	laying	passage	section	usual	aspects	education	inside
starboardrudder	trying	if	built	devices	flooding	lets	payment	seen	utc	assembly	efficient	instead
steered	twice	meaning	buoy	didnt	formal	licensed	performance	separate	vacancy	ballast	energizer	instructor
story	unable	now	cafeteria	direct	friends	lies	performs	separation	vacation	boatswain	entering	insurance
stow	units	read	careful	directed	gained	live	playing	serve	variety	brief	equipped	interest
strategy	update	today	cartons	directly	gave	loops	policy	serves	via	british	errors	involved
stress	urgency	absolutely	cases	doesnt	germany	loudly	possibly	sheet	video	cables	evaluation	involves
successfully	useful	ad	centre	door	gone	maintained	practices	signature	visit	calling	familiar	june

suggest	valuable	added	checked	doors	graduates	manimtim	principles	simply	waiting	capacity	field	keeping
suggestion	values	additional	checking	double	greeting	masters	programming	solas	warning	carrier	file	kelvin
suggestions	vicinity	adjective	chemical	draught	growing	mayday	provisions	specified	weeks	causing	fired	kept
supervise	vital	adjust	classified	dream	guess	meal	pumps	spots	went	central	fires	laguna
surrounding	wait	advertised	clothing	early	guide	medical	purchase	stability	white	channels	fish	led
swing	walked	against	collantes	efficiency	hall	meetings	qualities	standing	writers	client	fishing	lower
symbols	walls	agent	coming	electronics	happy	mentioned	raft	started	wrong	colleagues	fully	mailing
teacher	wanted	almost	compare	emphasize	heard	minutes	ramp	starting	zone	commonly	functional	manila

mareng	refloat	substances	COUNT 7	contains	lack	product	therefore	clause	law	procedure	turning	dates
mariners	regularly	suit	listen	culture	leave	pronoun	today's	cold	likely	production	uses	decks
markers	regulations	supply	on	damaged	less	pros	tool	collision	liquid	propeller	value	departments
mind	repeat	systems	there	dead	liferaft	purposes	university	competence	listed	pull	ventilation	desired
minute	replace	talking	what	define	liferrafts	quality	upon	coordinate	listing	readers	vocabulary	easy
mock	resources	tank	abstract	delay	location	recent	watchkeeping	crewing	little	reason	walker	exhibit
national	rest	teaching	advance	delivery	log	reduce		desk	located	regional	wish	explosion
oiler	return	teams	advertisement	describe	low	regular	COUNT 8	discharging	making	results	worker	fact
opinions	reverse	that's	afternoon	develop	lunch	repairs	and	drive	manner	route	works	fairway
organize	road	thought	alarm	differences	march	representatives	this	duty	middle	saying	yours	filled
owners	ropes	thoughts	amendments	easily	merrell	seafarer	accept	east	misunderstanding	schedule		filling
party	sail	timely	among	eight	method	seagoing	accurate	eat	move	script	COUNT 9	finished
perhaps	sailing	transport	applications	electronic	midnight	secretary	active	engineers	names	shall	at	format
pertinent	sample	tv	average	enough	mistakes	sender	advice	enter	nautical	shows	write	fuel
philandering	scenario	unloading	bank	exercises	modern	servicing	agents	establish	net	soon	act	furniture

plus	scheduled	vary	barriers	eye	mostly	showing	angry	face	nidec	speakers	ads	further
possibility	secret	vice	boss	fit	navigating	sinking	applies	final	nonverbal	statements	adverb	galley
proceeding	secure	view	box	floor	near	south	approach	flight	notice	stating	ago	happen
programs	security	walk	bpos	forward	notes	specialist	articles	function	oclock	stowed	aid	having
properly	selection	washing	brought	front	nouns	speech	assisting	gaps	ones	supervisors	areas	including
providing	sequence	ways	card	greater	offer	spend	auxiliary	got	operate	taken	authorities	injured
purchasing	share	wear	cardinal	grounding	ordinary	steering	bill	handle	overtime	tanker	bad	interviewer
qualified	site	welcome	changes	groups	outside	strategies	bring	hard	passenger	task	big	interviews
quite	size	windlass	characters	hatch	packing	structure	build	heading	passive	technology	buy	knots
rank	slow	wires	clean	hatches	page	study	building	homework	philip	ten	carriers	ladder
reach	smcps	writer	closed	individuals	pass	style	cabins	idea	preferred	tests	carrying	leaving
real	software	yesterday	comes	intercultural	picture	subic	cause	ideas	presentation	thing	changing	length
red	status	yet	communicating	interesting	planning	supplies	certification	incidents	previous	told	country	lights
refer	steve	youll	completed	internet	power	support	chance	instructions	price	top	covers	loaded
reference	student		conflict	japan	pressure	tense	city	intended	printed	tug	crude	mail

seamark	stocks	tomorrow	whom	analysis	breakfast	components	earl	follows	inventory	lost	original	quick
searching	storage	topic	widely	anchored	broken	confusion	ease	force	issue	lounge	overhauling	rafts
seconds	strict	towing	wine	angle	bulkheads	contracts	effect	forecastle	italy	lugo	papers	rarely
sections	submitted	transponder	worldwide	animals	busy	coming	element	foreign	item	machines	passed	receiving
securing	subscription	transported	yourselves	announce	cameras	council	elements	franca	jedidiah	majority	philippine	recognized
seeking	subtotal	treat	zealand	announcement	canal	count	encircle	fun	jettison	manoeuvre	phrasal	records
sees	suggests	trends	zero	appearance	captain good	court	encouraged	furnishings	johnson	manuals	pick	recruitment
sense	suitable	tried		applied	cards	craft	engaged	galleys	july	manufacturing	pipes	reducing
serious	summary	trip	COUNT 4	appointment	carries	creative	enjoy	government	keeps	matefirst	pirates	reflect

sets	sun	turned	for	arrives	carton	credit	entails	greet	kit	matter	placed	regardless
shifting	supervising	twenty	of	art	caused	criteria	equal	growth	knowing	matters	plans	registered
shores	survivors	typed	and	assisted	centers	data	error	guard	label	meanings	plant	regulation
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smoking	taught	unmanned	abbreviation	basically	chronological	depth	exchange	iceberg	lie	monthly	preposition	review
social	technicalities	unnecessary	aboard	begins	circumstances	desacado	expensive	icebreaker	lifeboat	mouth	presented	rios
sokhna	techniques	upper	acknowledge	behind	cite	describes	extra	ie	lifesaving	moved	primarily	rosa
song	temperature	vacancies	actions	benedict	closest	describing	extremely	improves	lift	multipurpose	principle	rulecontent
sort	temporary	vehicle	activity	besides	clothes	dialogue	factor	incorrect	lifting	natural	print	rush
southeast	tend	vehicles	add	beverly	clues	discharge	fallen	indian	limited	navigates	priority	salutation
spam	tenses	ventilations	advantages	bilge	coast	dots	faulty	industrial	liquefied	necessarily	processing	saturday
specify	themselves	visibility	affect	billing	comfort	do's	february	influence	listings	northpoint	produced	save
square	theres	warnings	afoat	bit	commands	draft	ferry	instance	lists	nowadays	proficiency	saving
stable	thorough	waterproof	aground	boats	community	dress	film	instruct	living	october	proficient	screen
stairs	throw	waters	alert	booth	companys	driven	firm	instruction	longer	oldfashioned	progress	segregation
stated	tired	wearer	alongside	bosun	completely	drivers	fitter	interior	lookout	operating	propulsion	sell
steel	titanic	whenever	america	breakdown	complex	drop	flares	internal	loose	oprah	quay	selling

senders	testing	western	maintain	step	documents	president	beacon	gear	sign	follow	salary	especially
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separating	thinks	westgrove	maintaining	street	draw	program	become	hernandez	signals	four	says	ever
shift	though	winds	maximum	superstructure	electrical	really	benefits	hotel	spelling	friday	seaman	fast
shipment	thrown	wiper	missing	survey	electrician	repair	car	importance	store	goes	show	friend
shots	thruster	wire	monthyear	unless	emphasis	respect	center	includes	technical	grammar	small	gas
sick	thus	women	night	until	essential	rooms	cleaning	issues	total	half	sometimes	great
signed	to happy	won	opening	vhf	even	safely	clearly	items	various	held	source	hands
sincerity	toxic	wonder	owner	west	everyone	sending	comprehension	known	voice	helmsman	spoken	hear
single	trades	worry	participle	wide	everything	sincerely	condition	lives	watches	hoffline	steady	home
sky	trained	worth	per		fighting	solution	consider	load	whole	human	text	introduction
smell	trainee	wreck	phrase	COUNT 10	focus	stations	context	local	world	identify	title	key
solutions	transaction		play	what	frequency	stop	conversation	material		immediately	together	learned
stage	transit	COUNT 5	ports	adverbs	gives	stores	cook	materials	COUNT 12	improve	tone	light
standardized	truly	the	prepositions	along	happened	stowage	countries	mooring	here	lead	turn	looking
stands	trusted	an	products	anchors	increase	strong	courses	muster	across	learn	understanding	makes
starboardrudder	trying	if	professor	answers	john	supervisor	current	object	activities	lot	verbs	match
steered	twice	meaning	quickly	anything	leader	table	danger	objectives	actually	marina	workers	mess
story	unable	now	range	astern	lines	tankers	deal	once	addition	month		model
stow	units	read	ratings	audience	meals	thank	degree	pair	applying	movement	COUNT 13	morning
strategy	update	today	reasons	believe	memos	warm	distance	positions	aspect	negative	you	overall
stress	urgency	absolutely	receive	book	messages	willing	either	professional	attention	north	apparatus	perform
successfully	useful	ad	school	break	normally	wind	employment	radar	bottom	opportunity	article	positive
suggest	valuable	added	seven	candidates	numbers		ensure	receiver	bulk	paragraph	basic	prefix
suggestion	values	additional	several	capital	opposite	COUNT 11	exam	relationship	conduct	personnel	class	preparing
suggestions	vicinity	adjective	shake	carried	ordered	ability	excellent	reply	correctly	prevent	considered	select
supervise	vital	adjust	signal	circle	overboard	accident	exercise	respond	decide	proceed	corporation	senior
surrounding	wait	advertised	skill	column	package	accommodation	expect	response	decision	research	cranes	standards
swing	walked	against	smoke	conditions	personality	ammv	finally	result	discuss	responsibility	employers	still

symbols	walls	agent	sound	continue	pilot	based	found	rules	due	running	engineering	survival
teacher	wanted	almost	stay	correspondence	poor	bay	fresh	shop	feel	said	environment	today
tells	waste	amended										
term	wednesday	american										

towards	send	needed	since	five	cannot	case	please	space	COUNT 25	international	COUNT 28	COUNT 31
travel	subject	personal	speaker	functions	charge	code	prepared	system	another	long	being	able
unit	taking	rescue	speaking	large	computer	communicate	require	within	assistant	navigation	left	contact
verbal	times	situations	stern	last	dear	directions	sent		command	never	line	end
wants	tips	someone	takes	level	doing	employer	solve	COUNT 23	down	operation	much	marine
year	truefalse	spaces	telephone	mean	followed	ex	state	action	employees	organization	onboard	means
	week	statement	try	mention	however	head	station	carry	fill	own	point	passengers
COUNT 14	youve	steward	voyage	merchant	lifeboats	hold	track	certain	global	simple	reader	sir
breathing		success	weather	operations	major	jobs	traffic	damage	include	something	students	
containers	COUNT15	tanks		points	necessary	machinery		distress	might	third	us	COUNT 32
coworkers	when	worked	COUNT 17	problems	needs	navigational	COUNT 21	hand	often	years		dont
drills	assist		above	procedures	off	paper	already	him	others	yourself	COUNT 29	given
emails	away	COUNT 16	accent	relevant	persons	prepare	body	life	parts		assistance	handling
event	candidate	air	again	requirements	provided	smcp	customer	listen	process	COUNT 27	done	orders
expected	care	calls	applicants	responsible	relative	staff	future	maintenance	ready	anchor	side	resume
express	choose	career	apply	roles	requires	successful	meaning	management	related	clear	understand	service
few	close	college	available	services	shipping	test	meet	meeting	responsibilities	complete		situation
free	communications	customers	balde	shore	speak	things	practice	phone	search	duties	COUNT 30	yes
getting	cultures	effectively	cable	start	special	types	put	radio	stcw	effective	back	
giving	dangerous	explain	cadet	terms	steer	written	sentence	same	tell	every	cover	COUNT 33

im	designed	high	carefully	type	talk		short	set	those	look	example	did
interested	external	learning	cargoes	wheel	whether	COUNT 20	stand			plan	examples	letters
lloyd	food	mark	change	without	woman	both	too	COUNT 24	COUNT 26	provide	made	past
operational	forms	market	clients			come		boat	in	sales	officers	present
particular	going	money	container	COUNT 18	COUNT 19	common	COUNT 22	details	ask	tasks	possible	purpose
pay	hull	open	copy	accents	according	companies	to	here	avoid		starboard	reports
project	kind	qualifications	cultural	around	appropriate	industry	date	man	between		than	training
proper	least	received	days	asked	area	let	etiquette	question	control			while
role	marketing	remember	direction	assigned	better	manager	knowledge	specific	could			
safe	member	request	engines	bpo	bow	philippines	progressive					

COUNT 34	COUNT 37	COUNT 40	COUNT 43	COUNT 48	COUNT 53	COUNT 58	COUNT 66	COUNT 72	COUNT 85	COUNT 97	COUNT 119	COUNT 147
application	address	best	after	check	drill	email	emergency	any	may	deck	out	job
goods	ahead	keep	correct	name	first	vessels	his	her	use			
had	been	place	over	sentences	listening		important	problem	used	COUNT 98	COUNT 121	COUNT 151
holds	experience	very	standard	think	would	COUNT 60	me			my	crew	when
loading	just	want	three			department	more	COUNT 74	COUNT 87	other		
mv	master	were		COUNT 49	COUNT 54		most	fire	also		COUNT 123	COUNT 169
now	mr	write	COUNT 44	equipment	group	COUNT 61		good		COUNT 99	how	about
required	next		give	find	members	am	COUNT 67	like	COUNT 88	but		
rudder		COUNT 41	memo	ms	our	so	port	why	does		COUNT 126	COUNT 174
through	COUNT 38	called	new	water	second				following	COUNT 103	cargo	do
usually	convention	course	team	way	take	COUNT 62	COUNT 68	COUNT 75		one		work

word	day	main				call	answer	sea	COUNT 89		COUNT 129	
	mate	many	COUNT 45	COUNT 50	COUNT 55	hours	into		company	COUNT 109	business	COUNT 176
COUNT 35	office	then	before	captain	form		them	COUNT 76	each	their		ship
always	oil	verb	list	safety	interview	COUNT 63		order	letter		COUNT 130	
full	report	writing	only	seafarers	who	etc	COUNT 69			COUNT 111	if	COUNT 180
general	under			such		its	board	COUNT 77	COUNT 91	information		all
right	using	COUNT 42	COUNT 46	two	COUNT 56	read	make	position	there		COUNT 132	
see	well	during	person		part		up	reading		COUNT 112	has	COUNT 192
		go	questions	COUNT 51	she	COUNT 64			COUNT 92	they		communication
COUNT 36	COUNT 39	message		know	some	need	COUNT 70	COUNT 79	english		COUNT 135	
chapter	because	words	COUNT 47	number		these	no	ships		COUNT 113	should	COUNT 195
different	bridge	working	below	where	COUNT 57		people		COUNT 93	the		can
speed	room		engineer		phrases	COUNT 65		COUNT 80	maritime	which	COUNT 144	
sure	workplace		help	COUNT 52	say	chief	COUNT 71	engine			he	COUNT 221
			watch	officer	skills		get		COUNT 96	COUNT 115		an

COUNT 299	COUNT 372	COUNT 1414
by	with	and
COUNT 240	COUNT 393	COUNT 1490
will	your	to
	or	

COUNT 244		COUNT 3526
have	COUNT 427	the
	be	
COUNT 248		
from	COUNT 461	
	are	
COUNT 257		
at	COUNT 561	
	for	
COUNT 262		
what	COUNT 589	
	you	
COUNT 280		
this	COUNT 801	
	is	
COUNT 290		
as	COUNT 936	
	in	
COUNT 333		
it	COUNT 997	
	a	
COUNT 372		
that	COUNT 1179	
	of	

Lexical Items found in ESP Textbook for Criminology

COUNT 1

completion	slow	systems	always	college	engine	internal	often	sart	todays	abaft	acrowding	affiliated
role	specify	that	among	collision	evacuation	interview	oil	seafarers	track	abandonment	acted	affordable
and	stowage	to	andor	commands	even	interviewing	okay	second	traffic	abduwali	actionable	afraid
both	verb obj	use	answer	communicating	every	issues	onscene	select	transverse	abided	activate	africa
clothing	with	watch	antipollution	communications	ex	job	orders	several	truefalse	ablebodied	acts	age
doors	yourself	within	any	containerships	external	just	our	shift	twenty	abnormal	acy	agenda
electrical	are	drills	approximately	context	eye	keep	pair	ships	two	aboveboard	adanza	ages
in	cargo	led	area	copy	filipinisms	knowing	pass	ship's	under	absence	adapt	aggravation
on	clothing	order	as	course	final	label	place	signals	universal	absent	addally	agreed
very	collided	aircraft	attending	cover	finally	leaving	port	simple	use	absorbent	addressed	agreeing
was	crane	all	attention	creativity	firefighting	liner	practice	sinking	using	abyssal	addresses	aimed
when	data	are	ballasting	dangerous	first	listening	prepositions	so	usually	academy	addressing	airplane
with	department	assist	barriers	dc	fixed	major	processing	some	vehicle	accepting	adequately	airway
also	doors	date	based	decide	flooding	mandatory	public	sound	ventilated	accessible	adjectival	alain
anchors	electronic	did	before	deck	full	manor	put	source	ventilation	accessories	adjectives	alarms
appetite	engineer	distress	being	decoding	furthermore	meet	quality	speaking	vessels	accommodations	administration	albat
bread	floor	finish	bpo	delgado	gas	memorandum	reading	speed	visiting	accompany	administrations	albayrak
business	for	flooding	bulk	depth	general	merchant	receiver	spillage	voice	accompanying	admission	aldis
commands	grounding	how	bulkers	describes	getting	message	refer	standing	vts	accomplished	adonis	alertly
dead	he	risk	cablelaying	describing	grounding	messages	regardless	steer	warning	accountant	adopt	alertness
engines	hours	search	career	different	help	moreover	removing	strict	well	accumulation	adopts	aletha
has	if	should	carla	differential	highest	mr	report	supervision	whenever	accuracy	adrift uncontrolled	alfred
holds	ifthe	though	carrying	digital	however	mv	reports	symbols	where	accurately	advancing	alicia
instruments	is	warning	cell	disabled	humidity	my	research	take	whereas	achie	advantageous	alienate

is	its	when	cesarza	distress	ideal	naval	resume	tankers	whether	achievable	adversely	alliances
officer	like	where	channel	do	identify	navigable	returning	team	who	achieve	advertise	allotted
on	man	abandoning	choose	duties	immersion	needless	revise	that	within	achievements	advertising	allowed
poster	officer	abbr	class	each	indicates	next	rewrite	then	work	acid	advi	alphabetically
posting	on	according	cleanliness	ease	industrial	nontrawling	rocket	therefore	working	acknowledgement	adviser	already
requirement	received	adverb	clockwise	effective	inshore	nothing	ropes	thompson	would	acquaint	ady	alter
see	salutes officers	adverbs	closest	email	instead	number	safe	though	writing	acquainted	affair	alton
ship	should	albat	coating	encoding	intercultural	of	safety	through	a mandatory	acrossalong	affects	amazing

ambiguous	anticipate	arguing	atend	balancing	believable	boils	bridging	businessengineering	caricature	charming	climate	combining
ambitious	anticipatepredict	arisen	atlantic	balcony	believes	booths	briefly	businessweek	carpentry	charter	climb	commanded
amend	anticipating	armed	attach	bales	belong	bor	bright	butting	carried	chatter	clindz	commences
amenities	anticlockwise	aroundthrough	attacking	bamboo	beneficial	boring	bringing	bycompass	carryon	checkered	clinging	commendation
amm	antiswing	arrangements all	attendance	bandwidth	benefit	borrow	brings	bypast	carscell	checks	clip	commending
amongst	antwerp	arranging	attest	bang	beverages	boss	broadcast	cablelaying	carter	cheryll	clipon	commit
ampm	anxiety	arriving	attitudes	banjo	bibles	bosun ahh	broader	cabuyao	cash	chicago	clippers	committee
amusement	anymore	arrow	attitudetoward	banos	bighearted	bosun yes	broke	cadetnavigating	category	chicken	clocks	commonsense
amver	aos	artist	auckland	banquet	billions	bosunabs	brung	cafeterias	caters	children	clockwise	commu
amythysts	apart	artistic	aurora	bargain	biotech	bosunmalapit	brush	calasara	ceilings	chimney	closecoupled	communicates
analytics	apes	artists	australian	barge	birthdays	bother	bs	calculated	celebrating	china	closely	communication
anchor anchor	aphrodite	artwork	authentic	baseball	birthed	both"	budgets	calculating	celestial	chip	closes	communicator
anchorage	apologizing	as able	authored	basement	biscay	bought	buffay	california	cell	chose	cloth	communities
anchoring	apology	assassinated	authorization	basing	blackout	boundaries	buffing	callback	cellphone	christian	cloths	commute
andadd	appears	assemble	authors	batangan	blame	boundary	bugle	called	cement	christmas	clouds	comparative
andbelow	appease	assembling	auto	batch	blast a	bouquets	builders	caller	cent	cian	cloverdale	comparison
anddischarging	appendages	assemblystations	automatic	bathroom	blasts	bowed	buildup	callvergys	centres	cigarettes	clusters	compartmentscabins
andersen	appendix	asset	auxiliaries	battery	blood	bows	bulbous	cam	century	cinemas	coach	compensate

andreadiness	apple	assigning	avail	battle	blouse	boy	bulbs	campus	certainly	cinnamon	coastal	competency
andrew	appraisal	assignment	avoided	bbc	blow	brackets	bulklers	candelegrate	certificate	circulated	coaster	competing
anemergency	appreciation	assistantbusiness	awards	bcm	blown	brand	bulkhead	candi	certifications	circulating	coldly	compiling
anew	apprentice	assists	aware	beaconon	blows	brang	bulky	candidacy	cess	cited	collapse	complain
anger	approaching	associate	awareness	bearings	blvd	breaker	bulleted	canning	chairperson	citizen	collegian	complement
angles	approachtime	associated	awash	bearings"	bly	breakout	bulletins	cannon	chairs	clark	collide	completing
angrily	appropriately	associates	ay	beating	boardwrite	breaks	bunks	canopy	challenges	classifiable	colognes	complicated
animal	approx	assumptions	b recommended	beds	boatlife	break...	buoy a	canteens	chances	classifications	colon	complimentary
ankle	aquinas	assure	ba	beforehand	boatmen	breathable	buoydesigned	capsized	chaos	classmates	color	compliments
ankles	arab	assures	backandforth	beg	boatraft	breathe	bur	captain cadet	character	classroom	colorful	compose
anniversary	archaic	assuring	backgrounds	beginnings	boatswainbosundeck	breed	bureaucracy	carbon	characterises	cleans	colors	compound
announced	architect	astern	backwards	behave	bobcat a	bribe	burned	careerrelated	charade	clearing	colregs	compounds
anorganization	are	ataway	bait	belgium	bodied	bridgemanned	burst	careers	charitable	click	columns	comprehending
antennas	area a	ate	balance	belief	boilermalapit	bridges	busiest	carelessly	charlies	clicking	combating	comprehensible

compressor	conserve	contexts	coreporate	cuisine	decisive	departing	differ	discussing	doctoral	ductings	eloquently	engineer
comprise	consigned	contiction	corespondence	cups	deckhands	departures	differential	dishes	doer	dunnage	elses	engineeralso
comprised	consistency	continental	corners	currents	deckhouse	depicting	differently	dishonest	doeractor	duplication	embark/disembark	engineerfirst
comprising	consistently	continually	coroza	curricula	deck	deposit	difficulty	dishwashing	dolby	duringheavy	embarrassing	engineerline
compromise	consisting	continuously	corpus	cust	decoded	depression	digital	disk	dollars	duringmajor	embassy	engineersecond
communications	consists	contrast	corrections	customary	decoder	derelict	diligent	dismissed	dona	dutiesthey	emblem	engineersupervises
concepts	consolidated	contribution	corresponds	cutleries	decorators	derived	dimension	disorganized	dora	earliest	embodies	engineerthird
conclude	consonant	contributions	corrosives	cycling	decreases	describetheir	diner	dispensing	doubled	earlyest	embraced	engineorders
concluding	consonants	controllable	cortez	cylinderhead	decreasing	descriptions	ding	displayed	downtown	ears	emeralds	engineerings
concrete	constitute	controls	costly	damages	dedicated	deserve	dining	disposal	draft the	eastern	emergency	engines full
concretely	constrained	conveniently	cotton	dangers	dedication	deserves	dioxide	disposals	drainage	easydifficult	emerging	engines half

condensate	construct	conventional	counseling	daring	deemphasizes	desiccants	diploma	disregard	drake	eaten	emirates	englishimo
condensationinside	constructing	convergence	countermanded	dark	deemphasizing	designates	dipping	dissolved	dramatization	eating	emitting	enhance
conductive	consult	convergyscom	crab	date february	deepsea	designer	directing	dissuade	dramatizations	ec aye	emotional	enhancing
conducted	consultation	converse	crabs	date january	defect	desir	directors	distances	drank	ec here	emotionally	enjoyed
conductsamorning	consulted	conversing	crafts	date june	defects	desire	directory	distant	drawing	ec hey	empathize	enlist
condura	consumer	conveyed	craggs	date may	definite	dessert	dirt	distinct	dreaded	ec lsas	emphasise	enormous
confidence	consumption	conveyors	crashes	date october	definitions	dessertthe	dirty	distinction	dreams	ec on	employ	enriched
confident	contactation	convience	crashing	datum	dehumidifier	destroyed	disadvantage	distinctly	dredging	edfrom	empty	ensign
configuration	contacted	convoy	crazily	dawn	dehydrate	detailed	disagree	distorted	drift	editing	enable	ensued
conform	contactnewbankgolcom	cooked	crazy	daylight	dehydrates	detained	disappointing	distortion	driftdrifts	editorial	enabling	ensures
conformed	contacts	cooksteward	cread	dc ahh	deliberately	detection	disappointment	distract	drilling	educators	enc	entail
confrontational	contained	cooled	cream	dc boat	delightful	detergents	disasters	distressurgency	drip	effects	ence	entered
confuse	containercargo	cooling	crewmembers	dc sir	delimited	determination	dischargingat	distribute	dripping	efforts	enclosure	enterprise
congenial	containerhold	cools	crewproceed	dc yes	deliveries	detroit	disciplinary	distributing	driver	egoism	encountered	entertainers
conglomerate	containerships	cooperative	cried	de	delta	devastating	discipline	disturbing	driveway	eightoclock	endangered	enthusiastic
congratulations	containing	coordinating	criticized	deballast	demanded	devel	discontinued	divert	driving	elaborately	endangers	enthusiastically
conjoined	contains	coordinator	crocket	debris	demonstrated	deviate	discount	diverted	dropping	electrically	endeavor	entire
conjunction	contaminate	copal	crowding	decade	demurrage	diameter	discounts	diverts	drops	electricians	ending	entirely
connection	contamination	copier	crown	decades	denoting	diamonds	discourse	divine	drowning	electrics	endings	entities
conscious	contemporary	coping	crustaceans	decides	dents	dictated	discrete	diving	drum	eliminate	engaging	entity
consequently	contextglobal	copywriter	crying	decimating	deodorant	dictionary	discrimination	division	drunk	elongated	engender	entrances

entrylevel	examiner	expressly	fans	files	floundering	france	fussy	god	guest	hawsers	historical	hypothermia
enumerate	examining	extended	far	filipinos	flowing	francis	futurity	godo	guft	hazard	hit	icebreaking
epirb	exceed	extensive	fashion	fillin	fluent	freeway	gaines	goggles	guideline	hazardous	hitting	icing

epirp	exceeded	extensively	fatal	fillout	flung	freezing	galleon	gogo	guiding	hazards	hoe	ideally
equally	excel	extinguishersco	fathom	filter	flungfor	freighters	games	gold	gulls	headcount	hoffman	identical
equipmentunder	excellence	extract	fault	filters	flyer	french	gantry	goldberg	gurus	headway	hoffmann	identifies
equips	exclusively	extracting	favor	finds	foampowderwater	frequent	gap	goo	gus	hears	holidays	identifying
ergonomics	executed	extraordinary	favorable	fingers	focuses	fringe	garage	gorham	gym	heated	homestead	ignite
eric	exhausted	extreme	favorably	finishing	folding	from albert	garbage	gossips	gymnasium	heaters	hometown	igniting
err	exhausting	exult	favorite	fireaxes	follower	from all	garfield	gotten	gypsy	heathrow	honestly	ignition
errand	exhibition	exulting	fear	fireproof	foodstuffs	from carla	gate	governs	haircut	heating	hong	illinois
errorfree	expand	facade	feature	firewood	footsteps	from carolina	gears	grabs	halfday	heave	honor	illinois
ers	expanding	facial	fed	firing	for	from den	gender	grace	hampered	hedwigs	hook	illustrates
escalate	expectations	facilitate	federation	firms	forboat	from dennis	genderbias	graded	handed	heels	hooks	illustration
escorting	expecting	facilitating	fee	firstly	forced	from happy	genderinclusive	grammatically	handler	hefty	hopelessness	imaginative
escorttug	experi	facilitator	feeder	fishermans	fore	from jeti	gendersensitive	grand	handles	helicopters	hopes	imagine
esl	experiential	facing	feeling	fitness	foregoing	fromthe	generated	grandes	handrails	helmets	hoping	imanthony
esp	expertise	factory	fell	fitters	foreman	frost	generators	grapevine	handshakes	helping	horizontal	imbues
essence	expiring	facts	fellow	fitting	forever	froy	genius	grateful	handsome	heres	hose	imediately
establishes	explained	factstate	fellowrover	fivebin	formally	froze	genuine	gray	handson	hereto	host	imgiving
establishment	explaining	failiure	female	fixes	formation	frozen	geographic	greatly	handy	hernandezs	hostile	immersion
establishments	explanatory	fail	females	flabbergasted	formats	fruits	geographies	greenwich	hangs	heroes	hosting	immigration
estate	exploration	fair	fertilisers	flames	formerly	fuels	gesture	greeted	hardly	heshe	housing	imoclass
etd	explosive	fairly	fetching	flashing	formidable	fulfil	gestures	grew	hardware	hhonesty	hub	imoimd
evacuated	explosives	fairview	fewer	flat	formulate	fulfilled	ggod	grim	harmonise	hid	humans	imos
evaporated	exports	faith	fi	flaw	forpreparations	fulfils	giants	grind	harmony	highlevel	humble	imosar
ever	expose	faithful	fidget	fleet	forth	fullsize	gleaned	grinding	harsh	highlights	humidity	impaired
everywhere	exposed	faithfully	fifteen	flights	forthem	functionsgoel	glimpse	grouped	hartford	highway	humor	imperative
evict	exposure	falling	figgit	flock	fortune	fundamental	globalization	grove	hate	hill	hundred	implementations
evidence	expound	familiarise	fight	floodingexplosion	fouled	fulfilled	globalized	grumbling	hats	hinges	hurry	implies

evolves	expresses	familiarized	figures	florida	foundation	funnels	globe	guarantee	havemv	hires	hydrants	imply
examinations	expression	families	fijit	flotation	framework	furthermore	gloves	guarantees	hawaii	hisduties	hydraulically	importation

imprinted	inflicted	intelligent	invitation	joined	ladder	legalsize	lips	lowfat	manners	medicalcare	minicaterpillar	mortgage
improvised	inflow	intend	invoices	journalism	ladies	legalsounding	list list	loyalty	manning	medicine	minimized	motel
inattentive	informal	intentionally	involuntarily	joy	lakes	legs	listeners	lpg	manning	mediumsized	minority	motels
inbox	informational	intentions	iowa	judge	lamps	lengths	listeningbritish	lsas	manoeuvred	meets	misconception	mothers
incapable	informing	intently	iprepare	judith	landbased	lengthy	literacy	lubricants	manouevering	memorandum	misconceptions	motion
incentive	ingeniously	interactions	irate	julia	landward	lent	liven	luck	manropes	memory	misspelled	motivator
inception	ingredient	interchanging	ironware	jumbo	lanehas	lessons	liwanag	lucky	manufacture	mental	mistaken	motors
incinerator	ingredients	interconnected	irritating	kallas	langauge	lethal	lloyds	luffing	mapped	mentally	misunderstand	mould
included	initiated	interestexpertise	is	karina	lapses	lexicon	lng	luggage	mapulan	ments	misunderstandings	mount
includingzero	initiating	interests	isnt	keel	larger	liaison	loaned	lulu	margin	menus	misunderstood	mountain
income	initiative	interference	issuance	keen	largest	liberty	lobsters	luncheon	maria	mercado	mitigate	mounted
incompatible	inoperative	interfering	isthmus	keenness	lass	libis	locked	luzon	marketplace	merchandise	mix	mountings
inconsistencies	inoperative not	interpreting	italics	keny	lashing	libreros	logical	mad	markets	merely	mixtures	mournful
incontext	insects	intersection	itemized	kew	lathe	lieu	logos	maersk	martin	merge	mmsi	mouth
increases	insight	intership	iton	keys	latters	lifeboatmen	london	mails	marty	merry	mnemonic	movable
increasingly	insincere	interval	itz	khalid	latvia	lifeboatsrafts	loneliness	mainly	mary	messaging	mo	movement
independent	inspected	intervals	iv	kick	laughing	lifebuoys	lonely	mains	mask	messenger	modalities	moves
independently	inspecting	interviewee	ivory	killed	launches	lifelike	longhaul	maintains	masks	metro	modernization	movie
india	inspection	intonation	jacket	kilometres	laureate	lifelines	longitudinal	mainte	massive	miami	modification	movies
indicates	inspections	intraship	jam	king	lawyers	liferaftstations	looked	majored	mastercaptain	micro	modified	multicultural
indicator	inspectors	intracacies	jameskelvincom	kings	lay	lightcomputer	lookouts	majorminor	masts	microsoft	modifying	multicultures
indicators	inspiration	introducing	jane	kisby	layout	lighter	looks	makeup	mateassists	midfebruary	moidores	multiple
indispensable	inspirational	introductions	janet	kiss	laypersons	lightership	lord	malaysia	maximizing	midst	moist	multiply

individually	inspite	introductory	japanhong	knees	lazily	lighthouse	los	male	mayor	midwatch	mojo	muse
indonesia	installation	invaded	jarrel	knew	leads	lighttvcomputer	loses	males	meager	migraine	moments	museums
ineffective	instant	invariable	jasper	knife	leaner	likes	lossgain	malfunctions	meant	mild	monde	music
infer	institutions	inventorying	jaspers	knowledgeable	leaveout	liking	loud	managed	meanwhile	mile	monologue	mustmedium
infest	instructional	invest	javascript	korea	leaves	limb	loudspeaker	managing	measured	milieu	moonhousepltdtdslnet	musttake
infestation	instructors	investing	jeans	labelling	lecture	linear	loudspeakers	manguiat	measurement	mindful	moor	mutual
inflammable	integral	investment	jeopardize	labels	lefthand	lingo	louis	manifest	measures	mine	moormoors	myenglishexamcom
inflatable	integrate	investments	jetty	laboratories	leftovers	link	love	manifold	mechanic	mineral	moping	named
inflate	integrated	investors	jogged	lad	legally	linked	lowest	mannerisms	med	minerals	morningwatch	nance

narcotics	neutral	nually	officerscontract	opt	outsourcing	paragraphs	perceive	physically	poet	precision	processes	psychology
narrator after	neutralize	nuances	officersecond	optic	outstanding	paraguay	perception	pic	poetry	predict	produce	publicity
narrator all	never	nuc	officerthe	optimal	outsteady	parents	perez	pickett	poetryoral	prediction	produces	published
narrator it	neverending	numeral	offloaded	optimistically	overbooking	parker	perfecting	pickup	pointshalf	predominant	productive	publisher
narratoros	newbie	nutshell	offloading	optimization	overcome	parta	perfectionist	piers	poisoned	preferable	professionalism	pulled
narratoroscoroza	newer	nysecvg	offset	orally	overconfident	partners	perfume	piglead	pole	preferably	professionally	pulling
nate	newsletters	oaks	ofsafety	orange	overdue	partnership	perfumes	pile	police	prefixes	professionals	pulse
nationalities	newspapers	objects	oftentimes	ordercan	overflowing	partsthe	periodically	pilferage	polish	premiums	profit	pump
nations	nication	obligated	ofthe	orderhas	overloaded	passageways	permanent	pills	politely	preprinted	progression	pumprooms
nationwide	nidecsubic	oblige	oher	ordinance	overseas	passengersthe	permissible	pime	polluter	presentations	projectile	punch
native	niemez	obliged	oilers	orexposure	oversee	pasystem	permission	pin	pollution	presents	promote	punctual
navigable	nineveh	oblique	oliver	organizational	oversees	patches	permitted	pin	popular	preserver	promoting	punctuality
navigate	noclothes	obrien	omitting	organizations	overturning	path	permitting	pipe	porno	preservers	promotions	punctually
navigatenavigates	noncommercial	observably	once	organization's	overunder	pathology	perpendicular	pipelines	porter	presidents	prompt	pungent
ncfl	nonconsolidated	observed	onenote	orientations	owed	patience	perquisites	piston	pothole	pressing	promptly	pure
ncpl	nonenglish	observes	oneself	oriented	owned	patient	perry	pitch	portion	pressurised	pronounces	pureswift

nearby	nonrequirements	obstruction	oneway	orienting	owns	patrol	persistent	pittsburghs	portrays	presume	pronouns	purser
nearest	nonstop	obvious	onthejob	origin	paced	patterns	personalized	placing	port"	prevailing	proof	pursuing
neat	nonverbally	obviously	ontimo	originate	pack	paul	personally	plane	posed	preventers	proofread	push
need	noontime	occasionally	oorher	oro	packaging	pauls	personscasualties	plants	positon	prevents	proofreading	pushblade
needextra	nor	occupational	oownership	os regulation	painter	pauses	perspectives	plastic	possessing	priced	properties	puts
negativesounding	nosmoking	occupationwork	opens	oss	painters	paycheck	peru	plating	postreading	primitive	propose	qsl
negativity	notcannot	occur	operable	otherwise	pairstgroups	payments	pessimistic	play	postuniversity	princes	prospective	quantify
negotiate	notch	occurrence	operational	outbound	pale	paz	pessimistically	plazza	posture	princess	protects	quartermaster
negotiations	noted	oceanic	operationally	outbreak	palestine	pctc	petroshell	pleasant	powder	principally	protein	quarters
neil	note...	oct	operators	outcomes	palmgreen	peacocks	phase	pleaseyou	powerpoint	prison	protocol	queries
ners	nothing"	odours	ophir	outdated	panelling	pearl	phila	plough	practiced	pritchard	prov	quezon
nestor	notification	of	opment	outgoing	panels	penalty	philips	plugs	praise	prize	proven	quicklywhat
netherlandshow	notify	of	opportunities	outlined	pantries	pencil	photocopy	plural	pray	pro	providebuoyancy	quietly
network	now	ofcoffee	opposing	outoffate	pantry	penny	photograph	po	preceding	probable	province	quinquireme
networking	noxious	offenses	opposition	output	pany	pension	phrased	pocket	precisely	problems	provision	quiz
networks	nozzles	officerchief	oprahs	outsource	paradise	people	phrases	pockets	preciseness	procedurebased	pryrotechnics	quotation
rack	rearrange	registries	repetition	resultoriented	roger	sailor	schools	sediments	served	shiptoshore	singapore	snarl
rad	reasonable	registry	replacement	resumecv	roleplay	salaries	scienceit	seecharts	serviceoriented	shipwreck	singaporean	snigger
radiators	reassurances	regret	replying	resumes	roleplaying	salesgirls	scientific	seek	sesos	shipwrecked	singling	soak
radioactive	receipts	regretted	reportcrew	retardant	rolling	salesmen	scope	seeker	session	shipwrecks	sings	socialled
radiotelephone	receivers	regulate	representatives	retreat	rolls	saltcaked	scotland	seelonce	sessions	shipyard	singular	societies
rafael	receptionists	relapse	representing	returns	romanapunla	salts	scottish	seemingly	settings	ship's	sirmadam	socket
rails	recession	relate	requesting	revenue	ronald	salutations	scrape	segregated	setup	shirt	sirs	socks
raising	reconstructed	relates	requireddate	reversal	roof	salute	screens	segregates	severely	shit	siting	socro
rams	recorders	relation	requiremv	reviewed	roomin	salvage	seaanchor	segregationof	sewer	shock	sitting	solid
ranged	recording	relax	requiring	revise	rooted	salvaged	seacharts	seiki	shackle 1	shoe	situational	solidify

ranks	recounting	relaxed	reread	revolution	roots	sam	seafarersof	seine	shackles	shoes	sixmember	solvents
raos	recovered	relaxing	rescuers	rewire	rose	sand	seafarers'	seiner	shade	shook	sizeable	solvers
rapport	recovering	relay	rescuing	rewrote	rotating	sandalwood	seafever	seldom	shafts	shooting	skilled	solves
rare	recreation	release	researching	reynolds	rotation	sanitation	seagulls	selecting	shallbe	shopping	skirt	solving
rates	recruit	releasing	reshoots	ribboned	routeing	sanitizing	sealed	selective	sharell	shoreside	sleep	somalia
rationales	recruiters	reliable	residence	rice	routinary	sank	seaman	self	sharing	shoretoship	sleeping	somewhat
rationing	redirect	relies	resident	richard	routing	sankyo	seamandordinary	selfassessment	sharp	shoulders	slides	somewhere
raw	reed	relieve	residents	rides	rov	santander	seamanship	selfcontained	shecontinue	shouldfamiliarize	slight	sooo
rcc	reefer	reliever	residue	rights	rowed	santos	seamless	selfcontrol	shell	shouts	slightly	sophisticated
re	referenced	relocate	residues	rigid	rowing	sar	seamstress	selfignite	sheltered	showcase	slings	sorted
re exhibiting	references dora	reluctant	resilient	rings	rrespect	sarza	searches	selfimage	sheriffs	shrimps	slings	sorter
reached	refinance	remembering	resist	risen	rubric	satisfactory	seasickness	selfperceptions	shielded	sided	slip	sorting
reaching	refinery	reminder	resolves	risky	rudderwhich	satisfied	seasoned	semifinals	shifted	sidestarboard	slop	sought
reaction	reflecting	remortgage	resort	ritter	rudder	sauna	seat	seniority	shifter	sideways	slops	sounded
readily	reflection	remotely	respiratory	rivers	ruin	savvy	seats	sensible	shine	signatures	slowed	sounder
readings	reflects	removable	responded	roadblocks	rushed	scaling	seaworthy	sensitivemercandise	shinetsu	significant	smc	sounds
readingto	refreshments	remove	responding	roadrails	rushes	scanned	secondhand	sensitivity	shining	signing	smcp stands	sources
realistic	refrigeration	removing	responsibilitythese	robust	russia	scanners	secondincommand	sentenced	shipand	silence	smile	sow
realizations	refuelling	rendering	restart	rock	rutledge	scanning	sector an	separator	shipowner	similar	smiley	space
realize	reg	rendezvous	restructuring	rocket	ryan	sceinces	sectors	sequentialnumbers	shipowners	similarities	smith	spanish
realword	regard	renovation	resturant	rockets	safest	scheme	secured	series	shippers	similarly	smokestack	spanner
rear	region	rented	resulting	rocks	safetyrelated	schooling	securite	serrato	shiptoship	simpler	smothering	sparingly

spark	stanchions	stone	subject exhibiting	superstructures	tainting	theory	toeic	transmitters	trust	uncountable	unsubscribe	varied
sparks	standardation	stones	subject furniture	supertankers	takeoff	there	toes	transmitting	trustworthy	undamaged	untilfurther	varying

speaks	standardize	storerooms	subject meeting	supper	takin	thermal	tofrom	transnational	total	undeniably	upcat	vastness
specialising	standby	storm	subject purchasing	supplemental	talents	theships	tom	transpired	tugs	underengineers	updates	veer
specialists	stander	straighten	subjectactor	supposed	talks	thet	tones	transports	tuna	underestimated	updating	vending
specialize	star	straightforward	subjects	surely	tapes	thework	tongue	transvessel	tunnel	undergo	updown	ventilated
specialized	starboard"	strain	submission	surfaces	targeting	thirdincommand	tonight	trapped	turns	undergraduates	upfor	ventilation
speculative	staring	strand	submits	surrounded	taraulins	thomas	topazes	traumatic	tween	underground	upgrade	verbally
speed the	stars	strangers	submitting	survive	tasked	thor	topics	travelers	tweendecks	underpinned	upgraded	verbot
speedy	station place	strategic	subordinates	surviving	tax	thoroughly	torm	traveling	twelve	undersigned	upholds	verify
spending	stationed	streamlined	subsea	survivor	teamwork	thou	torn	travelled	twentyfive	understands	upkeep	veritably
spice	stationery	strengthened	subsections	survivor a	tears	thousands	total	traveller	twentyfour	undertake	upset	vertically
spillage	stationother	strengths	subsequently	suspected	telegraph	threatening	totally	travelling	twisted	undertaking	upside	vest
spilling	steadied	strengths	substitute	suspicion	telegraphs	thrive	touch	trawl	twisting	underwater	upwards	vibrate
spirit	steadily	stressful	substitution	swaying	telephones	thrusters	touches	trawler	twofold	undesignated	urgent	victims
spirited	steal	stressing	subteams	sweat	temperament	thursday	tour	trawlers	twosentence	undesirable	usable	victor
splashes	steersmen	stretched	succeeded	sweeping	tendency	tidal	tow	trawling	twoweek	undoubtedly	useless	videoconferencing
splicing	stella	stripe	succinct	swim	tender	tidy	toward	tread	tyne	unemployed	ushaped	videotel
spoil	stems	strive	sudden	swims	tennyson	tidying	towardsaway	treasurer	ulcc	unfair	usually homework	views
sponsors	stepping	strokes	suddenly	switch	terminologies	ties	trabaho	treatment	ully	unfortunately	utter	villanueva
spontaneous	sternway	stronger	suffer	swl	terrible	tight	tracked	trenker	ultra	unidiomatic	uttered	vince
sport	stevedore	structures	suffix	swung	testimony	tightens	traditional	tricks	unacceptable	unintended	uz	violent
spouse	stewards	structuring	sugar	sy	tether	tildes	traditionally	trills	unambiguous	uniquely	vacant	virtual
spray	stick	struggle	suite	symbolisms	texas	time	train	trim	unambiguously	unites	vagrant	virtually
sprayed	sticking	studentsentry	summarizing	sympl	textbookworkbook	timepiece	trains	trish	uncertainty	unixlinux	valet	visible
sprays	stickto	studied	summary	synonym	texts	timepressed	transactions	trophy	uncharted	unlike	validate	vision
spume	stiff	studies	summers	systematically	thar	timepressures	transferring	tropics	unclean	unlit	validates	visioning
squad	stimulate	stuffing	summoning	tacitly	the	timoranta	transforming	trouble	unclear	unload	valuing	visited

squares	stimulating	stumbling	sunday	tackling	theft	tin	translate	troubleshoot	uncomfortable	unlock	valve	visitor
stack	stock	styles	sunk	tactfully	theinstruction	tiny	translation	trousers	uncomfortably	unorganized	vanished	vista
stake	stockholders	sub	sunny	tailor	theirs	tis	transliteration	truck	uncompromising	unpaid	variants	vocational
stakeholders	stocktaking	subject delays	superior	tailored	theoretical	title	transmission	truely	unconfirmed	unscramble	variations	voices

ambiguous	anticipate	arguing	atend	balancing	believable	boils	bridging	businessengineering	caricature	charming	climate	combining
ambitious	anticipatepredict	arisen	atlantic	balcony	believes	booths	briefly	businessweek	carpentry	charter	climb	commanded
amend	anticipating	armed	attach	bales	belong	bor	bright	butting	carried	chatter	clindz	commences
amenities	anticlockwise	aroundthrough	attacking	bamboo	beneficial	boring	bringing	bycompass	carryon	checkered	clinging	commendation
amm	antiswing	arrangements all	attendance	bandwidth	benefit	borrow	brings	bypast	carscell	checks	clip	commending
amongst	antwerp	arranging	attest	bang	beverages	bosss	broadcast	cablelaying	carter	cheryll	clipon	commit
ampm	anxiety	arriving	attitudes	banjo	bibles	bosun ahh	broader	cabuyao	cash	chicago	clippers	committee
amusement	anymore	arrow	attitudetoward	banos	bighearted	bosun yes	broke	cadetnavigating	category	chicken	clocks	commonsense
amver	aos	artist	auckland	banquet	billions	bosunabs	brung	cafeterias	caters	children	clockwise	commu
amythysts	apart	artistic	aurora	bargain	biotech	bosunmalapit	brush	calasara	ceilings	chimney	closecoupled	communicates
analytics	apes	artists	australian	barge	birthdays	bother	bs	calculated	celebrating	china	closely	communication
anchor anchor	aphrodite	artwork	authentic	baseball	birthed	both"	budgets	calculating	celestial	chip	closes	communicator
anchorage	apologizing	as able	authored	basement	biscay	bought	buffay	california	cell	chose	cloth	communities
anchoring	apology	assassinated	authorization	basing	blackout	boundaries	buffing	callback	cellphone	christian	cloths	commute
andadd	appears	assemble	authors	batangan	blame	boundary	bugle	called	cement	christmas	clouds	comparative
andbelow	appease	assembling	auto	batch	blast a	bouquets	builders	caller	cent	cian	cloverdale	comparison
anddischarging	appendages	assemblystations	automatic	bathroom	blasts	bowed	buildup	callvergys	centres	cigarettes	clusters	compartmentscabins
andersen	appendix	asset	auxiliaries	battery	blood	bows	bulbous	cam	century	cinemas	coach	compensate
andreadiness	apple	assigning	avail	battle	blouse	boy	bulbs	campus	certainly	cinnamon	coastal	competency
andrew	appraisal	assignment	avoided	bbc	blow	brackets	bulkurs	candegate	certificate	circulated	coaster	competing

anemergency	appreciation	assistantbusiness	awards	bcm	blown	brand	bulkhead	candi	certifications	circulating	coldly	compiling
anew	apprentice	assists	aware	beaconon	blows	brang	bulky	candidacy	cess	cited	collapse	complain
anger	approaching	associate	awareness	bearings	blvd	breaker	bulleted	canning	chairperson	citizen	collegian	complement
angles	approachtime	associated	awash	bearings"	bly	breakout	bulletins	cannon	chairs	clark	collide	completing
angrily	appropriately	associates	ay	beating	boardwrite	breaks	bunks	canopy	challenges	classifiable	colognes	complicated
animal	approx	assumptions	b recommended	beds	boatlife	break...	buoy a	canteens	chances	classifications	colon	complimentary
ankle	aquinas	assure	ba	beforehand	boatmen	breathable	buoydesigned	capsized	chaos	classmates	color	compliments
ankles	arab	assures	backandforth	beg	boatraft	breathe	bur	captain cadet	character	classroom	colorful	compose
anniversary	archaic	assuring	backgrounds	beginnings	boatswainbosundeck	breed	bureaucracy	carbon	characterises	cleans	colors	compound
announced	architect	astern	backwards	behave	bobcat a	bribe	burned	careerrelated	charade	clearing	colregs	compounds
anorganization	are	ataway	bait	belgium	bodied	bridgemanned	burst	careers	charitable	click	columns	comprehending
antennas	area a	ate	balance	belief	boilermalapit	bridges	busiest	carelessly	charies	clicking	combating	comprehensible

compressor	conserve	contexts	coreporate	cuisine	decisive	departing	differ	discussing	doctoral	ductings	eloquently	engineer
comprise	consigned	contiction	corespondence	cups	deckhands	departures	differential	dishes	doer	dunnage	elses	engineeralso
comprised	consistency	continental	corners	currents	deckhouse	depicting	differently	dishonest	doeractor	duplication	embark/disembark	engineerfirst
comprising	consistently	continually	coroza	curricula	deck	deposit	difficulty	dishwashing	dolby	duringheavy	embarrassing	engineerline
compromise	consisting	continuously	corpus	cust	decoded	depression	digital	disk	dollars	duringmajor	embassy	engineersecond
communications	consists	contrast	corrections	customary	decoder	derelict	diligent	dismissed	dona	dutiesthey	emblem	engineersupervises
concepts	consolidated	contribution	corresponds	cutleries	decorators	derived	dimension	disorganized	dora	earliest	embodies	engineerthird
conclude	consonant	contributions	corrosives	cycling	decreases	describetheir	diner	dispensing	doubled	earlyest	embraced	engineorders
concluding	consonants	controllable	cortez	cylinderhead	decreasing	descriptions	ding	displayed	downtown	ears	emeralds	engineerings
concrete	constitute	controls	costly	damages	dedicated	deserve	dining	disposal	draft the	eastern	emergency	engines full
concretely	constrained	conveniently	cotton	dangers	dedication	deserves	dioxide	disposals	drainage	easydifficult	emerging	engines half
condensate	construct	conventional	counseling	daring	deemphasizes	desiccants	diploma	disregard	drake	eaten	emirates	englishimo
condensationinside	constructing	convergence	countermanded	dark	deemphasizing	designates	dipping	dissolved	dramatization	eating	emitting	enhance

conductive	consult	convergyscom	crab	date february	deepsea	designer	directing	dissuade	dramatizations	ec aye	emotional	enhancing
conducted	consultation	converse	crabs	date january	defect	desir	directors	distances	drank	ec here	emotionally	enjoyed
conductsamorning	consulted	conversing	crafts	date june	defects	desire	directory	distant	drawing	ec hey	empathize	enlist
condura	consumer	conveyed	crag	date may	definite	dessert	dirt	distinct	dreaded	ec isas	emphasise	enormous
confidence	consumption	conveyors	crashes	date october	definitions	dessertthe	dirty	distinction	dreams	ec on	employ	enriched
confident	contactation	convience	crashing	datum	dehumidifier	destroyed	disadvantage	distinctly	dredging	edfrom	empty	ensign
configuration	contacted	convoy	crazily	dawn	dehydrate	detailed	disagree	distorted	drift	editing	enable	ensued
conform	contactnewbankgolcom	cooked	crazy	daylight	dehydrates	detained	disappointing	distortion	driftdrifts	editorial	enabling	ensures
conformed	contacts	cooksteward	cread	dc ahh	deliberately	detection	disappointment	distract	drilling	educators	enc	entail
confrontational	contained	cooled	cream	dc boat	delightful	detergents	disasters	distressurgency	drip	effects	ence	entered
confuse	containercargo	cooling	crewmembers	dc sir	delimited	determination	dischargingat	distribute	dripping	efforts	enclosure	enterprise
congenial	containerhold	cools	crewproceed	dc yes	deliveries	detroit	disciplinary	distributing	driver	egoism	encountered	entertainers
conglomerate	containerships	cooperative	cried	de	delta	devastating	discipline	disturbing	driveway	eightoclock	endangered	enthusiastic
congratulations	containing	coordinating	criticized	deballast	demanded	devel	discontinued	divert	driving	elaborately	endangers	enthusiastically
conjoined	contains	coordinator	crocket	debris	demonstrated	deviate	discount	diverted	dropping	electrically	endeavor	entire
conjunction	contaminate	copal	crowding	decade	demurrage	diameter	discounts	diverts	drops	electricians	ending	entirely
connection	contamination	copier	crown	decades	denoting	diamonds	discourse	divine	drowning	electrics	endings	entities
conscious	contemporary	coping	crustaceans	decides	dents	dictated	discrete	diving	drum	eliminate	engaging	entity
consequently	contextglobal	copywriter	crying	decimating	deodorant	dictionary	discrimination	division	drunk	elongated	engender	entrances

entrylevel	examiner	expressly	fans	files	floundering	france	fussy	god	guest	hawsers	historical	hypothermia
enumerate	examining	extended	far	filipinos	flowing	francis	futurity	godo	guft	hazard	hit	icebreaking
epirb	exceed	extensive	fashion	fillin	fluent	freeway	gaines	goggles	guideline	hazardous	hitting	icing
epirp	exceeded	extensively	fatal	fillout	flung	freezing	galleon	gogo	guiding	hazards	hoe	ideally
equally	excel	extinguishersco	fathom	filter	flungfor	freighters	games	gold	gulls	headcount	hoffman	identical
equipmentunder	excellence	extract	fault	filters	flyer	french	gantry	goldberg	gurus	headway	hoffmann	identifies

equips	exclusively	extracting	favor	finds	foampowderwater	frequent	gap	goo	gus	hears	holidays	identifying
ergonomics	executed	extraordinary	favorable	fingers	focuses	fringe	garage	gorham	gym	heated	homestead	ignite
eric	exhausted	extreme	favorably	finishing	folding	from albert	garbage	gossips	gymnasium	heaters	hometown	igniting
err	exhausting	exult	favorite	fireaxes	follower	from all	garfield	gotten	gypsy	heathrow	honestly	ignition
errand	exhibition	exulting	fear	fireproof	foodstuffs	from carla	gate	governs	haircut	heating	hong	illinois
errorfree	expand	facade	feature	firewood	footsteps	from carolina	gears	grabs	halfday	heave	honor	illinois
ers	expanding	facial	fed	firing	for	from den	gender	grace	hampered	hedwigs	hook	illustrates
escalate	expectations	facilitate	federation	firms	forboat	from dennis	genderbias	graded	handed	heels	hooks	illustration
escorting	expecting	facilitating	fee	firstly	forced	from happy	genderinclusive	grammatically	handler	hefty	hopelessness	imaginative
escorttug	experi	facilitator	feeder	fishermans	fore	from jeti	gendersensitive	grand	handles	helicopters	hopes	imagine
esl	experiential	facing	feeling	fitness	foregoing	fromthe	generated	grandes	handrails	helmets	hoping	imanthony
esp	expertise	factory	fell	fitters	foreman	frost	generators	grapevine	handshakes	helping	horizontal	imbues
essence	expiring	facts	fellow	fitting	forever	froy	genius	grateful	handsome	heres	hose	imediately
establishes	explained	factstate	fellowrover	fivebin	formally	froze	genuine	gray	handson	hereto	host	imgiving
establishment	explaining	failiure	female	fixes	formation	frozen	geographic	greatly	handy	hernandezs	hostile	immersion
establishments	explanatory	fail	females	flabbergasted	formats	fruits	geographies	greenwich	hangs	heroes	hosting	immigration
estate	exploration	fair	fertilisers	flames	formerly	fuels	gesture	greeted	hardly	heshe	housing	imoclass
etd	explosive	fairly	fetching	flashing	formidable	fulfil	gestures	grew	hardware	hhonesty	hub	imoimdg
evacuated	explosives	fairview	fewer	flat	formulate	fulfilled	ggod	grim	harmonise	hid	humans	imos
evaporated	exports	faith	fi	flaw	forpreparations	fulfils	giants	grind	harmony	highlevel	humble	imosar
ever	expose	faithful	fidget	fleet	forth	fullsize	gleaned	grinding	harsh	highlights	humidity	impaired
everywhere	exposed	faithfully	fifteen	flights	forthem	functionsgoel	glimpse	grouped	hartford	highway	humor	imperative
evict	exposure	falling	figgit	flock	fortune	fundamental	globalization	grove	hate	hill	hundred	implementations
evidence	expound	familiarise	fight	floodingexplosion	fouled	funfilled	globalized	grumbling	hats	hinges	hurry	implies
evolves	expresses	familiarized	figures	florida	foundation	funnels	globe	guarantee	havemv	hires	hydrants	imply
examinations	expression	families	fijit	flotation	framework	furthermore	gloves	guarantees	hawaii	hisduties	hydraulically	importation

imprinted	inflicted	intelligent	invitation	joined	ladder	legalize	lips	lowfat	manners	medicalcare	minicaterpillar	mortgage
improvised	inflow	intend	invoices	journalism	ladies	legalsounding	list list	loyalty	manning	medicine	minimized	motel
inattentive	informal	intentionally	involuntarily	joy	lakes	legs	listeners	lpg	mannning	mediumsized	minority	motels
inbox	informational	intentions	iowa	judge	lamps	lengths	listeningbritish	lsas	manoeuvred	meets	misconception	mothers
incapable	informing	intently	iprepate	judith	landbased	lengthy	literacy	lubricants	manouevering	memorandum	misconceptions	motion
incentive	ingeniously	interactions	irate	julia	landward	lent	liven	luck	manropes	memory	misspelled	motivator
inception	ingredient	interchanging	ironware	jumbo	lanehas	lessons	liwanag	lucky	manufacture	mental	mistaken	motors
incinerator	ingredients	interconnected	irritating	kallas	langauge	lethal	lloyds	luffing	mapped	mentally	misunderstand	mould
included	initiated	interestexpertise	is	karina	lapses	lexicon	lng	luggage	mapulan	ments	misunderstandings	mount
includingzero	initiating	interests	isnt	keel	larger	liaison	loaned	lulu	margin	menus	misunderstood	mountain
income	initiative	interference	issuance	keen	largest	liberty	lobsters	luncheon	maria	mercado	mitigate	mounted
incompatible	inoperative	interfering	isthmus	keenness	lass	libis	locked	luzon	marketplace	merchandise	mix	mountings
inconsistencies	inoperative not	interpreting	italics	keny	lashing	libreros	logical	mad	markets	merely	mixtures	mournful
incontext	insects	intersection	itemized	kew	lathe	lieu	logos	maersk	martin	merge	mmsi	mouth
increases	insight	intership	iton	keys	latters	lifeboatmen	london	mails	marty	merry	mnemonic	movable
increasingly	insincere	interval	itz	khalid	latvia	lifeboatsrafts	loneliness	mainly	mary	messaging	mo	movement
independent	inspected	intervals	iv	kick	laughing	lifebuoys	lonely	mains	mask	messenger	modalities	moves
independently	inspecting	interviewee	ivory	killed	launches	lifelike	longhaul	maintains	masks	metro	modernization	movie
india	inspection	intonation	jacket	kilometres	laureate	lifelines	longitudinal	mainte	massive	miami	modification	movies
indicates	inspections	intraship	jam	king	lawyers	liferraftstations	looked	majored	mastercaptain	micro	modified	multicultural
indicator	inspectors	intracacies	jameskelvincom	kings	lay	lightcomputer	lookouts	majorminor	masts	microsoft	modifying	multicultures
indicators	inspiration	introducing	jane	kisby	layout	lighter	looks	makeup	mateassists	midfebruary	moidores	multiple
indispensable	inspirational	introductions	janet	kiss	laypersons	lightership	lord	malaysia	maximizing	midst	moist	multiply
individually	inspite	introductory	japanhong	knees	lazily	lighthouse	los	male	mayor	midwatch	mojo	muse
indonesia	installation	invaded	jarrel	knew	leads	lighttvcomputer	loses	males	meager	migraine	moments	museums
ineffective	instant	invariable	jasper	knife	leaner	likes	lossgain	malfunctions	meant	mild	monde	music

infer	institutions	inventorying	jaspers	knowledgeable	leaveout	liking	loud	managed	meanwhile	mile	monologue	mustmedium
infest	instructional	invest	javascript	korea	leaves	limb	loudspeaker	managing	measured	milieu	moonhousepltdslnet	musttake
infestation	instructors	investing	jeans	labelling	lecture	linear	loudspeakers	manguiat	measurement	mindful	moor	mutual
inflammable	integral	investment	jeopardize	labels	lefthand	lingo	louis	manifest	measures	mine	moormoors	myenglishexamcom
inflatable	integrate	investments	jetty	laboratories	leftovers	link	love	manifold	mechanic	mineral	moping	named
inflate	integrated	investors	jogged	lad	legally	linked	lowest	mannerisms	med	minerals	morningwatch	nance

narcotics	neutral	nually	officerscontract	opt	outsourcing	paragraphs	perceive	physically	poet	precision	processes	psychology
narrator after	neutralize	nuances	officersecond	optic	outstanding	paraguay	perception	pic	poetry	predict	produce	publicity
narrator all	never	nuc	officerthe	optimal	outsteady	parents	perez	pickett	poetryoral	prediction	produces	published
narrator it	neverending	numeral	offloaded	optimistically	overbooking	parker	perfecting	pickup	pointshalf	predominant	productive	publisher
narratoros	newbie	nutshell	offloading	optimization	overcome	parta	perfectionist	piers	poisoned	preferable	professionalism	pulled
narratoroscoroza	newer	nysecvg	offset	orally	overconfident	partners	perfume	piglead	pole	preferably	professionally	pulling
nate	newsletters	oaks	ofsafety	orange	overdue	partnership	perfumes	pile	police	prefixes	professionals	pulse
nationalities	newspapers	objects	oftentimes	ordercan	overflowing	partsthe	periodically	pilferage	polish	premiums	profit	pump
nations	nication	obligated	ofthe	orderhas	overloaded	passageways	permanent	pills	politely	preprinted	progression	pumprooms
nationwide	nidecsubic	oblige	oher	ordinance	overseas	passengersthe	permissible	pime	polluter	presentations	projectile	punch
native	niemez	obliged	oilers	orexposure	oversee	pasystem	permission	pin	pollution	presents	promote	punctual
navigable	nineveh	oblique	oliver	organizational	oversees	patches	permitted	pinet	popular	preserver	promoting	punctuality
navigate	noclothes	obrien	omitting	organizations	overturning	path	permitting	pipe	porno	preservers	promotions	punctually
navigatenavigates	noncommercial	observably	once	organization's	overunder	pathology	perpendicular	pipelines	porter	presidents	prompt	pungent
ncfl	nonconsolidated	observed	onenote	orientations	owed	patience	perquisites	piston	porthole	pressing	promptly	pure
ncpl	nonenglish	observes	oneself	oriented	owned	patient	perry	pitch	portion	pressurised	pronounces	pureswift
nearby	nonrequirements	obstruction	oneway	orienting	owns	patrol	persistent	pittsburghs	portrays	presume	pronouns	purser
nearest	nonstop	obvious	onthejob	origin	paced	patterns	personalized	placing	port"	prevailing	proof	pursuing

neat	nonverbally	obviously	ontimo	originate	pack	paul	personally	plane	posed	preventers	proofread	push
need	noontime	occasionally	oorher	oro	packaging	pauls	personscasualties	plants	positon	prevents	proofreading	pushblade
needextra	nor	occupational	oownership	os regulation	painter	pauses	perspectives	plastic	possessing	priced	properties	puts
negativesounding	nosmoking	occupationwork	opens	oss	painters	paycheck	peru	plating	postreading	primitive	propose	qsl
negativity	notcannot	occur	operable	otherwise	pairsgroups	payments	pessimistic	play	postuniversity	princes	prospective	quantify
negotiate	notch	occurrence	operational	outbound	pale	paz	pessimistically	plazza	posture	princess	protects	quartermaster
negotiations	noted	oceanic	operationally	outbreak	palestine	pctc	petroshell	pleasant	powder	principally	protein	quarters
neil	note...	oct	operators	outcomes	palmgreen	peacocks	phase	pleaseyou	powerpoint	prison	protocol	queries
ners	nothing"	odours	ophir	outdated	panelling	pearl	phila	plough	practiced	pritchard	prov	quezon
nestor	notification	of	opment	outgoing	panels	penalty	philips	plugs	praise	prize	proven	quicklywhat
netherlandshow	notify	of	opportunities	outlined	pantries	pencil	photocopy	plural	pray	pro	providebuoyancy	quietly
network	now	ofcoffee	opposing	outofate	pantry	penny	photograph	po	preceding	probable	province	quinquireme
networking	noxious	offenses	opposition	output	pany	pension	phrased	pocket	precisely	problems	provision	quiz
networks	nozzles	officerchief	oprahs	outsource	paradise	people	phrases	pockets	preciseness	procedurebased	pryrotechnics	quotation

rack	rearrange	registries	repetition	resultoriented	roger	sailor	schools	sediments	served	shiptoshore	singapore	snarl
rad	reasonable	registry	replacement	resumecv	roleplay	salaries	scienceit	seecharts	serviceoriented	shipwreck	singaporean	snigger
radiators	reassurances	regret	replying	resumes	roleplaying	salesgirls	scientific	seek	sesos	shipwrecked	singling	soak
radioactive	receipts	regretted	reportcrew	retardant	rolling	salesmen	scope	seeker	session	shipwrecks	sings	socalled
radiotelephone	receivers	regulate	representatives	retreat	rolls	saltcaked	scotland	seelonce	sessions	shipyard	singular	societies
rafael	receptionists	relapse	representing	returns	romanapunla	salts	scottish	seemingly	settings	ship's	sirmadam	socket
rails	recession	relate	requesting	revenue	ronald	salutations	scrape	segregated	setup	shirt	sirs	socks
raising	reconstructed	relates	requireddate	reversal	roof	salute	screens	segregates	severely	shit	siting	socro
rams	recorders	relation	requiremv	reviewed	roomin	salvage	seaanchor	segregationof	sewer	shock	sitting	solid
ranged	recording	relax	requiring	revise	rooted	salvaged	seacharts	seiki	shackle 1	shoe	situational	solidify

ranks	recounting	relaxed	reread	revolution	roots	sam	seafarersof	seine	shackles	shoes	sixmember	solvents
raos	recovered	relaxing	rescuers	rewire	rose	sand	seafarers'	seiner	shade	shook	sizeable	solvers
rapport	recovering	relay	rescuing	rewrote	rotating	sandalwood	seafever	seldom	shafts	shooting	skilled	solves
rare	recreation	release	researching	reynolds	rotation	sanitation	seagulls	selecting	shallbe	shopping	skirt	solving
rates	recruit	releasing	reshoots	ribboned	routeing	sanitizing	sealed	selective	sharell	shoreside	sleep	somalia
rationales	recruiters	reliable	residence	rice	routinary	sank	seaman	self	sharing	shoretoship	sleeping	somewhat
rationing	redirect	relies	resident	richard	routing	sankyo	seamanordinary	selfassessment	sharp	shoulders	slides	somewhere
raw	reed	relieve	residents	rides	rov	santander	seamanship	selfcontained	shecontinue	shouldfamiliarize	slight	sooo
rcc	reefer	reliever	residue	rights	rowed	santos	seamless	selfcontrol	shell	shouts	slightly	sophisticated
re	referenced	relocate	residues	rigid	rowing	sar	seamstress	selfignite	sheltered	showcase	slings	sorted
re exhibiting	references dora	reluctant	resilient	rings	rrespect	sarza	searches	selfimage	sheriffs	shrimps	slings	sorter
reached	refinance	remembering	resist	risen	rubric	satisfactory	seasickness	selfperceptions	shielded	sided	slip	sorting
reaching	refinery	reminder	resolves	risky	rudderwhich	satisfied	seasoned	semifinals	shifted	sidestarboard	slop	sought
reaction	reflecting	remortgage	resort	ritter	rudder	sauna	seat	seniority	shifter	sideways	slops	sounded
readily	reflection	remotely	respiratory	rivers	ruin	savvy	seats	sensible	shine	signatures	slowed	sounder
readings	reflects	removable	responded	roadblocks	rushed	scaling	seaworthy	sensitivemercandise	shinetsu	significant	smc	sounds
readingto	refreshments	remove	responding	roadrails	rushes	scanned	secondhand	sensitivity	shining	signing	smcp stands	sources
realistic	refrigeration	removing	responsibilitythese	robust	russia	scanners	secondincommand	sentenced	shipand	silence	smile	sow
realizations	refuelling	rendering	restart	rock	rutledge	scanning	sector an	separator	shipowner	similar	smiley	space
realize	reg	rendezvous	restructuring	rocket	ryan	sceinces	sectors	sequentialnumbers	shipowners	similarities	smith	spanish
realword	regard	renovation	resturant	rockets	safest	scheme	secured	series	shippers	similarly	smokestack	spanner
rear	region	rented	resulting	rocks	safetyrelated	schooling	securite	serrato	shiptoship	simpler	smothering	sparingly

spark	stanchions	stone	subject exhibiting	superstructures	tainting	theory	toeic	transmitters	trust	uncountable	unsubscribe	varied
sparks	standardation	stones	subject furniture	supertankers	takeoff	there	toes	transmitting	trustworthy	undamaged	untilfurther	varying

speaks	standardize	storerooms	subject meeting	supper	takin	thermal	tofrom	transnational	total	undeniably	upcat	vastness
specialising	standby	storm	subject purchasing	supplemental	talents	theships	tom	transpired	tugs	underengineers	updates	veer
specialists	stander	straighten	subjectactor	supposed	talks	thet	tones	transports	tuna	underestimated	updating	vending
specialize	star	straightforward	subjects	surely	tapes	thework	tongue	transvessel	tunnel	undergo	updown	ventilated
specialized	starboard"	strain	submission	surfaces	targeting	thirdincommand	tonight	trapped	turns	undergraduates	upfor	ventilation
speculative	staring	strand	submits	surrounded	taraulins	thomas	topazes	traumatic	tween	underground	upgrade	verbally
speed the	stars	strangers	submitting	survive	tasked	thor	topics	travelers	tweendecks	underpinned	upgraded	verbnot
speedy	station place	strategic	subordinates	surviving	tax	thoroughly	torm	traveling	twelve	undersigned	upholds	verify
spending	stationed	streamlined	subsea	survivor	teamwork	thou	torn	travelled	twentyfive	understands	upkeep	veritably
spice	stationery	strengthened	subsections	survivor a	tears	thousands	total	traveller	twentyfour	undertake	upset	vertically
spillage	stationother	strengths	subsequently	suspected	telegraph	threatening	totally	travelling	twisted	undertaking	upside	vest
spilling	steadied	strengths	substitute	suspicion	telegraphs	thrive	touch	trawl	twisting	underwater	upwards	vibrate
spirit	steadily	stressful	substitution	swaying	telephones	thrusters	touches	trawler	twofold	undesignated	urgent	victims
spirited	steal	stressing	subteams	sweat	temperament	thursday	tour	trawlers	twosentence	undesirable	usable	victor
splashes	steersmen	stretched	succeeded	sweeping	tendency	tidal	tow	trawling	twoweek	undoubtedly	useless	videoconferencing
splicing	stella	stripe	succinct	swim	tender	tidy	toward	tread	tyne	unemployed	ushaped	videotel
spoil	stems	strive	sudden	swims	tennyson	tidying	towardsaway	treasurer	ulcc	unfair	usually homework	views
sponsors	stepping	strokes	suddenly	switch	terminologies	ties	trabaho	treatment	ully	unfortunately	utter	villanueva
spontaneous	sternway	stronger	suffer	swl	terrible	tight	tracked	trenker	ultra	unidiomatic	uttered	vince
sport	stedore	structures	suffix	swung	testimony	tightens	traditional	tricks	unacceptable	unintended	uz	violent
spouse	stewards	structuring	sugar	sy	tether	tildes	traditionally	trills	unambiguous	uniquely	vacant	virtual
spray	stick	struggle	suite	symbolisms	texas	time	train	trim	unambiguously	unites	vagrant	virtually
sprayed	sticking	studentsentry	summarizing	sympl	textbookworkbook	timepiece	trains	trish	uncertainty	unixlinux	valet	visible
sprays	stickto	studied	summary	synonym	texts	timepressed	transactions	trophy	uncharted	unlike	validate	vision
spume	stiff	studies	summers	systematically	thar	timepressures	transferring	tropics	unclean	unlit	validates	visioning
squad	stimulate	stuffing	summoning	tacitly	the	timoranta	transforming	trouble	unclear	unload	valuing	visited
squares	stimulating	stumbling	sunday	tackling	theft	tin	translate	troubleshoot	uncomfortable	unlock	valve	visitor

stack	stock	styles	sunk	tactfully	theinstruction	tiny	translation	trousers	uncomfortably	unorganized	vanished	vista
stake	stockholders	sub	sunny	tailor	theirs	tis	transliteration	truck	uncompromising	unpaid	variants	vocational
stakeholders	stocktaking	subject delays	superior	tailored	theoretical	title	transmission	truely	unconfirmed	unscramble	variations	voices

volume	weathers	wild	worldclass	all	oral	acknowledgment	annoying	attributed	books	casualty	closer	concisely
vote	weblogic	willcan	worlds	although	part	acquired	annual	august	boulevard	catalog	closing	conclusion
vowels	webmaster	willmeans	worldview	below	please	actionoriented	answered	australia	bound	categories	coal	conclusions
vtstation	webservices	willshall	worse	business	preemployment	actively	answering	author	brain	categorized	codak	condensation
wages	website	win	worst	but	remember	actual	anybody	authority	brainstorming	catering	codes	conditioning
wakeup	weekend	wind shift	would	communication	rudder	adding	anyone	automatically	branch	causes	coffee	conducts
walkers	weekly	windlasses	wouldnt	crude	search	administrative	apologize	avoiding	breach	caution	collect	confidently
wall	weighin	windwood	wound	doing	standard	adrift	aport	axeia	breaking	ce i	collection	confirmed
wallet	weighted	windy	woz	dont	steady	ae	appear	bachelorscollege	brilliant	ce okay	colleges	conforms
walt	weird	wings	wreathsfor	emergency	study	affecting	appearing	backing	britain	celcemurcia	colored	conn
wandering	welding	winning	wwork	english	their	affiliates	appendices	backlog	broadcasting	cellular	combines	connects
wards	wellas	winter	www	escape	these	affirmative	applicability	baking	bsmt	ceo	combustion	conning
wares	wellplanned	wipers	x11	estimated	very	agency	applicant	baldes	budget	certificates	comfortable	consequential
warrants	wellventilated	wireless	yacht	feedback	vessel	aided	appreciate	ballasting	bunk	chair	comma	consign
warships	westwood	wishes	yachts	find	we	aiming	appreciative	balloons	bunker	changed	commanding	constant
wasbelow	wet	womans	yarn	fire	while	airline	approaches	banks	bunkering	characteristic	comment	constraints
washes	weve	wooden	yet	form	workplace	airlines	approval	banville	buried	characteristics	comments	constructed
washington	whales	worded	yogurt	gestures	written	albayrakziarati	arabia	barrels	burn	charted	commitment	construction
wastes	whatever	wording	yoss	get	aaron	aldenchandler	argument	barrie	burroughs	chatterbox	commonness	contents
watchand	wheat	wordsminute	younger	good	abbreviations	alexis	arrival	basketball	bus	cheap	communicated	continued
watches	whereas	wordsseconds	youngest	handle	abilities	alike	ascertains	beam	businesses	chemist	compared	continuous

watchstander	whetted	wordwords	ype	imo	abroad	allows	asia	bear	button	choice	compatibility	continuum
watchstanding	whilearriving	wordy	ziarati	jobsearch	absorb	alone	assess	bed	capability	choices	competent	contraction
waterway	whistle	workbook	zip	let	acceptance	aloud	assessment	behalf	capable	choosing	competitive	contributing
waterways	whitch	workforce		lets	accidental	americas	assign	bilges	capsize	chris	complained	controlled
wave	whitecollar	workin	COUNT 2	many	accompanied	amidships	assigns	blackmore	caricatures	citizens	complaining	controlling
waypoint	whitman	workmanagement	can	maritime	accomplish	amores	assuming	blankets	carlson	claim	complying	conventions
weak	wholesale	workpalce	for	mind	accomplishing	amounts	attached	blast	carpenter	clarify	composing	convergys
weakness	whose	workplaces	is	moving	accordingly	analyses	attachment	bleeding	cartoon	classify	computers	conveys
wealth	widespread	workshops	report	nonverbal	accounting	analyst	attained	block	cast	cleaned	concentration	convince
wears	width	workstation	sales	not	accumulate	analyze	attendant	blue	castro	cleanliness	concept	cooks
weathered	wife	workstations	after	or	achievement	aniston	attitude	bold	casual	clearance	concise	cooperation

coordinated	defeated	distressed	embarking	extent	floating	golden	helpless	incorporate	italicizations	lying	marikina	moisture
coordination	defensive	diverse	emotion	extinguisher	flow	goodbye	herald	incorporated	itself	lessen	marinas	moment
coordinators	deleted	divide	emotions	extinguishers	flying	governments	herself	increased	japanese	letting	marked	monday
cope	delicious	dock	enables	extinguishing	foam	gpa	himself	indeed	java	liable	masefield	monitored
correcting	demand	domains	enclose	extractive	focused	grade	hinged	indents	jeti	library	mates	monitoring
corresponding	demerits	domestic	energy	eyes	font	gradually	hire	indicating	jewelry	license	matesecond	monzanto
countermeasures	demonstrate	donation	engage	faculty	foot	graduated	hoist	inert	lessen	lieanne	matethird	moonhouse
counterparts	denied	donned	enlisted	failed	footwear	graduating	holes	inevitable	letting	lifejacket	math	morale
couple	denote	don'ts	enters	failure	forenoon	grain	holiday	infectious	join	lifestyle	measuring	moreover
courtesies	deny	doubt	envelope	failures	former	granted	homes	infirmary	joints	lighten	meat	morse
coverage	dependent	download	escaping	falls	forming	graveyard	hope	initial	jump	lighting	mediterranean	motivated
covered	deploy	dragging	ethic	familiarize	fourth	gravity	hopewell	initiate	jumped	linens	medium	motivates
covering	derrick	drawn	evacuate	famous	fragile	grease	hospital	injury	justified	liquids	melvin	motivation

crashstop	derricks	dressed	evacuation	fathoms	freeport	greatest	hotelmotel	inquiring	linens	listener	memoletter	multinational
creates	description	drinks	evaluate	fax	frequently	greek	hotels	institute	liquids	loan	ment	myself
credentials	design	drums	exacerbated	fearful	friendly	grey	hour	institution	labor	lobby	messed	namely
crew sir	designated	duration	exact	feed	frowning	gross	house	instructor's	labour	locks	metres	narrative
criticism	desirable	dust	exactly	feeders	fuller	ground	huge	integrity	ladders	longman	michael	narrator as
critique	destroy	dynamic	examine	feels	gain	grow	humphries	intense	lading	lookingout	midwest	nary
cross	destructive	eager	excuse	fibre	game	grown	hundreds	intensive	lake	loss	miles	natalie
cruise	detected	earlier	executives	figure	gateway	guaranteed	hydraulic	intention	landlord	lube	milwaukee	naturally
cruises	determine	easier	exempt	fil	gather	guy	identity	interact	lane	lying	minimize	navy
cup	dialogues	ec okay	exist	filing	gauge	hang	idioms	interaction	latin	machineries	minimum	necessity
curriculum	diet	echo	expects	finals	generate	happening	illumination	interpersonal	latter	machinist	minor	nelson
custom	digits	edge	expenses	finance	generation	happens	illustrate	interpretations	launch	maestro	misinterpreted	netiquette
cut	dinner	edition	experiencing	firefighters	generator	harder	img	interviewers	launched	magazine	missed	nice
cutting	disadvantages	editor	explains	fits	gentlemen	harm	implement	interviewing	layers	maker	mission	noisy
damp	disc	educational	explanations	fix	geographical	haven	implemented	intransitive	lazy	managerial	mist	non
database	discriminate	effort	exploring	fixedpitch	gerard	healthy	implements	invited	leadership	manga	mn	none
dayroom	disembark	egypt	expressed	fixing	glad	heater	improvement	irregular	leak	manktelow	mobile	nonsmoking
deadlines	dismissal	elevator	expressing	flags	glass	helmsmans	inbound	irrespective	leakage	manpower	modal	nose
decisions	dispute	embarkation	expressions	flare	glossary	helped	inclination	irritates	leaning	manual	modify	notebook

noticed	oxygen	pill	prices	rags	restrict	seiners	solved	strongest	temperatures	tuesday	visual	wood
november	pacific	pilots	primary	ramirez	retail	seldom	somali	studying	tends	turbine	vitae	worn
observing	pain	pipeline	principal	ran	retirement	selected	specially	sturdy	tenth	twin	vitality	youth
obtained	palm	plates	prizes	rang	returned	selfaddressed	specifies	subjected	terminology	typographical	volunteer	youth
occurs	panel	platforms	probably	rapidly	reveal	separated	spell	subsequent	thanking	typos	voyages	

oceans	panic	played	producing	rate	revision	separately	spill	succeed	thanks	ums	wade	COUNT 3
offers	paolo	plaza	prof	rated	rid	september	spills	suction	themes	uncontrolled	waiter	in
official	parallel	pleased	profession	rather	ride	seriously	spite	sued	thinking	underway	wasnt	to
oh	paramount	pleasure	profile	reactions	righthand	setting	spoke	suffocation	thompson	unexpected	watching	body
oily	parentheses	plumbing	prolonged	realizes	rises	sewage	spot	suggested	threepart	union	waterline	container
old	parking	poem	promoted	reasonably	rms	shaking	spread	suited	thy	united	watertight	how
olson	participant	poisonous	propellers	recall	robbed	shallow	spreader	summarizes	ticket	universally	web	life
ongoing	participate	polar	propulsions	receptionist	robert	shape	sprinklers	superb	tickets	unknown	websites	match
onoff	particulars	polite	protective	recognition	rough	shared	stages	supervised	tie	unusual	weekends	note
optical	partly	pollutants	protest	reduced	routine	shifts	stamped	supervises	timo	upcoming	weight	try
optimistic	parttime	poorly	prove	reduces	royal	shipped	stanford	supervision	tonnage	uptodate	westerners	yes
option	passes	popped	provider	reez	rule	shoal	starts	suppliers	tours	ushered	wheels	abandoned
options	paste	portland	publication	referring	rung	shot	stately	supported	towed	utensils	winch	abandoning
ordering	patiently	portray	publications	refrain	safer	shown	states	surprised	trade	utilitystoreroom	winches	abrupt
ore	pedro	portstarboard	publishing	regarded	sailed	shut	stayed	suspended	trainings	valerio	windward	academic
organizer	perceived	positioning	pulo	register	sale	sighting	staying	sweating	traits	valid	wonderful	acceptable
orientation	periods	practicing	pumped	rejected	sanford	signalling	steam	sweet	transitive	valued	wont	accidents
originally	pests	precautions	pumpman	remain	satellite	sing	stopped	switched	transporting	valves	wood	accomplishments
ourselves	petroleum	precise	punctuation	remembered	satisfaction	sister	stops	tall	traveled	variable	worn	accounts
outcome	ph	preferences	purchased	remind	saved	sit	stored	tape	travels	varies	youth	achieved
outer	phillips	prejudice	pursue	remote	scenarios	sizes	storekeeper	targets	trays	vast	youth	achieving
outfit	philosophy	prejudices	putting	renovating	scene	skimming	storing	taste	treated	veering	wheels	acting
outline	phils	prepositional	pyrotechnic	requested	screaming	sludge	stowing	teachers	trials	vegetables	winch	adi
outlook	physical	prereading	quarter	reserve	secretarial	smaller	straight	tedious	triangle	vermin	winches	adjacent
overflow	pia	presenting	questioned	resistance	securitesecurite	smart	streams	telecommunication	trips	videos	windward	adjusted
overqualified	picked	press	quiet	resolve	seeing	smiling	stretcher	television	truth	visiting	wonderful	adopted
overtake	pieces	pretend	radius	resolved	seems	snacks	stripping	telling	truths	visor	wont	advantage

advise	becoming	charades	concerns	delays	edit	family	grounded	internationally	linking	mistake	paint	promotion
affected	behavior	chart	conference	delete	effectiveness	feelings	guidance	internship	literature	months	pairs	pronunciation
agree	belford	charts	confirm	deliver	efficiently	feet	guided	interviewed	lived	multilingual	panpanpan	protect
aim	bells	chat	connect	delivered	else	felt	habits	introduce	locate	naval	particularly	protection
aircraft	beneath	chinese	connected	delivering	embark	fields	harbor	introduced	locations	nearly	parties	provides
airport	beside	civilian	connecting	denotes	embrace	financial	harbours	invite	logged	nets	pattern	pumping
allow	beyond	classes	considerable	departure	emergencies	findings	havent	isare	lots	news	percent	pumpsdivers
allowing	biggest	classification	consideration	depend	encounter	fine	headline	issued	lowering	newspaper	perceptions	qualification
alright	bills	clauses	contain	descriptive	encounters	finish	health	jargon	machine	nights	perfect	quantities
alternative	birth	climates	contaminated	destination	encourage	fitted	hearing	jobstreetcom	malayan	nine	performed	queens
annex	blank	club	continues	developed	england	flag	heart	junior	mall	noahs	period	ramps
anthony	blanks	coleta	continuing	developing	enlarge	flammable	heat	kinds	manage	note	phones	ranging
anyway	blocks	colleague	contract	diagram	ensuring	flexible	hedwig	korean	managers	obligatory	piece	reality
applicable	boarding	collided	contribute	difference	entrance	floats	helicopter	laboratory	mandatory	observe	pier	receipt
ark	boom	combination	convenient	differentiate	entry	focusing	helm	laid	manned	observer	piracy	recently
arm	bosses	combined	convey	difficulties	escape	fog	highly	lamp	manoeuvring	occurred	places	recognize
arranged	briefing	commence	cooking	disabled	essay	foreigners	history	land	manor	offered	platform	recommend
arrived	bunkers	commencement	corner	disaster	establishing	forget	houston	lanes	marathon	offering	plenty	recommendation
asian	buoys	commercial	county	discharged	eta	formed	ice	latest	mari	officerfirst	pool	recommended
assignments	cabin	committed	courtesy	discussed	ethical	foul	id	leaders	marks	offices	pose	references
association	cadets	communicative	coworker	discussion	examination	fulltime	identification	leading	mass	officially	posted	referred
atmosphere	calculations	compartments	crates	distinguish	exceptional	fumes	immediate	leaking	mast	offshore	potential	refrigerated
attachments	came	compass	creating	distribution	excessive	functioning	implementing	learns	matechief	oils	preemployment	relations
attend	capsizing	compensation	crucial	divided	exhibiting	funnel	impossible	leeward	maybe	oldham	preparation	released

attending	captain okay	compete	currently	document	expansion	gases	impressions	lifeline	measure	onto	prepares	repairing
attractive	captains	competitors	date april	domain	experienced	generic	improved	lifted	media	openings	preventing	reported
authorized	careless	complaint	daytoday	drifting	extend	gets	incident	lifts	merits	operated	prior	representative
baby	cars	complaints	deadweight	drink	extinguish	gift	indicated	limit	messman	operator	private	reps
bags	casualties	comprehend	death	drives	faces	goal	injuries	limits	met	oregon	problemsolving	requirement
ball	catch	concern	december	duper	facetoface	graduation	inquiry	liner	methods	organizing	procare	resource
basis	catching	concerned	decoding	earned	facilities	grammatical	installed	liners	mexico	pages	productivity	respected
became	chains	concerning	deformed	economy	factories	green	intact	lingua	miss	paid	projects	respective

Restaurant	shores	sun	trip	COUNT 4	appointment	carries	craft	engaged	galleys	keeps	matefirst	pirates
retrieved	shortage	supervising	turned	for	arrives	carton	creative	enjoy	government	kit	matter	placed
returning	significance	survivors	tweendeck	of	art	caused	credit	entails	greet	knowing	matters	plans
revised	signs	swimming	twenty	and	assisted	centers	criteria	equal	growth	label	meanings	plant
rewrite	silently	swinging	typed	the	attack	chain	data	error	guard	languages	mechanical	player
rig	situated	symbol	typical	fill	attire	challenge	dealing	escort	guidelines	lastly	mechanics	poop
ring	six	synonyms	typically	for	avenue	challenging	decided	established	harmful	later	men	possess
rise	skit	taiwan	ultimate	group	award	channel	decrease	europa	hashavehad	launching	menu	post
rodents	smoking	talked	unconscious	look	background	chemicals	deep	eve	hills	legal	military	practical
ron	social	target	underline	no	banking	chemistry	definition	evening	hiring	levels	monitor	prefer
root	sokhna	taught	unethical	right	base	chosen	demands	events	holding	librero	monitors	preference
round	song	technicalities	unlicensed	abbreviation	basically	chronological	depends	everybody	hot	lie	monthly	preposition
routes	sort	techniques	unmanned	aboard	begins	circumstances	depth	exchange	iceberg	lifeboat	mouth	presented
rude	southeast	temperature	unnecessary	acknowledge	behind	cite	desacado	expensive	icebreaker	lifesaving	moved	primarily
run	spam	temporary	upper	actions	benedict	closest	describes	extra	improves	lift	multipurpose	principle
sails	specify	tend	vacancies	activity	besides	clothes	describing	extremely	incorrect	lifting	natural	print

sart	square	tenses	vehicle	add	beverly	clues	dialogue	factor	indian	limited	navigates	priority
saudi	stable	themselves	ventilations	advantages	bilge	cm	discharge	fallen	industrial	liquefied	necessarily	processing
schedules	stairs	theres	visibility	affect	billing	coast	dots	faulty	influence	listings	northpoint	produced
seal	stated	thorough	warnings	afloat	bit	comfort	do's	february	instance	lists	nowadays	proficiency
seals	steel	throw	waterproof	aground	boats	commands	draft	ferry	instruct	living	october	proficient
seamark	steersman	tired	waters	alert	booth	community	dress	film	instruction	longer	oldfashioned	progress
searching	stevedores	titanic	wearer	alongside	bosun	companys	driven	firm	interior	lookout	operating	propulsion
seconds	stocks	to all	whenever	america	breakdown	completely	drivers	fitter	internal	loose	oprah	quay
sections	storage	tomorrow	whom	analysis	breakfast	complex	drop	flares	inventory	lost	original	quick
securing	strict	topic	widely	anchored	broken	components	earl	follows	issue	lounge	overhauling	rafts
seeking	submitted	towing	wine	angle	bulkheads	confusion	ease	force	italy	lugo	papers	rarely
sees	subscription	transponder	worldwide	animals	busy	contracts	effect	forecastle	item	machines	passed	receiving
sense	subtotal	transported	youattitude	announce	cameras	coming	element	foreign	jedidiah	majority	philippine	recognized
serious	suggests	treat	yourselves	announcement	canal	council	elements	franca	jettison	manoeuvre	phrasal	records
sets	suitable	trends	zealand	appearance	captain good	count	encircle	fun	johnson	manuals	pick	recruitment
shifting	summary	tried	zero	applied	cards	court	encouraged	furnishings	july	manufacturing	pipes	reducing

reflect	single	trades	worry	begin	create	far	increasing	okay	roll	tide	april	difficult
regardless	sky	trained	worth	beginning	created	father	indicate	online	root meaning	to to	arise	director
registered	smell	trainee	wreck	blind	crews	features	industries	operates	rope	tons	arms	display
regulation	solutions	transaction		boiler	critical	feedback	ing	oral	ross	took	arrange	dry
relating	stage	transit	COUNT 5	boilers	defined	filipino	invoice	organized	saw	tournament	arrangements	education
repeated	standardized	truly	the	boxes	degrees	finding	james	painting	seamen	town	asking	efficient
reporting	stands	trusted	an	brother	depending	firefighting	january	pan	seas	transfer	aspects	energizer
represents	starboardruder	trying	if	built	devices	fixed	late	park	seattle	understood	assembly	entering

resolution	steered	twice	meaning	buoy	didnt	flooding	laying	partner	seawater	unique	ballast	equipped
restaurants	story	unable	now	cafeteria	direct	formal	lets	passage	section	usual	boatswain	errors
restricted	stow	units	read	careful	directed	friends	licensed	payment	seen	vacancy	brief	evaluation
review	strategy	update	today	cartons	directly	gained	lies	performance	separate	vacation	british	familiar
rios	stress	urgency	absolutely	cases	doesnt	gave	live	performs	separation	variety	cables	field
rosa	successfully	useful	ad	centre	door	germany	loops	playing	serve	video	calling	file
rulecontent	suggest	valuable	added	checked	doors	gone	loudly	policy	serves	visit	capacity	fired
rush	suggestion	values	additional	checking	double	graduates	maintained	possibly	sheet	waiting	carrier	fires
salutation	suggestions	vicinity	adjective	chemical	draught	greeting	manimtim	practices	signature	warning	causing	fish
saturday	supervise	vital	adjust	classified	dream	growing	mans	principles	simply	weeks	central	fishing
save	surrounding	wait	advertised	clothing	dwt	guess	masters	programming	solas	went	channels	fully
saving	swing	walked	against	collantes	early	guide	mayday	provisions	specified	white	client	functional
screen	symbols	walls	agent	coming	efficiency	hall	meal	pumps	spots	writers	colleagues	generally
segregation	teacher	wanted	almost	compare	electronics	happy	medical	purchase	stability	wrong	commonly	gmdss
sell	tells	waste	amended	compliance	emphasize	heard	meetings	qualities	standing	zone	comply	goals
selling	term	wednesday	american	conducting	employee	height	mentioned	raft	started		cons	graduate
senders	testing	western	amount	considering	enclosed	helpful	minutes	ramp	starting	COUNT 6	content	handled
separating	thinks	westgrove	arrive	consistent	encoding	higher	moving	readiness	steps	his	conveying	handshake
shift	though	winds	aside	constantly	engineroom	highest	nature	record	submit	abandon	copies	hardworking
shipment	thrown	wiper	attended	convenience	equivalent	highlight	noon	refers	suits	accepted	crane	heavy
shots	thruster	wire	audio	conversations	exams	hired	nothing	regarding	surface	account	daily	helps
sick	thus	women	badly	copiers	except	hoses	noun	relationships	teach	although	delgado	honest
signed	to happy	won	basics	corporate	execute	impression	objective	responses	tension	andor	development	ideal
sincerity	toxic	wonder	beach	cost	experiences	improving	ocean	risk	throughout	appliances	device	incharge

individual	philandering	secret	walk	box	front	ordinary	structure	building	idea	previous	tug	decks
inform	plus	secure	washing	bpos	greater	outside	study	cabins	ideas	price	turning	departments
inside	possibility	security	ways	brought	grounding	packing	style	cause	incidents	printed	uses	desired
instead	proceeding	selection	wear	card	groups	page	subic	certification	instructions	procedure	value	easy
instructor	programs	sequence	welcome	cardinal	hatch	pass	supplies	chance	intended	production	ventilation	exhibit
insurance	properly	share	windlass	changes	hatches	picture	support	city	law	propeller	vocabulary	explosion
interest	providing	site	wires	characters	individuals	planning	tense	clause	likely	pull	walker	fact
involved	purchasing	size	writer	clean	intercultural	power	therefore	cold	liquid	readers	wish	fairway
involves	qualified	slow	yesterday	closed	interesting	pressure	today's	collision	listed	reason	worker	filled
june	quite	smcps	yet	comes	internet	product	tool	competence	listing	regional	works	filling
keeping	rank	software	you'll	communicating	japan	pronoun	university	coordinate	little	results	yours	finished
kelvin	reach	status		completed	lack	pros	upon	crewing	located	route		format
kept	real	steve	COUNT 7	conflict	leave	purposes	watchkeeping	desk	making	saying	COUNT 9	fuel
laguna	red	student	listen	contains	less	quality		discharging	manner	schedule	at	furniture
led	refer	substances	ms	culture	liferaft	recent	COUNT 8	drive	middle	script	write	further
lower	reference	suit	on	damaged	liferafts	reduce	and	duty	misunderstanding	shall	act	galley
mailing	refloat	supply	there	dead	location	regular	this	east	move	shows	ads	happen
manila	regularly	systems	what	define	log	repairs	accept	eat	names	soon	adverb	having
mareng	regulations	talking	abstract	delay	low	representatives	accurate	engineers	nautical	speakers	ago	including
mariners	repeat	tank	advance	delivery	lunch	seafarer	active	enter	net	statements	aid	injured
markers	replace	teaching	advertisement	describe	march	seagoing	advice	establish	nidec	stating	areas	interviewer
mind	resources	teams	advertisements	develop	merrell	secretary	aft	face	nonverbal	stowed	authorities	interviews
minute	rest	thats	afternoon	differences	method	sender	agents	final	notice	supervisors	bad	knots
mock	return	thought	alarm	easily	midnight	serving	angry	flight	oclock	taken	big	ladder
national	reverse	thoughts	amendments	eight	mistakes	showing	applies	function	ones	tanker	buy	leaving
oiler	road	timely	among	electronic	modern	sinking	approach	gaps	operate	task	carriers	length
opinions	ropes	transport	applications	enough	mostly	south	articles	got	overtime	technology	carrying	lights
organize	sail	tv	asks	exercises	navigating	specialist	assisting	handle	passenger	ten	changing	loaded

owners	sailing	unloading	average	eye	near	speech	auxiliary	hard	passive	tests	country	mail
party	sample	vary	bank	fit	notes	spend	bill	heading	philip	thing	covers	maintain
perhaps	scenario	vice	barriers	floor	nouns	steering	bring	homework	preferred	told	crude	maintaining
pertinent	scheduled	view	boss	forward	offer	strategies	build	hr	presentation	top	dates	maximum

missing	until	everything	stations	conversation	mooring	COUNT 12	learn	workers	model	free	dangerous	learning
monthyear	west	fighting	stop	cook	muster	here	lot	youre	morning	getting	designed	mark
night	wide	focus	stores	countries	object	across	marina		nd	giving	external	market
opening		frequency	stowage	courses	objectives	activities	month	COUNT 13	overall	im	food	money
owner	COUNT 10	gives	strong	current	once	actually	movement	you	perform	interested	forms	open
participle	what	happened	supervisor	danger	pair	addition	negative	apparatus	pm	lloyd	going	qualifications
per	adverbs	increase	table	deal	positions	applying	north	article	positive	operational	hull	received
phrase	along	john	tankers	degree	professional	aspect	opportunity	basic	prefix	particular	kind	remember
play	anchors	leader	thank	distance	radar	attention	paragraph	class	preparing	pay	least	request
ports	answers	lines	vts	either	receiver	bottom	personnel	considered	select	project	marketing	since
prepositions	anything	meals	warm	employment	relationship	bulk	prevent	corporation	senior	proper	member	speaker
products	astern	memos	willing	ensure	reply	conduct	proceed	cranes	standards	role	needed	speaking
professor	audience	messages	wind	exam	respond	correctly	research	employers	still	safe	personal	stern
quickly	believe	normally		excellent	response	decide	responsibility	engineering	survival	send	rescue	takes
range	book	numbers	COUNT 11	exercise	result	decision	running	environment	today	subject	situations	telephone
ratings	break	opposite	ability	expect	rules	discuss	said	especially	towards	taking	someone	try
reasons	candidates	ordered	accident	finally	shop	due	salary	ever	travel	times	spaces	voyage
receive	capital	overboard	accommodation	found	sign	feel	says	fast	unit	tips	statement	weather
school	carried	package	ammv	fresh	signals	follow	seaman	friend	verbal	truefalse	steward	
seven	circle	personality	based	gear	spelling	four	show	gas	wants	week	success	COUNT 17

several	column	pilot	bay	hernandez	store	friday	small	great	year	youve	tanks	above
shake	conditions	poor	beacon	hotel	technical	goes	sometimes	hands			worked	accent
signal	continue	president	become	importance	total	grammar	source	hear	COUNT 14	COUNT 15		again
skill	correspondence	program	benefits	includes	various	half	spoken	home	breathing	when	COUNT 16	applicants
smoke	documents	really	car	issues	voice	held	steady	introduction	containers	assist	air	apply
sound	draw	repair	center	items	watches	helmsman	text	key	coworkers	away	calls	available
stay	electrical	respect	cleaning	known	whole	hoffline	title	learned	drills	candidate	career	balde
step	electrician	rooms	clearly	lives	world	human	together	light	emails	care	college	cable
street	emphasis	safely	comprehension	load		identify	tone	looking	event	choose	customers	cadet
superstructure	essential	sending	condition	local		immediately	turn	makes	expected	close	effectively	carefully
survey	even	sincerely	consider	material		improve	understanding	match	express	communications	explain	cargoes
unless	everyone	solution	context	materials		lead	verbs	mess	few	cultures	high	change

clients	COUNT 18	COUNT 19	industry	knowledge	COUNT 25	navigation	students	COUNT 32	COUNT 35	COUNT 39	COUNT 43	COUNT 48
container	accents	according	let	progressive	another	never	us	dont	always	because	after	check
copy	around	appropriate	manager	space	assistant	operation		given	full	bridge	correct	name
cultural	asked	area	philippines	system	command	organization	COUNT 29	handling	general	room	over	sentences
days	assigned	better	please	within	down	own	assistance	orders	right	workplace	standard	think
direction	bpo	bow	prepared		employees	simple	done	resume	see		three	
engines	cannot	case	require	COUNT 23	fill	something	side	service		COUNT 40		COUNT 49
five	charge	code	sent	action	global	third	understand	situation	COUNT 36	best	COUNT 44	equipment
functions	computer	communicate	solve	carry	include	years		yes	chapter	keep	give	find
large	dear	directions	state	certain	might	yourself	COUNT 30		different	place	memo	ms
last	doing	employer	station	damage	often		back	COUNT 33	speed	very	new	water
level	followed	ex	track	distress	others	COUNT 27	cover	did	sure	want	team	way

mean	however	head	traffic	eg	parts	anchor	example	letters		were		
mention	lifeboats	hold		hand	process	clear	examples	past	COUNT 37	write	COUNT 45	COUNT 50
merchant	major	jobs	COUNT 21	him	ready	complete	made	present	address		before	captain
operations	necessary	machinery	already	life	related	duties	officers	purpose	ahead	COUNT 41	list	safety
points	needs	navigational	body	listen	responsibilities	effective	possible	reports	been	called	only	seafarers
problems	off	paper	customer	maintenance	search	every	starboard	training	experience	course		such
procedures	persons	prepare	future	management	stcw	look	than	while	just	main	COUNT 46	two
relevant	provided	smcp	meaning	meeting	tell	plan			master	many	person	
requirements	relative	staff	meet	phone	those	provide	COUNT 31	COUNT 34	mr	then	questions	COUNT 51
responsible	requires	successful	practice	radio		sales	able	application	next	verb		know
roles	shipping	test	put	same	COUNT 26	tasks	contact	goods		writing	COUNT 47	number
services	speak	things	sentence	set	in		end	had	COUNT 38		below	where
shore	special	types	short		ask	COUNT 28	marine	holds	convention	COUNT 42	engineer	
start	steer	written	stand	COUNT 24	avoid	being	means	loading	day	during	help	COUNT 52
terms	talk		too	boat	between	left	passengers	now	office	go	watch	officer
type	whether	COUNT 20		details	control	line	sir	required	oil	message		
wheel	woman	both	COUNT 22	here	could	much		rudder	report	words		COUNT 53
without		come	to	man	imo	onboard		through	under	working		drill

COUNT 54	COUNT 62	COUNT 69	COUNT 79	COUNT 93	COUNT 113	COUNT 146	COUNT 229	COUNT 372	COUNT 1414
group	call	board	ships	maritime	the	vessel	by	that	of
members	hours	make			which				
our		up	COUNT 80	COUNT 96		COUNT 147	COUNT 240	COUNT 393	COUNT 1490
second	COUNT 63		engine	was	COUNT 115	job	will	with	and

take	etc	COUNT 70			we			your	
	its	no	COUNT 83	COUNT 97		COUNT 151	COUNT 244		COUNT 1637
COUNT 55	read	people	must	deck	COUNT 119	when	have	COUNT 427	to
form					out			or	
interview	COUNT 64	COUNT 71	COUNT 85	COUNT 98		COUNT 169	COUNT 257		
who	need	get	may	my	COUNT 121	about	at	COUNT 434	COUNT 3526
	these	language	use	other	crew			be	the
COUNT 56			used			COUNT 174	COUNT 262		
part	COUNT 65	COUNT 72		COUNT 99	COUNT 123	do	what	COUNT 461	
she	chief	any	COUNT 87	but	how	work		on	
some		her	also				COUNT 280		
	COUNT 66	problem		COUNT 103	COUNT 126	COUNT 176	this	COUNT 561	
COUNT 57	emergency		COUNT 88	one	cargo	ship		are	
phrases	his	COUNT 74	does				COUNT 290		
say	important	fire	following	COUNT 109	COUNT 129	COUNT 180	as	COUNT 589	
skills	me	good		their	business	all		for	
	more	like	COUNT 89				COUNT 333		
COUNT 58	most	why	company	COUNT 110	COUNT 130	COUNT 192	it	COUNT 801	
email			each	information	if	communication		you	
vessels	COUNT 67	COUNT 75	letter						
	port	sea		COUNT 111	COUNT 132	COUNT 195		COUNT 936	
COUNT 60			COUNT 91	time	has	can		is	
department	COUNT 68	COUNT 76	there						
	answer	order		COUNT 112	COUNT 135	COUNT 221		COUNT 997	
COUNT 61	into		COUNT 92	they	should	an		in	

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