

The SEEC Model: A Key to EFL Vocabulary Teaching (Book Review)

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نموذج SEEC: مفتاح لتدريس مفردات اللغة الإنجليزية كلغة أجنبية (مقال مراجعة كتاب)

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Introduction:

Mastering multiple languages is increasingly essential to keep up with the rapid development of the world around us. Our world is no longer as narrow as it used to be. The world is now like a single connected village, where we all share the same influences, circumstances, and changes. English is a fundamental subject in educational institutions, with international education facilitating its use in various educational forms.

Learning new words is crucial for academic success, both in and outside the classroom. The effective English vocabulary practices can help teachers educate their students. However, the developmental delays, the reading issues, and the infrequent exposure to new words can hinder the students' growth. Most educators agree that passively teaching English vocabulary is not the most effective strategy.

Vocabulary is a vital component of education, promoting academic success and effective communication. A wide range of vocabulary facilitates understanding of texts, thinking critically, and ability to communicate, which are key to personal success. Therefore, educators teaching English need to make improving vocabulary an absolute priority in their teaching practices. Vocabulary is a critical component in every language; it is a set of words that enable people of all kinds to communicate effectively. This allows learners gain insight and communicate with others. Learners without sufficient vocabulary can have trouble successfully expressing their thoughts and opinions; thus, understanding how to use it in learning is fundamental. An extensive vocabulary serves as vital for learners to thrive due to how it allows them to decode challenging texts, assess and interpret is necessary for learners to succeed, as it enables them to comprehend complex texts, interpret and analyse information, while strengthening and increasing their ability to comprehend the text. A broad vocabulary additionally provides and makes learners more able to comprehend emerging ideas and concepts, and allows them to clearly express what they think, which promotes their academic achievement. Quigley (2018) published a book entitled *Closing the Vocabulary Gap*. It points out the significance of instructor-driven vocabulary acquisition. It presents practical clarifications and realistic solutions, supplies, and instructional tasks and activities for instructors throughout the entire curriculum, underlining the important role of vocabulary in learning spelling strategies. Quigley underscores the necessity of instructing vocabulary, stating that learners need to be

familiar with at least 95% of the terminologies and expressions utilised in courses of study as a way to infer the meaning of the text. He proposed that learners should graduate with at least 50,000 words in their vocabulary. Notwithstanding aforementioned, his book shows the value of instructing vocabulary effectively in English as a foreign language (EFL) using the SEEC model. It argues that acquiring substantial vocabulary can increase learning outcomes and raise learners' confidence in how they can communicate. The SEEC model, which is composed of the selecting stage, explaining stage, exploring stage, and consolidating stage of the vocabulary, assists EFL learners to comprehend texts, create knowledge, and find out how to pronounce, spell, and identify words as well as contextualise them. Some instructional resources, including the Frayer model, word maps and picture dictionaries, can assist in this process. Investigating and analysing the manner in which the SEEC model introduces English vocabulary for learners is one of Quigley's book priorities and goals. It attempts to determine how the structured Select, Explain, Explore, Consolidate (SEEC) model affects language acquisition, vocabulary retention, and comprehension.

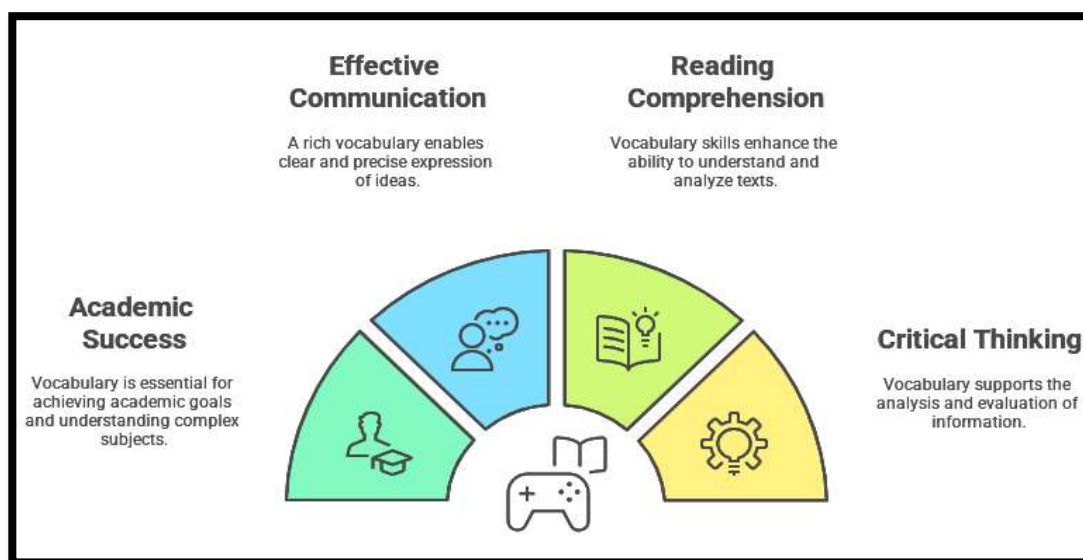


Fig.(1): The Role of Vocabulary in English Language Learning

The SEEC Model is a popular approach to teaching English vocabulary, focusing on Select, Explain, Explore, and Consolidate. This four-step process helps learners understand and retain new vocabulary words, particularly useful in Iraqi high schools where English is often taught as a second language. The model provides a structured framework for engaging and effective vocabulary teaching. The key component of the SEEC model is Selecting, which involves determining the difficulty of reading material and the most important words to understand. This refers to “What words are unlikely to be part of a student’s prior knowledge? Which words will help build important concept knowledge? What words appear repeatedly in a text and a topic? What words are interrelated and help students know additional words?”. Another important

component of the SEEC Model is Explaining. Teachers begin with explicit instruction and word explanation after selecting the words to focus on. Word walls, graphic organisers, and word definition models are just a few explanation strategies. Teachers can teach new vocabulary through various methods, including saying, writing, defining, demonstrating, and clarifying. They should carefully say the word, write it, provide a student-friendly definition, demonstrate it in different contexts, and ask students to provide further examples and clarify misconceptions. Therefore, teaching mindfulness techniques to students involves careful pronunciation, writing, providing multiple examples, asking for examples, and clarifying misconceptions. It's crucial to emphasize phonemic awareness, common sounds, and letters in the word, promoting a deeper understanding. The third component of the SEEC Model is Exploring. This involves providing students with resources to understand their topics and ideas. It includes exploring etymology, common word parts, word families, synonyms, multiple-choice questions, understanding with students, restating meanings in their own words, and related images or ideas. Graphic organizers like Frayer model, vocabulary map, reword definitions, and dictionaries and glossaries can help learners understand and define words effectively. In consolidating, the SEEC Model is a teaching approach that focuses on and contextualizing knowledge of new vocabulary. It includes utilising visual aids to teach and introduce new words; thoroughly analysing and exploring their meaning, creatively or in sentences; and making connections between the new word and well-known concepts. It also enables the learners to cultivate their own of mental image of the newly introduced word, making it faster to remember. The SEEC model also supports continuous interaction and fascination with unfamiliar vocabulary, making it a productive way of learning and interacting with English vocabulary. Learners acquire an increased understanding and deeper knowledge of the meaning and the practical value of a word by analysing its definition, synonyms, antonyms, and context of use. The SEEC model is a highly successful way to teach English vocabulary that enhances learners' performance.

As an instance, in order to integrate the SEEC model into English lessons, the instructor may demonstrate the meaning of the concept "benevolent" in order to incorporate the SEEC model in English classes. In the selecting stage, the instructor can display a picture of Hisham Al-Thahabi, the founder and director of the Iraqi Home Foundation for Creativity, and draw attention to his kindness towards orphaned children in Iraq, depicting and outlining the concept of "benevolent". In the explaining stage, the instructor identifies the concept "benevolent" and encourages learners to search for synonyms and antonyms. In the exploring stage, learners are encouraged to include the concept "benevolent" in sentences. In the consolidating stage, the learners can use the dictionary to determine additional meanings relating to the concept "benevolent", such as "generous" or "kind".

The SEEC model provides learners with a variety of vocabulary that they may not encounter in everyday language. The learners can employ the SEEC model to build up and develop their vocabulary while boosting their abilities to fully grasp and make sense of challenging concepts. They ought to examine various kinds of texts, such as fiction, non-fiction, and instructional materials (textbooks), in order to get more acquainted with numerous linguistic styles and methodologies. Furthermore, the SEEC Model can involve discovering new words and expressions, using storage devices and memory cards, and taking part in discussions or arguments. Being actively involved with English is crucial for establishing new vocabulary and integrating its meaning and usefulness. Learners may further improve their learning experiences by adopting and accessing vocabulary-building applications, online resources and tools, and stimulating and interactive games.

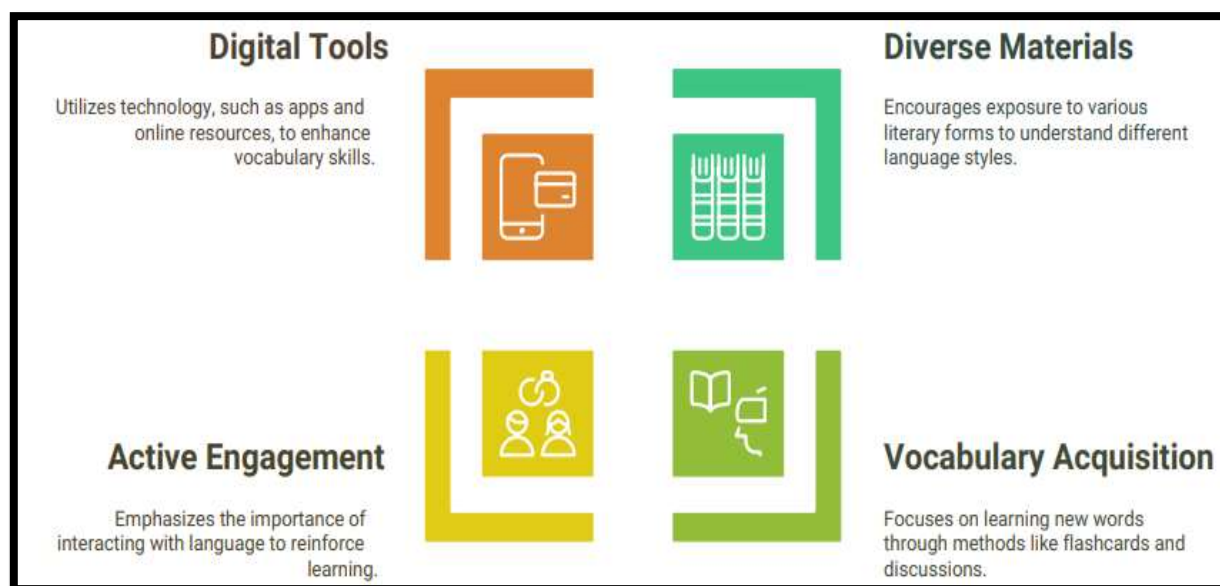


Fig.(2): Improving and Developing Vocabulary Using the SEEC Model

Methodology

To guarantee a methodical collection and presentation of data, Quigley followed the systematic literature review methodology to collect and analyse data whilst looking for relevant and pertinent articles. He addressed an evidence-based approach, incorporating linguistic, literacy, and cognitive science investigations; teacher questionnaires and interviews; comparative research; and classroom-tested approaches.

Outcomes and Discussions:

By reviewing concrete and scientific evidence and instructional practices, the book attempts to shed more insights on the role of SEEC-based instruction to enhance vocabulary proficiency in EFL classrooms. Quigley's 2018 book, "*Closing the*

Vocabulary Gap," concentrates on learning vocabulary in educational settings, offering techniques for instructors to bridge the gap between learners with adequate vocabulary skills and those who are challenging and suffering. The SEEC model and vocabulary instruction have yielded several recognised outcomes and inferences:

- *Explicit Vocabulary Instruction*: Quigley promotes established, purposeful vocabulary instruction relying on the SEEC model, highlighting select, explain, explore, and consolidate, rather than incidental learning.
- *The Role of Disciplinary Literacy*: The book underlines the vital role of topic-specific terminology in gaining vocabulary , and it also highlights the wide variety acquisition methods across different subjects.
- *Closing the Word Gap*: Quigley indicates the massive vocabulary gap among learners from families with limited resources, reinforcing the value of the targeted interventions that boost academic performance.
- *Practical Strategies for Teachers*: With a special concentration on the morphology, etymology, and contextual instruction, the book empowers educators with innovative methods for combining and introducing vocabulary instruction into regular classes.

A Critique of the Book

Alex Quigley's –Closing the Vocabulary Gap – (2018) proposes comprehensive vocabulary instruction in order to narrow the gap between "word-rich" and "word-poor" learners. Although the book has gained broad acceptance and widespread support for its useful procedures and accessibility, it also supports critical analysis of its detailed review, conceptual foundations, empirical support, and effectiveness for use in many different kinds of educational settings.

- *Strengths of Quigley's Approach*: Quigley's approach seamlessly integrates research from psychology, linguistics, and pedagogy to point out the key role of vocabulary in academic achievement. He focuses on explicit vocabulary teaching while offering methods and techniques for implementing vocabulary learning into numerous classes and various subjects, in accordance with literacy research. Moreover, language acquisition reinforces Quigley's realistic observations and practical recommendations, such as embedding vocabulary into English class discussions and utilising morphology to enhance word understanding. His work resonates with educators who are searching for reliable methods that improve learners' understanding.
- *Criticisms and limitations*: Quigley's book, despite its positive effects and strengths, has been condemned and criticised for the absence of empirical confirmation, focus on secondary sources, and potential neglect to handle socioeconomic factors affecting the evolution of vocabulary. Critics and reviewers argue that the book's concentration on teacher-led interventions may weaken its scholarly and empirical rigour. Another point of dispute is directed at the

generalizability of Quigley's ideas and recommendations. Quigley's vocabulary lesson procedures have been questioned for their inadequate use in multilingual or non-Western learning environments, even though they are designed mainly for English-speaking classes and fail to successfully take into account linguistic and cultural contexts.

Conclusion

Quigley's book 'Closing the Vocabulary Gap' is a vital guide and resource for educators, requiring and exploring concrete vocabulary instruction approaches. However, the way it relies on secondary research and classroom-focused cures highlights questions regarding its practical reliability. In addition, Quigley's SEEC model is a beneficial instructional method for teaching English vocabulary which is composed of four phases: selecting, explaining, exploring, and consolidating, to help learners understand new terms using visual aids, identifying them, integrating them in sentences, and correlating them with presented vocabulary, to improve their performance. Moreover, the SEEC model, a systematic guide that encourages interactive learning and acts as an authoritative basis to teach new vocabulary, utilises visuals, meaning evaluation, and involvement to strengthen the learning outcomes. Quigley's model serves as a reliable and feasible method for vocabulary teaching to build strong word connections and deepen learners' understanding of English language.

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