
1800

INTERACTIVE WORDS

A Complementary Book for
Sadlier-Oxford's Interactive
Audio Program

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Preface

Vocabulary learning is believed to be the most significant language component in learning any foreign or second language learning program. Mastery of the most frequent words in English as an international language is needed by the majority of EFL/ESL and ESP learners all over the world and Iranian EFL learners are no exception. Iranian EFL and ESP learners are found to be highly interested in learning as many words as they can when they engage in the process of learning English which is needed for their academic and professional achievements. However, the plethora of EFL/ESL vocabulary books in the market makes it considerably difficult and sometimes even impossible for them to choose the appropriate book suited for their purpose. In the same vein, selecting the most apposite EFL vocabulary materials for the curriculum developers, education policy makers, syllabus designers and English teachers is a terrifying ordeal. Learners and teachers, therefore, seem to have been unwillingly dragged into an interminable power struggle between publication giants such as Cambridge, Oxford, and Longman which are striving to win the market. Their books are often rich in content, vividly designed, well promoted, and developed based on different proficiency levels and learners' linguistic needs. With this in mind, there seems to be no satisfying yardstick which helps customers, pedagogical stakeholder, decide which way to go especially when it comes to vocabulary books. The authors, therefore, felt the urge to work on a practical, comprehensive, reader-friendly vocabulary book to assist ESL/EFL learners and teachers. The book in your hand mainly tries to help you have a better understanding of the English lexicon. This humble work of ours provides readers firstly with an audio program, secondly with simple definitions, straightforward synonyms, and vivid examples to help them understand the meaning of each word in the easiest way possible.

The current book has also tried to take advantage of the merits of the famous EFL/ESL vocabulary books and yet avoid the demerits and drawbacks of these books. Therefore, it has used the standard Oxford phonetic symbols for American English Pronunciation which is nowhere to be found in the currently popular books. The authors of this book strongly hold the opinion that correct pronunciation, vocabulary development, and lexical retention correlate to a considerable extent. To develop an educationally reliable and valid vocabulary book, the authors employed Sadlier-Oxford Vocabulary List as their sketch presented by Sadlier-Oxford Interactive Audio Program for teaching English vocabulary in the form of a list of 1800 frequent academic words and provided the learners with an audio program with simple definitions and two examples. However, it seems that a complementary book was obligatory specially for intermediate and upper-intermediate learners of English with some written exercise. The book has not utilized any definition, synonym, or example sentence from Sadlier-Oxford Interactive Audio Program; instead it has developed its own extra definition, synonyms, example sentences, and review exercises. Reading the book can help the less proficient learners acquire the audio words more effectively and internalize them more permanently. In order to guarantee the socio-pragmatic and lexico-grammatical appropriateness of the book content, all the example sentences used in the units or exercises were gathered from different online and offline American English dictionaries, famous newspapers and magazines corpora such as Times and Newsweek corpora. Moreover, the book offers a weekly and monthly timetable for learning the words included in six levels of the book: Level A through F. It was tried to employ the simplest definitions, synonyms, and effective one-line short examples to optimally boost learning, satisfaction and motivation. Finally, we should express our sincere gratitude to all friends, colleagues, and students of Imam Khomeini International University in Qazvin who helped during the 2010-2016 period by finding some examples for the exercises. We appreciate their valuable assistance without which this comprehensive book could not be compiled. We also thank a number of people who helped with typing, editing, and publishing this book. We hope you find what we have done worthy of reading.

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