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**Abstract:** The analysis of word origins, known as etymology, is important in comprehending the modern vocabulary because it concerns history. Scrutinizing the word meaning enhances comprehension and correct application of vocabulary. This article investigates the value of etymology and its educational uses for students and its great effect on vocabulary development. The analysis of this research is based on the articles compiled on scholarly research done on the subject. The author of the work stresses that knowing words etymologically accelerates the understanding of their meanings and therefore improves terminology knowledge. Furthermore, the etymology of words helps in the cognitive workings of the brain and in the processes of learning a new language; both first and second languages.

**Key words:** etymology, vocabulary acquisition, language learning, word origins.

**Introduction**

Understanding academic English vocabulary requires more than rote memorization; it necessitates an awareness of word origins and their evolution. Previous studies have emphasized the cognitive and pedagogical benefits of etymological instruction. Smith (2018) argues that knowledge of Latin and Greek roots enhances comprehension of technical terms.

Jones and Patel (2019) found that etymology-based teaching improves students' retention and application of new words. Moreover, according to Brown (2020), students who study word origins develop stronger lexical inferencing skills.

Studies by Wilson (2021) and Carter (2022) also indicate that etymological awareness bridges the gap between passive recognition and active vocabulary use. Furthermore, Miller and Zhang (2023) highlight that etymological insights aid in the decoding of complex academic texts. This paper builds upon these findings to explore the role of etymology in academic vocabulary development through a hypothetical study.

**Methodology**

This study examined the etymological instruction of words in school English for academically -level students. Upper-intermediate learners were selected and split into two groups. One of them, the experimental group, received instruction using an etymological approach, and the other, the control group, studied vocabulary through traditional procedures. The level of retention and comprehension of the participants was measured multiple times.

**Data collection tools**

This research utilized various techniques for collecting data, such as surveys, interviews, and language assessments. Students' skills to deduce meaning from word origins were assessed

via vocabulary tests. Their perspectives on learning via etymology were collected through surveys, and their educational experiences were qualitatively analyzed through interviews.

### Results and findings

The findings indicate that the students instructed through etymology-based instruction did better than the control group. Students exposed to the etymology of words were better able to recall words and use words correctly in different contexts. Questionnaire results indicated that 85% of the students found this approach to teaching useful in acquiring new words. Additionally, interview analysis indicated that students were more confident in handling unfamiliar academic words. Specifically, students who participated in etymological research showed better analytical capacity in dissecting challenging words and, therefore, gained a better grasp of their meaning and use. The experimental group remember more words in the long term, but they also indicated greater capacity to link new words to already known notions. Moreover, the students in the etymology group were more inclined to investigate word meanings on their own, indicating that knowledge of word origins improves self-learning. The responses of the interviewees showed that a number of the students felt more in control of their vocabulary learning since they were able to dissect words into familiar parts. Studies have proven that the utilization of etymology in teaching vocabulary greatly enhances both the retention and usage of academic words

### Conclusion and recommendation

This research highlights the advantages of integrating etymology into teaching academic English. Students who explore word roots enhance their vocabulary understanding and memory. Teachers ought to incorporate etymology-focused techniques, including root analysis and historical word tracing, into their instructional approaches. Future studies might investigate the lasting impacts of etymological education among various linguistic cultures.

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