

# AGGRANDIZEMENT OF VOCABULRY LEARNING IN UNDERGRADUATE NOVICE: TEACHING STRATEGIES

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## **Abstract**

Nowadays learning vocabulary is perhaps the most challenging aspect of becoming proficient in a second or a foreign language. This sheer enormity of the task Language is often compared with a building: the structure of the building is grammar, and words are the bricks in the structure. Both are necessary and important, so words are often called the building blocks to success on the way to language proficiency. Vocabulary is the knowledge of words and word meanings. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. As the mechanics of vocabulary acquisition is one of the most intriguing puzzles in second language acquisition, Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. In order to help young learners learn vocabulary effectively, we need to employ a range of strategies. First, we need to think why the young learner wants to know the words we teach as they are much more likely to remember them if they need them or want to use them. Secondly to acquire good communication skills or to excel in communication skills, one has to acquire expertise in productive vocab. In fact, they are constantly moving on the continuum of the provider of

knowledge and facilitator of learning. This paper attempts to synthesize for the reader the major findings of research into vocabulary learning and acquisition using simple strategies.

**Key words :**

Vocabulary Strategies, Vocabulary styles, Exemplification of vocabulary, Learner centered teaching & Contextualization.

**Introduction**

Today we would seriously contest the fact that, quantitatively, vocabulary dominates in the language field and that vocabulary acquisition is the main obstacle to language acquisition. So it is highly valued the role of vocabulary in studying a foreign language, understood the complexity of the process of vocabulary acquisition, and believed that words and phrases should be carefully studied and then practiced in context. The process of L2 vocabulary acquisition begins from the very first meeting with a second language and lasts long after all the other aspects of the language have been learned, and understanding of this process is still limited. Besides learning vocabulary, pupil less frequently tries to recall sentences in which new words were used. In recent years, however, there has been a revival of interest in words. Lack of vocabulary often prevents students from becoming proficient language readers and writers and from communicating in L2 effectively. As a vocabulary improvement strategy, contextual acquisition of foreign language vocabulary is always effective in instructed foreign language learning. There has been much need in vocabulary acquisition, teaching and assessment, but there is little agreement about which and how many words are needed to communicate effectively at different proficiency levels. Vocabulary learning should not just be quantitative, focusing on expanding the number of words a learner knows, but also qualitative, focusing on how the words are used pragmatically. Thus, there are several strategies for successful teaching, to develop potentiality in vocabulary production which is valid for English language learners who experience slow vocabulary development.

**Techniques used in daily life situations:**

- It's important to emphasize and practice pronunciation of new/unfamiliar words.

- Don't assume that regular decoding skills will work with academic vocabulary. Practice saying the words.
- It is extremely important for students to have a good vocabulary skill so as to get success in the academics.
- A student can express his or her ideas more clearly with the help of strong vocabulary. Learning a new word everyday is not only exciting, but also beneficial for students.
- Reading is certainly a good habit. Through reading, students are exposed to many new words, which invariably improve their vocabulary skills.
- Writing is also a good way of understanding and using new words. Through writing, a student can practically understand the importance of a word in a sentence. Hence, write sentences using new words and expand your vocabulary and strengthen your writing skills.

#### **Strategies to develop vocabulary effectively:**

If we want our young learners to be effective learners of vocabulary, we have to invest in teaching them strategies that help them to remember the words and produce them when they need them.

- **Playing Word Games:** There are certain games that are designed to enhance the knowledge of students. Scrabble, crossword puzzles, word jumble, etc. are fun games that not only entertain students, but also build their vocabulary skills.
- **Keep a Dictionary Handy:** When you expose to a new word, you search for its meaning. Hence, keep a dictionary handy when you are reading newspapers, novels, magazines or story books. With the help of a dictionary, you can understand the exact meaning of a word. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context.
- **Communicate with Others:** Communicating with different people can also help you in identifying new words. If you come across a new word while interacting, then remember to jot it down in a notebook. Later, you can use the words appropriately in the sentences.

- Learn Vocabulary Online: Online learning is a great platform when it comes to learning new things. There are many worksheets and vocabulary exercises available online that can be practiced to check our vocabulary knowledge
- Flashcards: Flashcards contain a wide range of new words along with the meanings. A student can read a flashcard every day to learn a new word.
- Another way a teacher can do this is to get the learners to draw or write the words they already know and then draw or write the L1 translation of words they want to know. This can be followed by a spot of peer teaching where learners who know the second set of words teach them to the learners who want to know them.
- Repetition and multiple exposures to vocabulary items are important.
- Learning in rich contexts is valuable for vocabulary learning. Vocabulary tasks should be restructured as necessary.
- Vocabulary learning should entail active engagement in learning tasks.
- Computer technology can be used effectively to help teach vocabulary.
- Vocabulary can be acquired through incidental learning. How vocabulary is assessed and evaluated can have differential effects on instruction.
- Dependence on a single vocabulary instructional method will not result in optimal learning.
- . Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it.

### **Types of vocabulary**

Pupil consists of productive or achieve and receptive or receive knowledge of vocabulary in the classroom as well as in the society. It has been observed that a person's receptive vocabulary is larger than productive vocabulary. As our word knowledge increases more and more as words enter our vocabulary.

Vocabulary is broadly categorized into different parts that are listed below:

**Active Vocabulary:** The words that are widely used while speaking or writing are known as active vocabulary.

Passive Vocabulary: The words that are recognized by listening and are not used in everyday speech are called as passive vocabulary.

During Language acquisition, these types are used:

1. Listening Vocabulary: The words, which we hear and understand, are known as listening vocabulary. This type of vocabulary refers to the words we hear and comprehend. In our adulthood, most of us can identify and comprehend almost 50000 words.

2. Speaking Vocabulary: The words that are used while speaking or communicating is known as speaking vocabulary. Speaking Vocabulary refers to the words we speak. Our speaking vocabulary is restricted. Most of the adults use almost 5000 to 10000 words for communication.

3. Reading Vocabulary: The words, which we determine while reading books, newspapers or journals are known as reading vocabulary. This vocabulary refers to the words we recognize when we read any text. We read and understand many words, but we do not use them in speaking vocabulary.

4. Writing Vocabulary: The words that we recall while writing are known as writing vocabulary. This type of vocabulary represents those words which we regain while writing to express ourselves. It is very easy to explain ourselves verbally by using facial expressions and modulation of voice.

Basing on the area of study, there are three types of vocabulary:

Type-1: These words are the words of everyday speech usually learned in the early grades. These are not necessary to teach explicitly.

Type -2: These words are what the Common Core standards refer to as academic words. They are more to be read by students in texts that heard in conversations. They may be in informational or technical texts, or in literary works with sophisticated vocabulary. They often make language more precise (saying “Correctional facility” instead of “prison,” for example).

Type-3: These words are the domain-specific words that you would only see in relation to a specific content area. They are the ones you see bolded in textbooks and/or listed in the glossary.

### **Vocabulary Teaching Techniques:**

- Ask questions: Students learn the vocabulary best when teachers actually integrate questioning and discussion into lessons, rather than just defining them.
- Teach individual words: Teach new words explicitly, meaning on purpose. Make sure students understand the definition. Make sure the definitions are in student-friendly vocabulary. Show the word in a variety of contexts to make the students generate their own definitions. Have them engage with the words interactively. Vary the methods so you're not teaching the same way for every word.
- Provide rich and varied language experiences: We need reading, listening, speaking, and writing experiences across multiple genres. Yes, there is math poetry. Read out loud to students. Encourage book clubs and reading challenges. The idea: create an environment saturated with words.
- Teach word-learning strategies: Teach students how to infer word meaning from context clues. Teach students how to infer meaning from morpheme clues. Teach students how and when to use a dictionary and a thesaurus. We can't assume that students know the strategies they need to make sense of words.
- Foster word consciousness: Point out useful, beautiful, powerful, or painful lessons. Be playful with words.
- Enunciate new words syllable-by-syllable and then blend the word
- Associate the word with definitions and examples that students already know
- Synthesize the words with other words and concepts that they have already studied and they have the opportunity to demonstrate deep knowledge of the new word
- Emphasize new words in classroom discussion, then only students discuss the new words
- The teacher explains a new word, going beyond reciting its definition
- Students restate or explain the new word in their own words
- Ask students to create a non-linguistic representation of the word

- Students engage in activities to deepen their knowledge of the new word
- Students periodically play games to review new vocabulary

### **Enthusiastic vocabulary learning:**

Another way to help young learners learn new words is to explore ways of recording vocabulary. Show learners some examples of picture dictionaries, words with sentences in English explaining what they mean and mind maps linking words and ideas. Discuss why these strategies are helpful. Encourage the learners to use these strategies when noting down new words.

#### **1. Semantic Maps**

A semantic map is a graphic organizer that helps students visually organize the relationship between one pieces of information. Researchers have identified this strategy as a great way to increase students' grasp of vocabulary words. Semantic mapping can be used as a pre-reading activity to active prior knowledge, or to introduce key words. As a post-reading activity, it can be used to enhance understanding by adding new concepts to the map. Here's how it works:

- The teacher decides on a key word and writes it on the front board.
- Students then read the key word and are asked to think about other words that come to mind when they read the word. Students then make a list of all of the words.
- Students share the recorded words, then as a class the words are categorized.
- Once category names are assigned, a class map is created and discussed.
- Students are then encouraged to suggest additional categories for the map, or add to the old ones.
- Any new words that relate to the topic are added to the map as students read through the text.

## 2. Word Wizard

Cooperative learning is an effective way for students to learn and process information. The jigsaw learning technique is a quick and effective way for students to work with their peers while learning key vocabulary words. For this activity each student is responsible for learning three new words and teaching those words to their group. Here's how it works:

- The teacher divides students into groups. Each student in the group is responsible for learning three new words in the chapter.
- Each "word wizard" is instructed to write the definition of the word in his/her own words as well as draw an illustration of the word.
- After each "word wizard" has completed their task, it is their job to come back to their group and teach their peers what they have learned.
- Each group member can copy the new words that they learn from each member in their notebooks.

## 3. Word Detective

The most valuable thing that you can do to increase your student's vocabulary is to encourage them to read. Research shows that wide reading is the main pathway for word acquisition. This activity enables students to see words in different contexts, therefore deepening their knowledge. It requires students to find new words as they encounter them in their daily reading. Here's how word detective works:

- The teacher gives students a list of key words to search for.
- Students are to write each target word and its sentence on a sticky note, then place it on their desk each time they encounter a key word.
- At the end of each day, devote a few minutes to reading each sticky note.
- You can even make a game out of it by assigning each word a point.

## 4. Word Connect

A Venn diagram is a great way for students to compare similarities and differences within words. It also provides students with new exposures to words, which help them, solidify what they have learned. For this activity, students are directed to connect two words that are written in the center of a Venn diagram. Their task is to connect the two words by writing

down each words definition on the Venn diagram, then explaining the reason for the connection.

### 5. Usage of Idioms

An idiom is a phrase or expression in which the entire meaning is different from the usual meanings of the individual words within it. Idioms are fun to work with because they are part of everyday vocabulary. Students enjoy working with figurative meanings, as well as imagining possible literal meanings for the expressions. They also enjoy finding out about the origins of idiomatic expressions, some of which are very old. Introducing idioms by topic can make them easier for students to remember. For example-

- to take the bull by the horns
- to let the cat out of the bag

### English Vocabulary Exercises

#### TASK 1

Complete the following sentences using suitable words:

My friend exercises every day, so she is in very good \_\_\_\_\_(shape/shaped)

I always get \_\_\_\_\_ when I have to speak in front of a huge crowd (ashamed/embarrassed)

I am an \_\_\_\_\_ person. I don't like to dependent on others (independent/independence)

They \_\_\_\_\_ one of my colleague, and I am afraid I might be next (promoted/ fired)

I usually do not eat in the \_\_\_\_\_ (cafeteria/workstation)

#### TASK-2

Mixed sentences

Rearrange the words to make complete sentences.

1. is / band / a / tonight / playing / there / jazz
2. channel / DNB / news / best / is / the
3. album / their / new / you / have / heard / ?
4. an / show / the / on / night / television / was / last / there / interesting
5. favourite / of / lots / posters / have / I / singer / of / my
6. can / Paris / in / culture / of / lots / you / living / experience

### TASK-3

#### Gap fill sentences

These can be used with a word search, crossword, with another exercise or just on their own.

1. There is a jazz ..... playing tonight.
2. Have you heard their new .....?
3. DNB is the best news .....
4. There was an interesting ..... on the television last night.
5. I have lots of ..... of my favourite singer.

### Conclusion

Without grammar, very little can be conveyed and without vocabulary nothing can be conveyed. So a wide-ranging vocabulary helps in countenance and communication. The range of vocabulary is directly interconnected to reading ability. A person is assessed by others on the basis of his or her vocabulary. People develop vocabulary skills gradually through reading and writing. Vocabulary is a pillar of the English language as it helps a person to express his own thoughts and understand what others are saying. In order to master the English language, a student is required to work on his or her vocabulary skills. With a good vocabulary skill, students can express themselves better.

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