VOCABULARY TEACHING: IMPROVING THE EFFICACY OF THE LEARNERS AT THE TERTIARY LEVEL

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ABSTRACT

This paper is to explore the frequency and use of academic words in learner’s day to day activities. Vocabulary is a practical tool for learners with academic purposes, but no matter how motivated the individual, acquiring a foreign lexicon is a great task. Hence, this paper provides few methods to improve their vocabulary, through which they can be, improved the efficacy of the Learners at the tertiary level.

Key words: Vocabulary, efficacy and learners


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1. INTRODUCTION

Language is a word which helps us to converse by which we can share our feelings and thoughts also is one who uses the nuances of a Language he or she is a knowledgeable person in the society. Vocabulary is the key to communication for a large majority of the learners; the ultimate goal of a Language is to be able to communicate in a new language. If you do not wish to learn completely on non-verbal skills, mastering vocabulary is crucial in a foreign language environment. The experienced second language teacher and scholar Keith S. Folse has reviewed prevailing myths about vocabulary. The very first of these myths is that “Vocabulary
is not as important in learning a foreign language as Grammar or other areas” (3). Debunking this very common misconception, Folse points out that his worst breakdown in communications has happened when he did not know the appropriate vocabulary.

2. DIFFICULTIES TO SPEAK
Many students in schools/colleges have difficulty in expressing their thoughts clearly and in understanding and interpreting the meaning of generalized and abstract written material. Test makers and Psychologists have long known that vocabulary development is one of the best single measures of intelligence. Without knowing many vocabularies it’s too difficult to speak without monotonous, due to this reason it is complicated for the students while speaking a language.

3. THE IMPORTANCE OF VOCABULARY
Vocabulary is a central to everyone, without vocabulary students cannot understand others or express their one idea and thoughts. Wilkins (1972) wrote that (“while without grammar little can be conveyed, without vocabulary nothing can be conveyed”). Words are core or Heart of Language. By which how vocabularies are plays an important role in our life and if they known more vocabularies it helps the students to improve their knowledge. If they known more words which helps students to understand and communicate with others.

Vocabulary- Teaching and Learning has obviously become vital to the non-native regional medium students to enrich their lexical proficiency in English. Therefore, this paper may be paving the way to the better ways to inculcate the richness of lexical proficiency in English. Thus the researcher aims to promote vocabulary teaching and learning to improve the communication at tertiary level to the Students.

In the span of just a few decades, there has been tremendously increased need for English language learning due to its profound influence on different dimensions and scientific emergence of spreading knowledge in a global medium of communication. Through the years, English has become the common mode of language where it holds an inevitable status among the human society from different parts of the globe. Still, with all its specialties, no wonder it commands international attention in academics and keeps evolving every day. Perhaps this is because the magnificence of the English language is more evident in terms of vocabulary in the literature of science and technology. As Jawaharlal Nehru reasonably stated, “English is the major window for us to the outside world. We dare not close that window, and if we do it will spell peril for the future…”

On the pedagogical view, English knowledge has a tremendous scope for language learners which would lead them to academic and financial empowerment (Richards, 2001). Over decades, researchers have been increasingly obsessed with finding many new ways to enhance the learners’ communication through LSRW skills – Listening, Speaking, Reading and Writing.

Due to the academic emergence, lot of practical approaches step in increasingly to find a valuable source to integrate the LSRW skills. It is inevitably true that unless there are words, we cannot listen, speak, read and write. Perhaps this is because vocabulary is the processor of LSRW skills in any language. As it is defined, vocabulary is the collection of words of a particular language. In order to master the LSRW skills, one should necessarily possess verbal intelligence which is possible only through vocabulary learning.

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4. THE METHODS TO BE ADOPTED

4.1. Role of Verbal Intelligence

“Beware, word can bring about gain or ruin, carefully guard against any fault therein” is a famous quote from Thiruvalluvar is a celebrated Tamil poet and philosopher. Since every word conveys a different meaning, the user’s word choice should be accurately relevant to the context. A person’s verbal intelligence is determined by the sufficient stock of vocabulary he/she possesses when required situations arise. When and if such a situation arises, the person who is able to produce more words can easily construct a systematic linguistic architecture to convey his/her ideas more meaningfully.

4.2. Available Tools for Vocabulary Building

There are innumerable sources those deliver more information to the learners about the transition of a particular word in different parts of speech and provide learners the ability of locating the word in suitable place in the formation of a sentence. The following are widely acknowledged as the two important sources that learners use to build their vocabulary.

4.3. Dictionary

It is a source that gradually enables the learners to intake the meaning and information of lexis on the basis of such linguistic architectural factors as the prefix, suffix; the obtained sequence of alphabets (spellings); or the phonetic transcription (speech sounds) – the configuration of phonetic symbols in the formation of pronunciation. In other words, a dictionary tells the learner what a word means. It gives a “definition” for each word. Learners refer to dictionary to learn the meaning of a particular word as it lists out the definitions of every word in the alphabetical sequence.

4.4. Thesaurus

A thesaurus is a reference book which lists synonyms and similar words where every word is enlisted as a group by arranging number of words associated with it. Adding more to this point, it is also defined as the source that lists out the words that mean the same as, or nearly the same as, another word. If the learner is in need to find the exact word to be sensible to use in a suitable situation, reference to thesaurus can be helpful.

Despite the previously discussed referring tools and increased availability of other sources for vocabulary, there prevails an insufficiency to effectively comprehend the specific idea of a given word and its applicable usage in relevant communicative situations.

Though dictionary and thesaurus act as valuable referral tools, they have nothing to do with the learner’s memory. It is certainly true that learners often forget whatever they have learnt. This may be due to the following reasons:

1. They show more concentration on learning the word where less importance is attached to comprehension.
2. They memorize more words without identifying the purpose of them in communicative situations.

The learners still require some better tool that can facilitate them to convey their ideas naturally, clearly, concisely, and appropriately - in a way how relevant word choices are made. The following paragraphs make an attempt to describe the scientific understandings of human cognition level in the language process.
4.5. Mnemonics
Something such as a very short poem or a special word used to help a person to remember something, which helps the students to retain information what he/she read already he may bring to mind easily at the time of needed.

*Ex: The musical notes on the lines go EGBDF –
Use the mnemonic 'every good boy deserves fun'.*

5. CONCLUSION
The main aim of this paper is to improve the speaking skill among the students at the tertiary level. The Language should be updated and it must meet the requirements of the world. Always speaking good English is very essential to everyone to everywhere. Therefore the learning vocabulary is necessary to every individual. Hence, if he or she follows regularly the above mentioned works certainly which helps them to communicate in a pleasant way amongst the others.

REFERENCES


