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Encountering the Huddles in Acquiring English Vocabulary as a Second Language and Learning Strategies

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Vocabulary is one of the basic elements of second language learning. It is to be highly motivated. Due to various methods and strategies the importance to vocabulary is reduced. There is a belief that improvement in reading skill will enhance in vocabulary.

This paper attempt to clarify the importance of vocabulary in various levels and knowledge about different vocabulary like productive vocabulary, receptive vocabulary, form of vocabulary, meaning of vocabulary lexical gap, contextual meaning, basic meaning, and various levels of its usage like range, coverage frequency, learn ability, language needs.

Introduction:

Vocabulary plays a crucial role in both mother tongue and second language. There is a close link between vocabulary and second language. The second language is introduced by vocabulary. It is to familiarize the second language.

In multilingual nation like India the vocabulary of various languages is commonly used in various circumstances. The primary level learners do not have the awareness of the vocabulary of foreign language. They use it as their own mother tongue.

While introducing them the same word in second language it acts as both receptive vocabulary and productive vocabulary. The productive vocabulary is the group of words a reader used in spoken or written form. It is the word used in his/her communication. Productive vocabulary relay on the receptive vocabulary. It is the one which familiarize the vocabulary in more extensively.

‘Zhang and Annual (2008) studied the correlation of vocabulary knowledge in foreign language learning and the result should that there is a significant strong relationship between foreign language learning and vocabulary knowledge.’

The form, meaning and use are the three basic elements of words.

The form of a words deals with its pronunciation, spelling, inflection and derivation of a word.

‘Word form – The phonological or orthographic sound or appearance of a word that can be used to describe or identify something’ (Wikipedia 2016).

Meaning of a Word:

The meaning of a word is a basic, literal meaning and semantic relation. Any word does not mean the same in various contexts

‘Oxford (1997) explained the strategy has significant effects on motivating and fostering student’s vocabulary learning’

Oxford explained the pupil's solely on the meaning of a single word and do not focus on contextual meaning of a word. They would not be able to understand and recognize the whole text.

Examples of words meaning:

Word: **Pack**

- ❖ I am going to London this weekend, so I have to pack my cloths.
- ❖ The pack of wolves kills the live stock in the forest.

Word: **Bank**

- ❖ He went to river Bank.
- ❖ He went to National Bank of Indian.

Word: **Gauge**

- ❖ The driver looked at the gas gauge of the car to fill the tank.
- ❖ The robbers had 12 – gauge shot gun in their arms.

The contextual meaning of words:

The contextual meaning is closely linked with semantic relation of the situation.

Example of words

Word: **Snake**

- ❖ I saw a yellow snake in the mountain.
- ❖ The road snaked around the edges of the mountain.

Lexical Gap

The Lexical gap is the lack of lexicalization detected in a language. While comparing two language or in the target language during translation. It is mostly occur in socio-lingual terms or it occur when it does not have the equalent word in the target language.

Example of Word: **Communist**

It is a valid English word and its existence means that “Communitie” and “Communian” this is the lexical gap.

Vocabulary learning strategies

- I. Range of a word
- II. Coverage of a word
- III. frequency of a word
- IV. Learnability of a word
- V. Need of a word

These are some learning strategies in improving the vocabulary. It is the secondary stage of vocabulary enhancement by learning vocabulary based on the following help in eradicating the lexical gap and improves the receptive and productive competency and it also help to understand the contextual meaning and meet the standard of vocabulary usage of the current scenario.

‘Stahl and Nagy (2006) vocabulary learning is a difficult process because the students need to be motivated in vocabulary learning engage in vocabulary instruction, meet vocabulary learning standard to pursue the required accomplishment’

I. Range of a Word

The word occurs in different types of text which may be poetry, prose fiction etc. The words soul, Love, wood, sleep, green so on... it occurs in different types of text may also vary in the contextual meaning. Not all the words changes.

Example

- | | | | |
|-----|--|---|---|
| I | Sleep | - | In poem it may refer to death |
| | Sleep | - | In prose it may refer sleeping |
| II | Wood | - | In poem it may refer to forest |
| | Wood | - | In prose it only refer the wooden piece |
| III | Some words like soul, love remain the same | | |
| IV | Green | - | refer to memories in poem |
| | Green- | | refer to fertile in prose |
| | Green- | | refer to colour |

II. Coverage of words

The capacity of words to replace other word

Examples

- 1) mistake - can be used a blunder
- 2) motivated - can be used as ambitious
- 3) random - can be used as desultory
- 4) momentum - can be used as impetus
- 5) wide spread - can be used as pandemic

This the way on knowing the multiple coverage of words replacing it or using it according to the context.

III. Frequency of words

It is the number of occurrence of words in target language.

Frequency of words in target language is based on receptive vocabulary. The competency developed help to produce vocabulary.

According to keette (2007) 'A receptive vocabulary of some 5,000 to 6,000 words would appear to be a good threshed at which consider learners at the top of the intermediate level and ready to take advance program'.

This is the common required vocabulary but it depends upon the scope, exposure and learning ability of the pupil.

IV. Learnability

Words learned without difficulty. It is learned of reflexive manner. The words are learned by listening speaking, reading and writing.

Example- Primary level of words:

1. Necessary, good, super, wonderful etc

Secondary level of words:

Profile, civilization, inherit_relying etc, mostly this types of words are learned the technical, or genre can't learned without difficult. Multilingual words used in the speech or writing can be learned. The learn ability depends upon the circumstances of the learner. Learning of vocabulary occurs by imitation.

Language Needs:

The extent of which the words which is specially needed in the specific field for the course of communication it can also be abbreviations.

Examples:

1. ACTFC - American Council on the Teaching of Foreign Language.
2. BC - British Council
3. CACC - Computer Assisted Language Learning
4. CICT - Centre for Information On Language Teaching and Research
5. L1 - First Language
6. L2 - Second Language

The above mentioned strategies help us to realize the various aspects of vocabulary and its meaning in varying context. It make as to improve the word power.

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