

English Language Teaching: Attitude towards Word Learning

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ABSTRACT

Its always been a prime problem for vocabulary extending to the learners especially for such teachers because memorizing and keeping the vast range of words in mind, are the some of the great challenges. In this research the main focus is been given to the strategy of memorizing the maximum words in the maximum range with contextualizing as well as de- and re contextualization in concern of learning stages. It also focuses on the methodology and attitude towards the learning approach of the various words. In this research 10-week intense strategy of word processing instruction program is involving. The results reflect that the strategy of teachers is based on instructional intervention which affected the basic changes in both the learners approach of learning the suitable vocabulary and also in the teachers and the learners' approach of word learning. These findings are the base of the specific issues which need to be in the considerations which also involved the inculcation of the future study.

Keywords: learners approach, strategy, attitude, vocabulary

I INTRODUCTION

Teaching and learning approach towards the vocabulary is a major issue for the instructors and learners of English, although it is an important factor to have an ample range of vocabulary in once knowledge and it plays a special contribution to these types of the basic traditional skills of learning English which are Listening, Speaking, Reading and Writing (Barrow, 1999) . Usually the proper way of learning and enhancing of the knowledge of vocabulary, mainly in classroom and commonly in the communication with the others in the classroom or outside the classroom.

However, as an outcome of such input-poor gaining ambience in India, which is mainly depending on the specific word learning and teaching in the classroom is mainly the single option. It's always been an olden as well as tiresome method to teach the words at first and then illustrate those particular words with the examples by the teachers which takes lot of time and energy while teaching and learning. One major thing which had been observed in this method that it become teacher – centered approach and learners remain passively active , only to feel low oriented while learning the frequent as well as seldom used word vocabulary and not knowing the proper channel to use these words in their routine life talking and communication in a very suitable manner.

To add in this, for extending English Language which including a various range of the families of the words which are more than 50,000 which is again a big challenge for the learners of English as well as for the learners of native speakers, to memorize and to keep the words in the mind for creating the everlasting impact as well as the storage which appears to be an immense and daunting task. In such manner the effective way of extending the teaching methodology of teaching and learning needs to be involved enjoyment learning position which is to be

essential for English Language Teacher as well as learner's intense attention.

II OBJECTIVE

To study about the high potentially of words can enhance the learners' positive attitude towards the learning.

III HYPOTHESES & RESEARCH METHOD

- (a) **Hypotheses of the study-** This intense learning planning works effectively for learning vocabulary? If yes then this will change the everlasting attitude towards vocabulary learning?
- (b) **Research Method -** Questionnaire is conducted among the 30 Colleges' students in the sequence to observe the methodology adopt by them for teaching and learning English Words.

IV BACKGROUND OF THE STUDY

Here a gist can be taken from the reactions to all the questionnaire which is route knowledge is still in the topping list. All the four basic skills LSRW are mostly executed by the students. In that much emphasize is given on the pronunciation not on the meaning chiefly.

In opposite with these given high frequency used in the planning, learning by making ideas and even relating with these coding may be ignored up to some level. However, Craik & Lockhart (1972) proposed that the deeper a stimulus is executed, the various knowledge of target words is adapted, the more regular memory tracked, will be naturally the deeper sense will contain the actual meaning.

Also Zhang / Wu's in 2002 made their study on the deep learning of vocabulary execution which reflects that the intense deep encoding. The learners is able to collect and access the degree of learning and the information is processed and looking for the suggestive learning which will happen with the deeper level of semantic processing is executed , infinite yet simple repetition has no use.

To focus the specification; the learners through the semantic coding. The association will be focused , learners, by semantic encoding, may get or create an assistance, like equalities, distinctions or various types of connections, between information in small-term remembrance and information before in Long-term remembrance which deals as schema. That is why, learners come to learn to keep a web-like structure of association and want to have a rather logical and elaborative mental language; consist of a great number of wonderfully organized words kept in our minds.

Considering the model of Caro in 2000, the closer id is interconnected, the degree of accessibility of the words is decided by the two structural merits of taxonomic and considerations of the connection between the concern concepts. It can be reflected that the closer is the association moreover it's facilitation in the successful learning of the vocabulary.

V ANALYSIS & INTREPRETATION

When the targeted word is taught by being put to the continuous network of correlated word based on any situation then it is more easily linger in the memory. In this study intense semantic encoding will be taken for fast learners to learn that what is actually full of meaning according to their perspective.

Constructivist believes in the active collection of the knowledge but actively built up by cognizing subjects, which is very much adaptive and can be fruitful for the organizational world. While in learning process this intense word learning process construct their self knowledge by inculcating new information to the early existing knowledge.

Except for contextualizing learning the words, the process of this study involves 2 more ones re and de – contextualization of learning of words, compared with “learning in text”—the best and famous teaching/learning strategy in today's scenario. No matter to say that learning never takes it's execution in aloofness. In the process of learning, various learners interact with their wit, learning ambience, and essentially, with our peers.

This continuous process led to a suitable condition based on all the various past events and the experiences based on the various learning section. If consider the outcome of this related segment; which

are need to be concerned with the links of words in a personal level. 5. Results and Analysis and for testifying Hypothesis one vocabulary learning skills are tested and executed twice previously and after treatment , every time 10 to 15 minutes been given to underline the known words.

The enlisted includes group of 10 words with individually having words range from Level one to Level six. For the thought process of time allowed a list of words around 100 items composed of meaningful words some from level one to the level three.

Also, for the surety of the facts of the study the word list includes the word list also includes a blend of real time words and non words which are formed by the changes of the situation more letters for example alleviate is now alleviate in National 1990 making the surety that are frequently measure with the exact level of the process which desire to measure. The final result of previous and final test are extended that reflect and proves the hypothesis of improving the learners' word power proved true which is the positive attitude of changes in all the teachers and also in their learning.

In text 2 at first I would prefer to learn these words mechanically and obvious felt a lot. It is really frustrating to learn or recall only few words at the of execution.

But at the time of understanding the working of any planning, it may be not a waste of time. The mentioned attitude is the result of various changes of the learners observation and it is the result of the advantages of the strategies of intense word processing brought about , which prove to be the increment of the learners all the basic spirit of support.

By using this way of instance processing, we can also connect new words with the other similar and relevant words, in this way to extend our lexical shape and aid us to involve and keep more words and have power to use the words very simpler manner. After the process of great group discussion new words enhanced the conversation.

Learning substitution of one word emphasize learning a series of appropriate words , how attractive it is and it's easier and supportive to learn more words for keeping them in mind for longer. According to the extract which is meaningful and based on speaking and writing skills the various words can be adapted. By the conversation; can observe that all the learners are very curious and willingly learnt the words in comparison of all the basic process, and tried to build their own connected linked words by various means of instance processing.

Some learners are badly engaged in the activities which are done in the classroom and achieve less than others. Some old and new concept based and

experienced based speaking or writing etc. which are shown in the given teacher log. The results are as expected. I'm encouraged a lot and have greater drive. Changes are happening unnoticeably.

It's reflected that the lack of confidence lies in the segment where the interest is extended to the activities which are including the maximum word power reflected in the activities to tackle the conversation. One more finding can be turned as during the break in class room which can be positively reflected in the activities.

Sometimes it is also very clear towards the real time strategy by giving the extra hints, looking of the hints and creating imaginative skills and also improvising the text related to the hints which can be reflected in the story line of the points to make the learners more understandable of the word vocabulary.

VI CONCLUSION

Now if we talk about the basic hypothesis are reflected to be true, hence it is clarifies the powerful vocabulary can enhance the learners' positive attitude towards the learning. So the basic points to be taken into the kind consideration:

- (a) Intense vocabulary process can be extended to the learners in the classroom teaching into a subtle manner through the various activities.
- (b) Speaking and Writing skills to be practiced to make better learning which has to be understandable and enhanced the reading skills.

Though the research has its own limitation but definitely there are various issues which need to be reflected on the lexican usages of the languages for the future references.

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