

Role Of Tutor In Building Second Language Vocabulary

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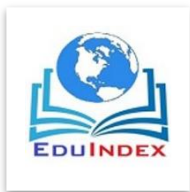
Abstract

Learning a foreign language with the help of mother tongue has been always a tedious task for the students from the rural parts of our country. The factors like inadequate knowledge of the grammar components of the L2 will predominantly affect the process of L2 learning. Enough research has been undertaken to help the learners feel comfortable in order to master the second language. Though there have been many studies to establish how to learn the target language without much attention to the inadequacy of the learner's ability to grasp the fundamental aspects of the language such as their capacity to remember the essential vocabulary and how to integrate them in their reading and writing, the present article tries to expose the learners to the number of ways and means that will help them increase their word power and how to stock them in the long-term memory and how to retrieve and use them easily whenever they are needed. This article also makes an attempt to list out the essential vocabulary that are needed for the rural learners. Primarily the analysis would focus on how to master vocabulary and make them remain in their mind for life. The exercises are designed to encourage the learner to recognize the form and practice the same in order to avoid mere memorization of the vocabulary.

Keywords: Building Vocabulary, CILL, Essential Vocabulary, Long Term Memory.

Introduction

The most common method of mastering any foreign language namely the acquisition of LSRW skills has not been fully successful with regard to the learners from the rural parts of the country. The main reason behind this could be the methodology adapted to teaching and learning the language. Therefore, there arises a dire need for a new and uncomplicated method to acquire the second language. This is the high time that we adopted a new and creative way of second language learning and develop some new strategies to make it more interesting and livelier. The greatest demand of the global market for human resource with the knowledge of the world language is increasing every day that without which the person is



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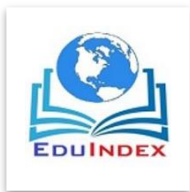


treated as an illiterate. Therefore, it is becoming more and more demanding as well as enormous responsibility of the tutors/educators especially of the teachers of the second language or the world language. Consequently, the classroom teaching must be metamorphosed in such a way that the students assimilate the components of the world language simultaneously while they acquire the academic content of the various subject matters.

The language learning, no doubt primarily starts at listening accompanied by speaking and reading and writing. Human mind is wired in such a way that it is biologically endowed with the ability to subconsciously acquire any language by focusing on the meaning of the language and not on the form. When it comes to speaking the second language the person undergoes a lot of anxiety that the learner is not competent enough to speak. Further this sort of inconsistency that is faced by the second language learner leads them to believe that it is highly incongruous to simultaneously learn the language and subject matter alike. This article aims to establish that it is feasible to improve the language skills while the learner studies the academic subject matter of their own discipline. Approaching both academic content and the second language learning concomitantly would certainly help the student learn the second language more like applied sciences. Learning the English language and specific subject or content will be more effective, and the proficiency could improve substantially. This method of learning is called Content Integrated Language Learning (CILL), first formulated by David Marsh, Professor at the University of Finland, focusing on teaching any specific subjects in/through any foreign language.

In human body there is no different neural system to process different language. The way in which we learnt the mother tongue can also be effective in second language learning. However, generally second language learners cannot have a good command of the language without an in-depth sense of the structure of language. While learning the second language none of the properties of the language is to be disdained. The language properties (alphabet, vocabularies, grammar, sentence patters etc.,) constitute the efficiency of the language and the knowledge of these properties produce proficiency in the second language. Among all the language properties mentioned above, "vocabulary acquisition is central to language learning, whether the language is first, second, or foreign" (Decarrico, 2001, p. 285). If learners lack vocabulary knowledge, they soon discover that their ability to comprehend or express themselves clearly is limited (Decarrico, 2001; Nation, 2001).

Gaining competency in the target language is usually evaluated by the calibre in grammar due to the visibility of the skill and measuring the same is technically easier. But then, prior to this, acquiring a minimum number of vocabularies used in our day to day life is essential in the process of the target language learning. Further the learner should understand the context in which the vocabularies are used and with an assistance of the contextual perception, the



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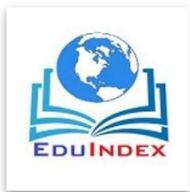
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learner can make out the meaning of the given or spoken content. For the properties of the language exist not in isolation but in relational terms. This complexity (original meaning and the contextual and the intended meaning) in the learning process of vocabulary of the target language makes it pervasive and confusing. Therefore, this pedagogy is not given due importance. But then one cannot deny the saying, "without grammar very little can be explained but without vocabulary nothing can be explained." So, the success rate of mastering the target language is predominantly dependent on one's strength of the vocabulary. An apparent and adequate knowledge of the list of vocabulary is an essential phenomenon for learning of the target language at ease.

One's stock of vocabulary will make the learner sanguine that he/she may apparently be able to speak or write well in the target language. The adequate knowledge of vocabulary is an essential phenomenon for the success of the language learning. In present scenario even the academic success also depends on the command over the related vocabularies in an individual academic subject. Insufficient knowledge of individual words and their meanings may cause not only difficulty to understand the overall message but also might mislead in perceiving the original intention of the content. The essential words, for instance amazing, absurd, gorgeous, doleful, efficient ambitious, avid, pretty, costive, cynical, canny, sympathetic, clumsy, constant, coherent etc., as listed in <https://www.examword.com/ielts-practice/speaking-100-basic-word> need to be thought in an experimental way. These are the basic words that one should be able to speak loudly and with conviction. Based on which the fluency of language can be measured. Therefore, vocabulary learning based on the individual discipline should be the primary focus of the learners and the educators must find out a set of effective strategies and methods to help the learners improve the same. According to Schmitt (2000) and Nation (2001) mastering the lexis of the target language and the connection between the knowledge of meaning of the vocabulary and their contextual usage would result in proficient communicative competence.

Every time when the reader encounters an unknown word, the reader can understand the partial meaning of the word even without the help of the dictionary. Therefore, the task of pleasurable free reading can improve the ability to understand the meaning of words. Thus, the pleasure giving reading can facilitate the reading habit which would eventually provide more knowledge of the properties of the language and positively affect the language competency. Further the learner would become an autonomous learner of the language which is the ultimate goal of language learning. In this process, the method of CILL that was designed to be taught in foreign language would be more appropriate and the learner can master both the core subject and also the L2.



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Following are the prime parts of agenda for vocabulary learning extracted from various experiments conducted by different people and at different places and the tutors can integrate these cues in their teaching vocabulary:

1. Getting into the background knowledge of the new vocabulary,
2. Analysing the words from the known to unknown,
3. Using the new vocabulary learnt in the conversation,
4. Trying to be exposed to various situations in which lot of new words are used,
5. Aiming at the preparation of the list of essential vocabularies in an individual situation. (Allen, 1999; Carr & Wixson, 1996)

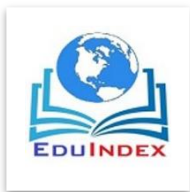
The second language learning can be made easier by encouraging the learner to use the linguistic and cultural knowledge of the learner's mother tongue. The language skills used to master the mother tongue can be extended to understand the target language and the vocabulary can be easily understood while one grasps it from the concept of mother tongue. As one uses the mother tongue in learning the second language it is essential to note that there are a lot of things imprinted in the memory of the learner with the help of the past image and knowledge.

Thus, the following are the two essential things to do in developing the vocabulary and in contextualizing the meaning of the vocabulary;

1. Authenticating the proper usage of the vocabulary
i.e Functional words like a, an, the (Articles), this, that (Demonstratives), many, a few, a lot of, a little, several, none (Quantifiers), without, through, across. (Preposition), really, quite, much (Qualifiers)
2. Exposing them into different situation or context.
i.e Content words (with specific meaning) like elephant, giraffe, gnu (nouns), sly, brown, active (Adjectives), thematically (Adverb).

This type of learning would help the learner to remember the meaning of the words and use them in speaking and writing. More than lecturing the sessions the tutor must try to help the learner exercise the vocabulary in their day-to-day conversations and find out the connection to their daily routine. Practice of discussions will make the learner comfortable to re-use the words in their speaking. This can be more effective when the traditional way of learning vocabulary with the help of worksheets and dictionaries is replaced with new strategies like word play, grouping the words into one family (domain), designing inter disciplinary dictions etc.,

The traditional way of acquiring vocabulary has become superficial and leads to forgetting the words rapidly owing to the learner's advancement in handling the sophisticated gadgets. Therefore, we need to engage them with new methods and usage of technologies in



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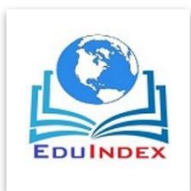


vocabulary acquisition. The primary objective should be able to bring about the connection between the background knowledge and the new target vocabulary which would establish an atmosphere in which the learner will be able to initiate the relevant usage of the target word. As a result, the learner not only acquire the vocabulary but also master the contextual application of the same. In addition to this, vocabulary play would provide prompting challenges that will compel the learner to use newly learnt vocabulary in meaningful context. Further the learner would become interested in acquiring new words and the results of such interesting and prompt challenges exposed by the competitive gaming truly improve the level of competency of the learner in the learning process.

Conclusion

The training through CILL imparted to the students in contextual learning of the target language, its vocabulary, would make them sufficiently competent. Active strategies that we employ based on the level of the learners to help them acquire standard vocabulary, would certainly make their competency reliable and increase the ability to recollect them. Their mastery over the target language can also make them confident in their profession. It is an undeniable truth that our students are capable of mastering L2 quickly. They do not receive constant language atmosphere and do not have the experience of the compelling need to speak and write the language. As they hail from a wide range of social set-up, and communities, they may not be able to comprehend certain complex words. Therefore, we the second language educators must train them considering their level of understanding and applying. It is more effective when we create an artificial compelling situation where in the learner could not avoid listening and responding to. The teacher can provide the learners exposure in categorization activities, Concept Circle and Concept of Definition. Vacca emphasizes the importance of word mapping thus "Concept of Definition instruction supports vocabulary and concept learning by helping students to internalize a strategy for defining and clarifying the meaning of unknown words. The hierarchical structure of a concept has an organizational pattern that is reflected by the general structure of a CD word map" (Vacca & Vacca, 1996, p. 149).

Since the learners are living in the ICT era, the teacher can make use of the following Vocabulary Tools/Websites for vocabulary building: (a) Dictionary.com's Word-of-the-Day, (b) English-Word Information, (c) Free Rice: Learn Vocabulary, Donate Rice to UN World Food Program, (d) Get The Words, (e) Improving Vocabulary, (f) Vocabulary.com: Free Word Puzzles and Activities, (g) Vocab Vitamins: MyWordaday, Grammar, Vocabulary Supplements, (h) WordPlays.com: Word Games. Apart from these online resources, the CILL methodology needs further study to be employed in the Indian context. The state and the Central Government should experiment the feasibility of the CILL and try to inculcate it into the English language learning curriculum in a more meaningful way.



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