

Enhancing Vocabulary through Activity Based Learning

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Abstract

The present study investigates vocabulary enhancement through Activity Based learning compared to a traditional pencil-and-paper method. Students gain vocabulary through intensive reading, digital video games, text books, dictionary and social media. The investigation on vocabulary enhancement results Activity Based Learning can be beneficial complementary activities for vocabulary acquisition in classrooms.

Key words: Vocabulary, Reading, Activity, Acquisition, Language, Enhancing.

Introduction

Enhancing a broad and sound knowledge in vocabulary is prominent in second language teaching and learning. The transparency in spoken and written fluency is more important than the inadequate grammatical patterns, structures and poor pronunciation. It happens due to lack diction. Gaining wider and deeper vocabulary knowledge is paramount in the search of becoming a skillful foreign language speaker. It increases the reading velocity comparing with native speakers of English. Vocabulary plays a prime role in understanding oneself and others. There is a growing acceptance among the researcher and the students that the need of technology based and activity based methods and approaches in vocabulary gaining.

Activity based learning

The Alpha of Activity based learning takes place in 1944 around the World War II. Activity based learning or ABL reveals a scope of instinctive way to deal with education. The central idea of ABL includes hand – on trials, exercises and games etc... The possibility of activity based learning is established in the regular idea that kids are dynamic students instead of latent beneficiaries of the data. Kids are given an opportunity to involve activity while learning. So the learning becomes delightful and long-lasting.

Activity based learning is a practice or method of learning while doing. Activity based learning encourages the students to involve themselves and makes them to investigate the context independently and it gives a refulgent learning experience and expertise. Activity based learning results in problem solving with practical thinking.

Activity based techniques encourage kids to see the sights, experiment and learn things by themselves. It focuses on the interactive learning based on

Exploration – gathering knowledge and acquiring skills through active investigation.

Experimentation – gathering knowledge through experience, process of doing.

Expression – encouraging kids to express their views through presentation.

The Need for Vocabulary Acquisition:

Wilkins says “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” and reinforce further “Without grammar, little can be conveyed, without vocabulary, nothing can be conveyed”. Vocabulary is a critical component of language learning, and is an essential part of mastering a second language. Vocabulary creates a strong and statistical connection between a person’s vast knowledge in vocabulary and the comprehension ability of students. It is a vital necessity to present English Language Learners with multiple opportunities to be exposed and be relevant vocabulary in the context.

Knowing a word

Laufer made an experiment to identify the involvement of words and categorized into five types. The first type is singled out which covers the ability to recognize a word in aural and written context over and above being able to pronounce and spell the word. Secondly, the structure which alludes to the morphemes that constitutes a word as well as derivates. The syntactic behavior found and it indicates how a word operates in a sentence. It is considered as the third category. Meaning is the fourth category which includes its referential meaning such as Homonyms, idioms, affective meaning such as and pragmatic meaning. The last type is known as lexical relations which represents the word’s relationship to other words and their meaning such as synonyms and antonyms.

Traditional Vocabulary Learning

Methodologies of traditional teaching are known as teacher – centered where the teachers are observed as the prime source of knowledge and they are accountable for transmitting new information to the students who are the passive receivers of information. The Traditional teaching methodology is

portrayed as the 'Jug and Mug'. The teacher is the jug full of knowledge who pours information into the empty mugs, transferring students with new information and knowledge. The presence of the teacher and active listening are often well enough to guarantee learning.

Traditional teaching and learning methods focus on the written language, rather than including the vocabulary in all four language domains such as listening, reading, writing, and speaking. Traditional methods of learning vocabulary involve a list of diction, collecting words in the dictionary, copying the definition, meaning, usage, phonetic transcription and examples and using the new vocabulary words in framing a sentence.

Teachers utilize word lists, in-depth explanations, memorization drills, and vocabulary books or worksheets to teach vocabulary in the traditional sense.

Game-based Learning

A game is defined as, "a physical or mental competition conducted according to rules with the participants in direct opposition to each other". Games are fun and engaging, and have an essential component that remains people coming back to play. Students can relate their gaming experiences to game-based learning activities in the classroom. It is an approach to learn with a kind of play that has learning outcomes. It is designed with stability of subject matter with game play and the capability of the player to retain and apply the mentioned subject matter to the real world. It unites multiple learning strategies into an effective resource of gaining, practicing and applying new knowledge and facilitates students to work considerately, give confidence to participate in the further event and interaction promotes an active learning.

Flash Card Method

A Flash card or blaze card is a card bearing data on the two sides, which is expected to be utilized as a guide in remembrance. Cheat sheets are regularly used to remember jargon, verifiable dates, equations or any topic that can be scholarly through an inquiry and-answer design. In the wake of a monotonous day of school, even the most persuaded understudies may experience issues focusing during a cheat sheet meeting. These sparks can help. They also help students to engage in active recall which teaches them brain to remember a term, concept, or process without context clues. Keep the flashcard session fun and game-like. so the students won't forget the words.

Origami method

Origami energizes different modalities of learning. It has been appeared to improve spatial representation abilities utilizing active learning. Such abilities permit youngsters to understand, describe,

and build their own vernacular for their general surroundings. Students' accomplishment in collapsing an origami and playing out a wizardry stunt is fundamentally credited to their appreciation of the content that contains the collapsing and performing guidance. The estimation of this quality is two-crease. To begin with, the instructor can survey students' language learning by analyzing their obvious result (for example last origami item and fruitful stunt execution). Second, such exercises promptly loan themselves to task-based guidance.

Assignment based guidance accentuates correspondence, arrangement of significance, joint effort, and utilization of the language as an unfortunate chore (Shrum and Glisan, 2005). While the end is the origami and stunt result, the methods is the way toward drawing in with the objective language to grasp the origami and stunt guidance and arrange implications with educators and different students.

Conclusion

The conclusion of the research paper discusses the increasing number of English language learners and effective strategies for vocabulary acquisition. The success of an academic lies on the understanding of academic vocabulary. By using both the methods Flash card and Origami Students can develop the vocabulary skill. Activity Based Learning is a successful learning method and effective in the general school population. It can be applied in vocabulary acquisition The Flash Card method and Origami method were use to improve students vocabulary Skill.

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