



“Acknowledging The Mosaic Faced By Undergraduate Students To Intensify Vocabulary Learning”

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Abstract: To oblige the determination of the research on the problems faced by students in learning vocabulary, the researcher had conducted an action research. In this research 60 undergraduate students aged between 18-20 were chosen as the subjects. As vocabulary being the important part of reading, writing and speaking skills, vocabulary adds to the language of an individual. Questionnaire was given in five line based options. The collected samples were analyzed with the bottom up method. After the investigation of collected samples from the survey it is evaluated that the teaching-learning process should go on a with a set of instruction strategies and this enables the learners in mastering their vocabulary and through the usage of examples students learn the abstract words/vocabulary easily. The researcher has concluded that traditional methods of teaching-learning is not that effective in learning vocabulary.

Index words: Vocabulary, Undergraduate students, Action research, Traditional methods.

Introduction

Learning vocabulary is essential to learning to read. Furthermore, crucial to reading comprehension is vocabulary. A person's communication toolbox includes a set of well-known words called a lexicon. Most of the time, vocabulary grows with age and is a crucial and important instrument for communication and learning. One of the biggest difficulties that English language learners encounter is developing a broad vocabulary. The four types of vocabulary are:

- Reading
- Listening
- Speaking and
- Writing

How words are remembered

Unlike to descriptive linguistics, which is fundamentally a rule-based system, vocabulary knowledge is mostly a question of picking out specific words or phrases. The general rule appears to be a part of memory. Yet a crucial issue arises when teaching and acquiring vocabulary: how does representation work? Researchers who study how memories are used distinguish between the following systems:

- Working memory;
- Short-term memory
- Prolonged memory

Temporary storage

The ability of the brain to hold a small quantity of items for a brief period of time is known as short-term memory. Repeating a word requires this type of memory.

Active memory

enduring memory

A form of concoction system might be used to describe long-term memory. In contrast to the working memory, which has a finite amount of capacity and no abiding. Yet, there are a few rules that must be observed in order to ensure that new information is permanently stored in long-term memory.

- Repetitions
- Retrieval.
- Spacing.
- Pacing
- Usage of new words..
- Cognitive depth-personal organizing.
- Imaging- abstract words.
- Mnemonics
- Motivation Attention.

Background

One of the most fundamental components of English is vocabulary. Students must master vocabulary dominance in order to develop their other skills, such as speaking, listening, reading, and writing. In other words, developing your vocabulary is crucial to teaching the four English language fundamentals. In addition to this teaching-learning of English as a second language, vocabulary is an integral component of learning any second language. For instance, when reading. Without defined collections of vocabulary, language study would be impossible. It must be presented, clarified, and covered in every kind of language learning exercises, and individuals must learn it. Students will always benefit greatly from having a strong vocabulary, especially when learning and developing reading skills. Those who are familiar with the vocabulary have a better understanding of the context, can make educated guesses about the meanings of unfamiliar words, and are more likely to understand the ideas, news, message, or information contained in a document that uses any kind of vocabulary.

Language teachers frequently identify vocabulary as the most difficult component of language learning since it serves as the foundational instrument for communication (celik& Toptas p 62-71). Even though teachers are fluent in all grammatical aspects of the language, communication breaks down when they lack the right term. Several academics, researchers, linguists, and language instructors have studied vocabulary learning techniques over the years (Levenston, p 147-160). Oxford (1990) asserts that language learners have a significant difficulty memorising the extensive vocabulary required to achieve fluency.

Students can improve their reading comprehension and vocabulary by having a better understanding of the text's context. They can also find out the text's messages and specifics with less difficulty. Words that provide context information include synonyms, antonyms, definitions, restatement, and explanations, among other things. Students are able to immediately understand the context based on the clue words. Then, if they are aware of the context, they can make educated guesses about the meanings of the unknown terms and, ideally, understand the concepts, information, news, or message conveyed by the text.

Objectives of study

- To describe the problems faced by undergraduate students in mastery of vocabulary
- To analyse the main cause of learning new vocabularies
- To develop vocabulary in English language through innovative approaches and activity modules.

Research gap

- The profound effects on achievements of students as they get older due to vocabulary gap.
- Understanding as the first tool towards learning vocabulary of second language.
- Foster structure reading opportunities in a model that supports students with vocabulary deficits.
- Flexible framework to develop materials, activities, and assessments for all learner's needs.

Literature Review

Vocabulary is taught to students in relation to people, places, and objects. Students are expected to possess all four language skills—listening, speaking, reading, and writing—and to be creative individuals. The four linguistic abilities they would learn would improve the more significant a vocabulary they could master. These days, the value of vocabulary growth is more well recognised. "And the acquisition of an adequate vocabulary is essential for the successful use of a second language," writes Rivers (p. 102).

Vocabulary, according to Nation (2001) (p. 68), is an essential component of any language. According to the quotation, vocabulary is the primary component of language. The appearance of a language is created by its vocabulary or words. Words are the instruments used to think, convey thoughts and feelings, and learn about the world. The development of one's vocabulary is crucial to learning a language. It connects to the four skills of speaking, writing, listening, and reading. A word or list that has meaning, is recognised by the speakers, and is utilised by a group or an individual to communicate is referred to as a vocabulary. The student's vocabulary has an impact on two variables. Both internal and external variables are involved. The term "intrinsic factor" refers to qualities like patience, interest, and motivation that pupils possess internally.

Extrinsic factors are those that have a direct impact on students' learning, such as their socioeconomic status, the quality of their course materials, and their teachers' performance, including their methods of instruction.

Without a foundational knowledge of oral language, it is difficult for the students to understand what was being interpreted. According to Neuman & Wright, "Vocabulary's connecting to modified ability and apprehension is that vocabulary is not just words but also knowledge" (p. 386). One of the language elements that, in addition to other elements, is quite significant is vocabulary. Without vocabulary, individuals cannot communicate. According to Harmer (p. 153), properly selecting words in certain contexts is more crucial than selecting grammatical structure since language learners cannot use construction correctly if they lack sufficient vocabulary cognition. As a result, vocabulary is more significant than grammar and is essential for comprehension in all contexts.

There is an increasing attention in the area of vocabulary aspect of language learning. Some reason for the position transformation of vocabulary according to carter and McCarthy are as follows.

- “Theoretical advance in the linguistic study of lexicon”
- “Psycho-linguistic insight into the cognitive lexicon”
- “Communicative trends in teaching”
- “Learner-centred approach”
- “Language learning strategies” (LLS)
- “Vocabulary learning strategies” (VLS)

The aforementioned causes have brought about change that has given rise to a new vocabulary era in which an understanding of language units paves the path for success in the L2 learning process, particularly in a classroom. Learning new words requires a lot of cognitive processing, thus it is obvious that it is not a simple task. As soon as we are born, our brains begin to acquire new words and connect them to previously learned ones, building a massive invisible network that enables us to express our thoughts. The process of learning or acquiring a person's vocabulary, however, is not automatic since the right stimuli must be present. This is similar to how L2 learners who want to utilise the words effectively in the target language behave.

Due to the difficulty of learning new words, solutions have been created to help students learn new words more quickly and comfortably. Therefore, it is assumed that teaching all students vocabulary learning strategies will not only increase their learning autonomy but also significantly improve their vocabulary knowledge and communicative skills. As a result, the students are able to autonomously employ methods in all potential learning scenarios. The current generation of second language learners has to be motivated and instructed in autonomous learning techniques, especially those who are influenced by regional media.

Theoretical framework

Cohen came up with a set of tactics to cope with the vocabulary component (p.43, pp. 21–37). They were grouped together and can be categorised into the following three groups:

Category 1: Word-recalling system

- Making use of mnemonic associations like:
 1. By relating the term to a word's phonetics
 2. Through paying attention, the meaning of a word's component.
 3. By observing the word's structure.
 4. By including the word with a subject
 5. Via imagining the word by itself.
 6. By relating the word to a specific circumstance.
 7. By imagining the new word in your head.
 8. By describing a vivid sensation.

Semantic schemes, category 2:

- Using synonyms to create a new idea.
- Grouping words together based on topic and
- By tying a word to a newly constructed sentence.

Category 3: Word-Structure Analysis and Vocabulary Learning Practice Schemes (analyse with the linguistics appearance)

- The cognates of education.
- The use of dictionaries.
- Using Flash Cards.
- Combining words and
- Vocabulary study in its entirety.

Cohen (1987;1990) discovered that some features were shared, leading to the creation of additional key groups for the tree. It consists of practising tactics, meaning-making strategies, and vocabulary building strategies.

- A taxonomy of vocabulary learning strategies has been constructed by Schmitt (pp. 207-208) "based on a comprehensive language learning strategies' taxonomy grouped by Oxford's (pp. 17-21), containing Memory, Cognitive, Compensation, meta-cognitive, Affective, and Social categories." The strategy inventory presented by Schmitt (1997) is as follows:
 - First category: discovery Techniques for learning new words in your language
 - • Methods for finding new words: Decision-making techniques:
 - - Recognizing and processing linguistic categories or speech regions.
 - - Understanding word bases, prefixes, suffixes, and suffixes.
 - - Get familiar with cognates from your mother tongue or words that are similar.
 - - Processing and decoding images.
 - - Extrapolate meaning from context.

- - References from multilingual and monolingual dictionaries
- • Social strategies - Request from the teacher the mother tongue equivalents of new words or similar definitions of words.
- - Ask a classmate to explain.
- • Remembering Techniques - Connect words to unique experiences.
- - Linked the word to its related topic words.
- - Be aware of a word's opposite and comparable meanings.
- - Employ mind maps or vocabulary:
- - Create an image around words.
- - Definition of an image word
- Employ the keyword approach.
- - To study words, put them in groups.
- - Examine the word orthography pattern.
- Speak new words out loud while you study.
- - Take concrete steps to learn new words.
- Cognitive Techniques
- Repetition in speech.
- Repetition in writing.
- Vocabulary phrases or lengthy word lists.
- Label tangible items or things with English labels.
- Keep vocabulary learning journals or notes
- Metacognitive techniques
- Watch movies with subtitles, listen to podcasts, and read the newspaper.
- Do a self-evaluation of the word task.
- Recite or practise new vocabulary.

Decarrico (2001) asserts that "incidental vocabulary learning occurs when the mind is elsewhere, such as when it is trying to grasp a text or utilise language for communicative purposes. The application of vocabulary acquisition procedures by students will substantially aid incidental learning through experience to texts. The following four methods for learning new vocabulary were suggested by Decarrico (2001):

Using context to infer meaning is Category 1.

Category 2: The keyword method or a mnemonic device.

Vocabulary notebooks are under category 3.

Other Learner Techniques, Category 4.

Notion (pp. 217-222, pp. 589-593) derived “taxonomy of vocabulary learning strategies offered, put together and, then reclassified under three categories as provide below:

- Category 1: Meticulous planning and selection of words
 - Selecting vocabulary items.
 - Selecting a few specific or various aspect of vocabulary knowledge.
 - Prioritization of strategies and
 - Planning vocabulary revision sessions
- Category 2: Sources (discovery of information about words)
 - Doing word analysis.
 - Analysing the set of word components.
 - Flashcard for vocabulary learning.
 - Using context.
 - Using a dictionary.
 - Relying on L1 andL2 language resources.
- Category 3: Process- oriented approach to vocabulary learning.
 - Observing or noticing.
 - Recalling and
 - Producing

Methodology

The study's goal is to examine the numerous challenges faced by undergraduate students when trying to expand their vocabulary in a second language. 60 undergraduate students were used as samples in this action investigation. The approach utilised in this study is a qualitative study, where the study is carried out and the results of the survey are examined. The survey's participants were requested to take part by responding to the pre-set questions. The sample of students taken is of a heterogeneous group hailed from different economic, social and cultural backgrounds and from different structures as rural, Urban and Semi-Urban areas. Before the students started to answer to the questions, there were the details that they are supposed to give as in about the number of years that they are into learning a second language, father’s occupation and also about the fact that they are exposed to have an internet connection. All these factors have contributed to the better study of the difficulties of the students that they face during enhancing vocabulary.

For the sake of reasoning, both inductive and deductive processes are employed. Deductive testing refers to the process of effectively testing ideas by coming up with a theory or hypothesis-generating technique. This is often referred to as the top-down research methodology. In contrast, the inductive approach, sometimes known as the "bottom-up" approach, is appropriate when a researcher wants to come up with theories and hypotheses to explain why something occurs in reality. The inductive method of reasoning is typically the first step in the process of developing a theory when a researcher gathers data with the intention of later developing a theory through data analysis.

To obtain the exact information from the study, the questionnaires were prepared to be very precise so that every level of student could understand the question. The instructions were passed to the students and asked them to be honest while choosing the right option from the given options. There are questions that are focused on the teachers on how they teach and how students feel about it. As the students were exposed to various teaching strategies that are used by teachers during teaching vocabulary of second language. With all the above methods of research study the analysis is done in the further part.

Data Analysis and Interpretation

The qualitative survey which was epithelial duct in the existing research intended to discover out the various perception's and experiences of students as second language learners. The survey has been conducted on 60 undergraduate students, with age group of 18-20 of SLN Degree college of Arts and Commerce, Bengaluru. The survey was designed with the preparation of five questions on a sheet of survey paper. The questions were produced to ascertain the students' varied understanding of vocabulary acquisition and their various word memorization techniques. The pupils were then given the question sheet with instructions to be completely honest in their responses. The students were given the following five sets of options: always, typically, occasionally, seldom, and never. They were instructed to choose one of the above rubrics as their response.

Many things were seen during the survey since many respondents were really unsure about what to select as an answer. There was no time limit established for the pupils to respond and turn in their worksheets because this had encouraged them to approach each subject with great politeness in their understanding. In order to better comprehend the student's perspectives on acquiring vocabulary in various ways, the analysed findings are shown in the form of a pie chart with the percentage of answers/views that are provided by students. This study aids in examining the many challenges that second language learners encounter while trying to learn vocabulary.

1. The key to remembering words is repetition.

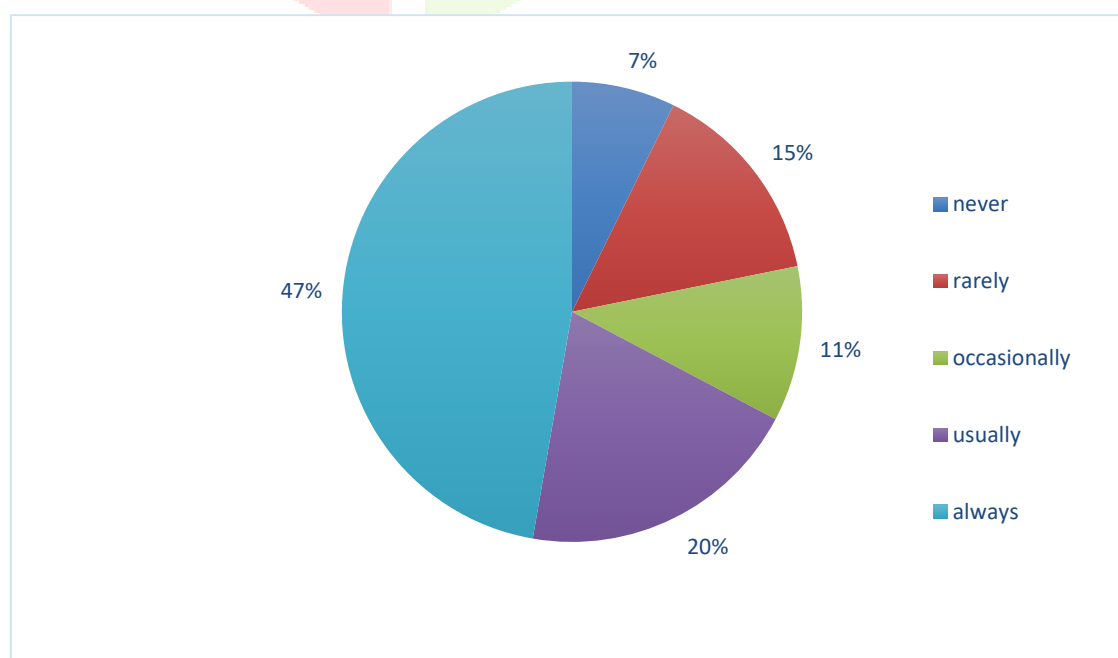


Figure- 4.0

According to the survey that was done on 60 students in which 47% of the students had expressed that it is always that the repetition of words is the best way to remember the new vocabulary. 11% of the students had mentioned that it happens occasionally with them. Whereas 20% of the students had expressed that remembering the words through repetition happens usually in rare contexts. 15% among the sample students taken, had expressed that it is rare to remember through repetition. And 7% of the students have strongly expressed that it is never that they remember words through repetition, maybe here the students mean to state that they memorize new words through other ways.

2. As a learner do you wish to learn new words in English.

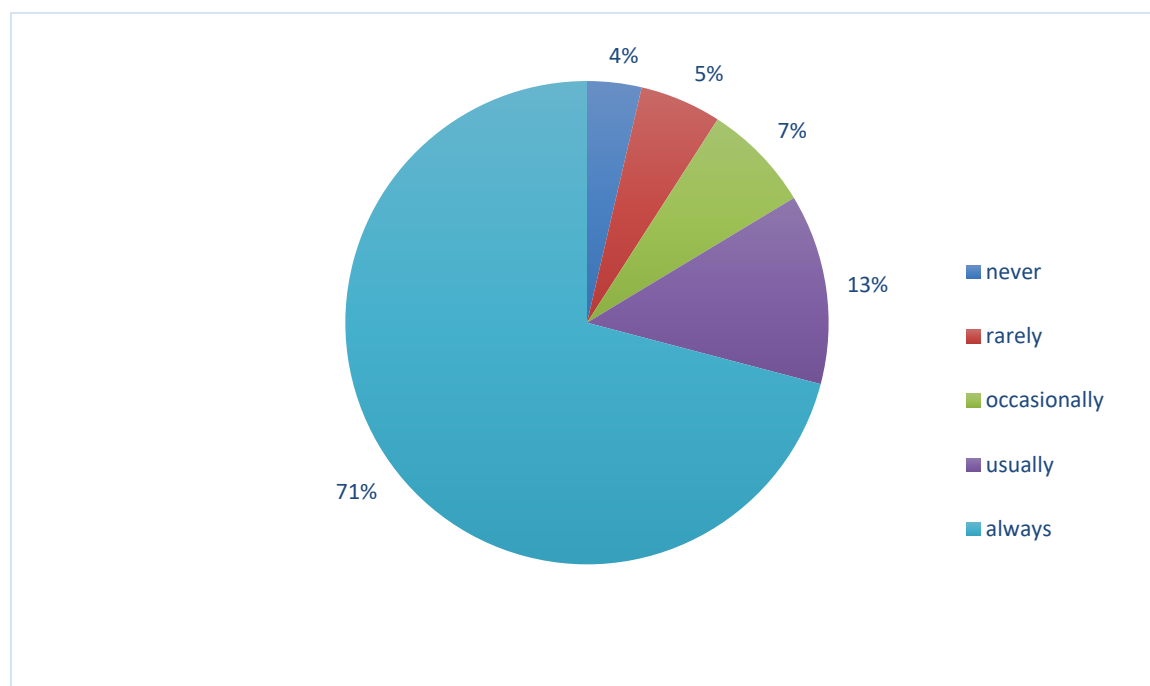


Figure 4.1

According to the survey 71% of the students expressed that they have wish towards learning new words in English, this shows that the learners are interested in learning a new set of vocabulary of second language. 7% students mention that they learn new words occasionally which may indicate that the students feel the acquired knowledge of the language is enough. 13% students expressed that usually they like to learn new words of English. 5% students expressed that they rarely wish to acquire new words of second language. And 4% students expressed strongly that they never had a wish to acquire spic-and-span words in English, here the students have much indifference in ease to learn new words of English.

3. Adding a new word into my vocabulary means learning the proper pronunciation of the word.

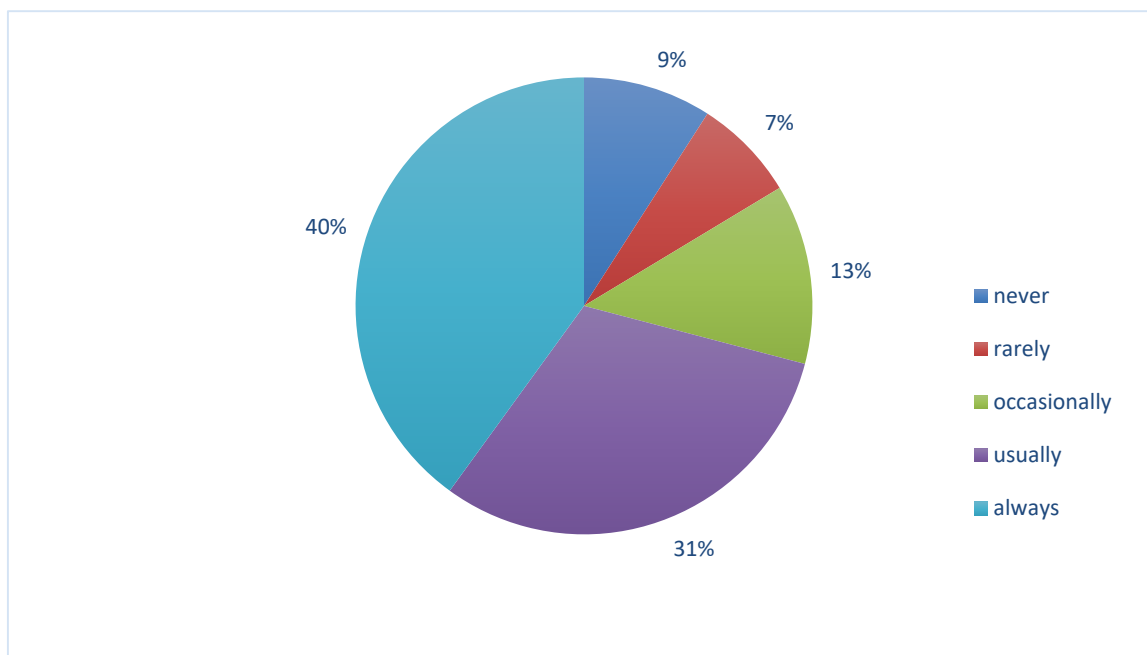


Figure- 4.2

According to the survey 40% students expressed that adding a new word into my vocabulary means learning the proper pronunciation of the word as always, which they mean that when they learn a new word they learn to pronounce it properly rather than just finding the spelling of the word. 31% students expressed that it is very usual to learn pronunciation of a new word that is learnt. 13% students mention that they learn the pronunciation when they learn new word as occasionally. Then 7% students expressed that rarely they learn the pronunciation of their new learnt words. And 9% students strongly expressed that the adding new words in vocabulary doesn't mean learning the proper pronunciation of the word, wherein they just get hold of the spellings of the words.

4. Good vocabulary makes me a good communicator.

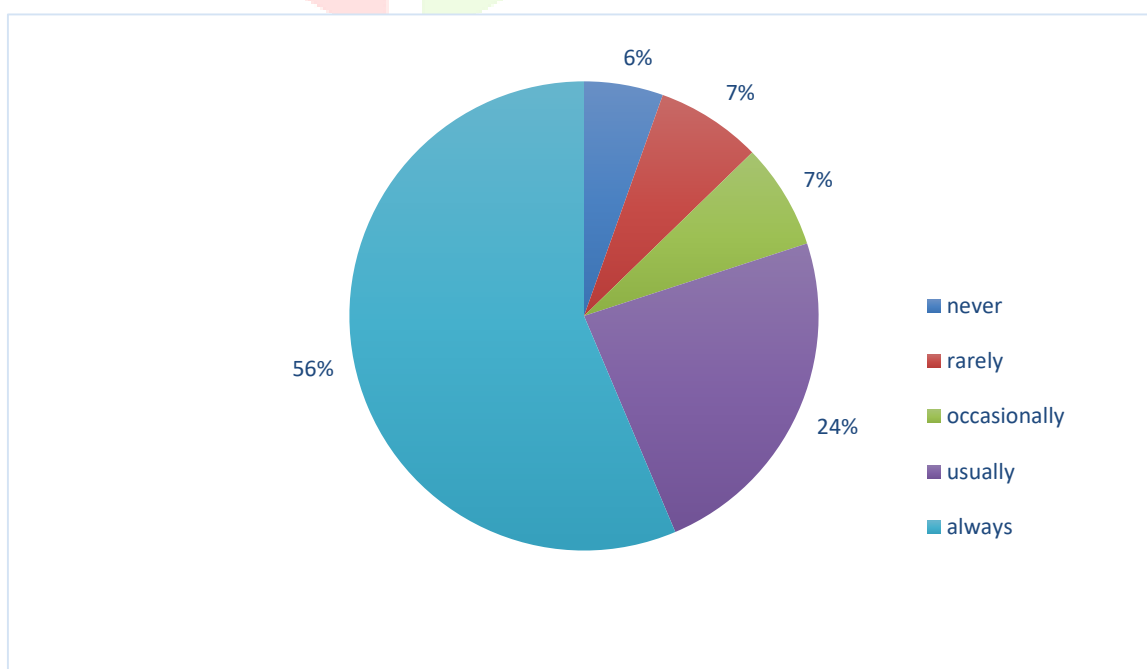


Figure- 4.3

According to the survey 56% students expressed that always the good vocabulary makes me a good communicator, here they believed that vocabulary is what makes their language efficient towards communication. 24% students expressed that the usually that good communication depends on the good set of vocabulary. 7% students mention that it is occasional as they did not believe in the fact of the question much. 7% students expressed that the rarely. And 6% students told that vocabulary never leads them to a path of good communication, maybe they have believed in other aspects of language which makes them as a good communicator.

5. I revise my vocabulary in class.

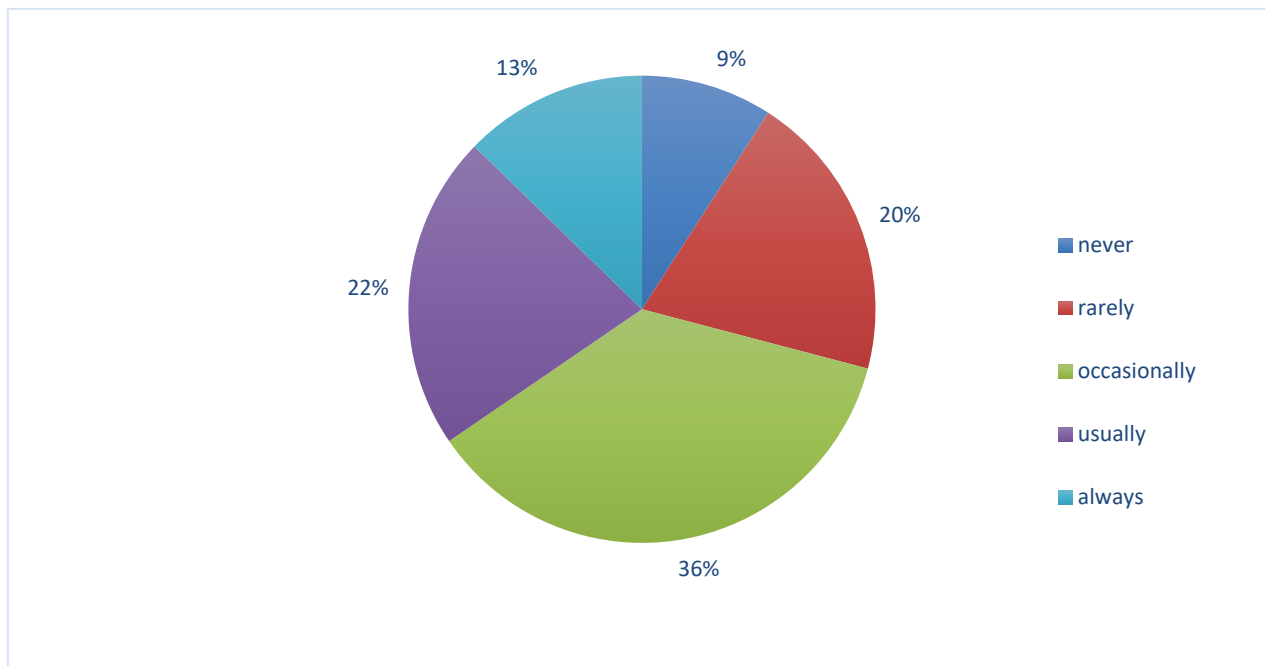


Figure- 4.4

According to survey only 13% students expressed that they revise in vocabulary always in class, as they use much of second language only in classrooms. 22% of the students expressed that they revise vocabulary in the class normally which mean to say that they also use to be communicative in second language in many ways. 36% students expressed that occasionally they felt that, any of their words of second language are revised in class. 20% students expressed that they are rarely revise vocabulary in the class here they mean that they also revise the vocabulary with friends and family outside the class too. And 9% students expressed that they never revise vocabulary in the class which shows that they only learn but not revise.

Conclusion

The process of developing effective educational practises that enable children to master the language they demand to hear, read, and learn requires a thorough understanding of vocabulary quality. Functional and complacent words make up the vocabulary. Common words like "are," "that," and "to" are known as function words. Nouns, verbs, adjectives, and adverbs are considered content words. Examples are flower, eat, lovely, and sadly. As it is also known, content words include both concrete and abstract words. During the teaching hour, concrete terms like "automobile" can also be taught by utilising an object or by displaying a picture. Examples and non-examples make teaching abstract concepts like harmony easier. Ultimately, terms can be

carefully considered to fit into any existing general or specialised lexicon. Despite this, general vocabulary refers to words that are highly common and are not directly tied to a specific content area, such as elephantine, while specialised vocabulary, such as mitosis, is connected to a contextual content area, subject, or theme. Choosing the set words that students will learn is the first stage in designing a vocabulary lesson or lesson for vocabulary education. The following is a list of suggestions to aid teachers in this decision-making process.

- Use words that are well-known or in general helpful for kids to understand. Use terms that the students will commonly encounter and that, as a result, represent common knowledge. Henk, Marina, Moore, and the keepers (1997).
- Recognize the words that are necessary for careful comprehension while reading a selection. Do readers have a chance to understand the section even if they are unfamiliar with the words they come across? If "yes," the words are usually not crucial to comprehending the selection's primary themes or ideas. In 1997, Marinak et al (p.1)
- Choose vocabulary from the textbook that specifically addresses the main themes or ideas. A list of roughly 15–20 vocabulary terms may be included in the text for each chapter of any subject. In any work, only four or five of these terms will typically discuss the chapter's key ideas. Ellis and Farmer, 1996–2000.

Suggestions

Things such as creating from raw materials of vocabulary are an constitutional portion of learning English vocabulary, but they can be dull at times. Create an excitement and cheer up the classroom with some of the ESL vocabulary games to heighten the transferred cognitive content in a turn of the individuals.

Word Map Diagram

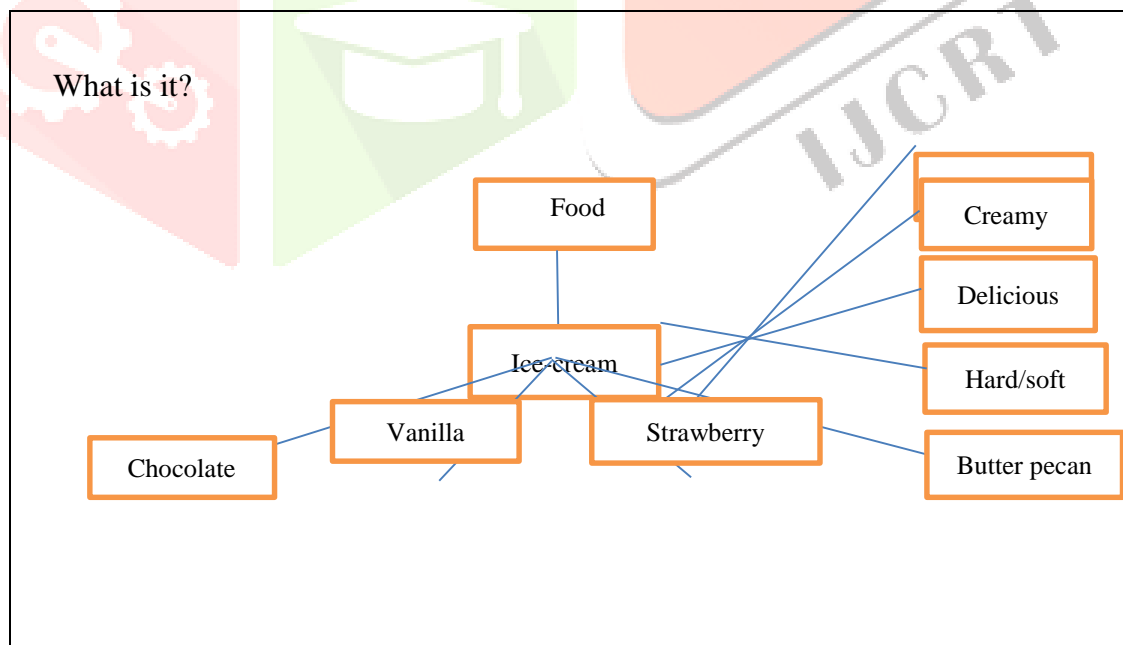


Figure 5.0

Students who fail to acquire, grasp, recall, and use new vocabulary effectively are held back by a teacher's intense focus on the self-satisfied purpose and methods associated to vocabulary training. The tactics discussed in this property packet gave instructors a way to assist students who may be in danger by broadening

their general vocabularies and giving meaning to technical terms. Theoretical success in all the desired domains depends on these kinds of skills.

The researcher came to the conclusion that effective teaching strategies and language games could be employed to advance English language learning. Students' vocabulary can be taught using language games, and teachers can employ positive reinforcement to assist the kids learn new terms. Moreover, games can be utilised to help second-language learners improve their speaking, writing, listening, and reading skills. The positive environment fosters enthusiasm in learning in all types of students. If a student lacks a good attitude towards studying a second language, the teacher should assist the student in developing a positive attitude about the subject. Students should feel free to express themselves, share their opinions, accept those of others, and clear up any doubts when participating in group discussions. In a nutshell, this investigation's study showed that using games and other non-traditional methods to teach undergraduate students English vocabulary would be more effective.

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