

LANGUAGE LEARNING DESIGNS AND IMPORTANCE OF VOCABULARY

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ABSTRACT

Language learning is a continuous process of LSRW skills like listening, speaking, reading and writing. These are the essential tools for acquiring proficiency. The steps involved in this procedure are comparison, understanding and applying. Any learning design can be attainable, if the learners have a vivid learning strategy. That is a nature to relate the new learning technique with the prior knowledge. The new learning method allows the learner to comprehend their cognitive power. Individual intelligence depends on the individual learning processes and designs. The present paper also projects the characteristics of vocabulary and its importance in day-to-day communication.

Key words: learning- macroskills - attainable- strategy-cognitive- vocabulary- importance

INTRODUCTION

“Learning is a practice of acquiring knowledge of a subject or skill by study, experience or introduction or a relatively permanent change in human behavior”(Brown 7). The process includes perceiving, attending, expressing and recalling for internalizing a language. There are different styles and strategies used in this process. Besides, for the learners who seek to use English for specific purposes, it is mandatory to learn about 1000 to 2000 additional words related to their respective fields. It is also noticed that students realize the need for good use of vocabulary when they are baffled for the right word to use.

A specific method of approaching a problem or task, strategies for controlling and manipulating certain modes of operation for achieving a particular information or outcome is called a design.“Style” is a general feature of intellectual functioning and personality that relates to an individual, which differentiates one from the other. It is a general characteristic that differentiates one from the other and designs are those specific attempts that students do at particular situation, they are the moment-by-moment techniques that we employ to solve problems. To develop learners' basic vocabulary for effective reading, speaking and writing, it was decided to teach them three words a day during the learning process.

Students learn vocabulary directly through explicit instruction. Any reader knows number of possible ways to solve/understand a particular problem in learning but something he/she is supposed to choose one or several sequences for taken/given problem. All depends on one's area of interest in understanding of crisis. Different grasping ability and comparison help learners to understand. A learner assumes or recall with native language to confirm when he/she comes across a foreign word while reading or hearing.

Strategy of learning swings between cognition and emotion. Styles of a learner are determined by how they internalize the total situation and this way is not too cognitive. Learner finds that as effective, physical and cognitive field coincide with learning styles. In an unfamiliar situation, when there is no one to help, the learner has to act accordingly through his cognitive behavior rather than any preplanned action.

What is Objective of learning?

“The ability of comprehending is known to be Learning”. It covers every nook and corner, through signs and gestures. For example, there is no determined meaning for this word “Hello”. Yet it is used for capturing attention. Is it possible to understand an individual without learning? Obviously not all. Because, both learning and understanding are interdependent. If one fails to understand a message or concept, it may be transferred, but will not get a fruitful answer and your communication (Faziel) will become meaningless/irrelevant/obscure.

So we need an intelligible language to communicate. Therefore, language learning plays a vital role in comprehension skills. Learning depends on one's ability. According to Krishnaswamy “language learning is seen as a cognitive, mental process with learners ultimately responsible for their own learning” maybe the learning of first or second language. We are learning a language from family, friends and society.

Everything is governed by language, to face the society one must learn language to share his ideas and get feedbacks. Besides, a child learns the language of its social surrounding. The affective and cognitive states of an individual is determined by language. Therefore the growth of language is dependent upon words, strategies and styles or in other words intellectual growth. Normally people learn second language along with first language. According to H.H. Stern “Actual learning of a language is accompanied by emotional actions. The whole process of learning a language is one of forming associations. When we learn our own language we associate words and sentences with thoughts, ideas, actions, events” .

The objectives of English language are designed to meet the skills and personal attributes that are to be acquired by the learners. Therefore, it is important to focus on LSRW skills to improve proficiency in English to provide a favorable environment to practice LSRW skills in and outside the class room and to enhance English language learning with employability skills and training effectively.

The learning designs

Research has been undergoing on learning styles and strategies for the last three decades. Yet they play an important role in learning a language. Both styles and designs lay an extreme importance in learning. Styles determine one's own capability of doing any action which is undermined on cognition. Design sheds light on a specific skill on doing a work. Learners need encouragement. For example, if a teacher utters the word ‘Apple’, each and every learner takes the word through their experience or what they have already understood. They may compare the word ‘Apple’ with related things are colour of apple or size of apple or shape of apple. That depends upon their capability/style of understanding. It is quite common to all. According to Kolb's definition, “Learning is the process whereby knowledge is created through the transition of experiences”, which results in unique individuality/style in the performance of an individual.

Instruction in the use of the tools of language namely vocabulary and structures to suit the level of the learners, appropriate linguistic substance that can be easily assimilated and guidance and support to the teachers in designing the classroom activities and in developing language skills among the learners.

Understanding capability varies from individual characters it depends on cognitive skills. We cannot determine a person through his silent hours. Nevertheless, none of the personalities utilize their own mental power by consciousness. When the above factors combine together to make

a new style like complete concentration of a problem, it is shown and identified that every individual differs from one another. Thus these styles include two sorts of things, they are comprehension and conformity. In this situation he has to utilize and design the power of intension to accumulate intellectual skills so that other understand what he wants to say and also to perceive other's utterances. He will be neglected and segregated by the group, if he loses hope on ambiguity. So to handle any situation one keeps on creating new to arise cognitive styles.

People with enough tolerance will have many innovative ideas rather than participating. But other people act immediately once they heard and never allow space for thinking. Nevertheless the ambiguity of perception, characters' proposition and solution to resolve a problem are long lasting. Moreover, all functions happening in brain is governed by right and left hemisphere which is the centre of thinking/cognition. Some sorts of characters have other features, such as reflective and impulsive. According to Stern "Reflective characters show calculated decision and impulsive lays quick or gambling to guess at any situation. Reading, chart, graphical, drawing covers visual learners while listening, and audiotapes attract auditory learners". A successful learner makes use of the input and also output.

It will be helpful to memorize phrase and words so as to recall or use it in correct context. It is said in compensatory strategies that code-switching can be added in certain places in place of heard words. Mixing of first and second language to bring in target language this also enhances one's memory power. Moreover if someone got struck for particular word/phrase in second language, that will make the learner to think in different ways and will misunderstand the meaning or context. So they are supposed to clarify with questions to avoid these problems. According to Bennett, "Nor it is useful to distinguish two stages of learning through which we must pass. The first stage aims at comprehensibility and the second at conformity".

In learning designs logic and reasoning is very important, suppose a man wears open neck shirt in summer season and closed neck shirt in winter season nobody will take as awkward, but it reciprocally happened certainly comments be inevitable. Therefore potential strategies govern the tip of tongue and styles shows ability in many fields.

Learners are expected to use their individual abilities so as to express themselves fluently and make others understand what they know. Self-understanding is like a lamp into a pot. Next one lays to the society. According to O Malley and Chamot's definition, "learning strategies are particular ways or abilities which the learner adopts to analyze information for the purpose of better understanding and making better use of it". Therefore a learner's styles and strategies must have a motivation to express themselves.

"Motivation" is a combination of all dynamic relationship with his work. The complexity of this factor is in itself and explanation of the small amount of attention usually paid to it. Without going in to the nature of the course or the range of language teaching materials it is possible to consider the personal; factors apart from motivation which will influence the efficiency of the learning.

Visual and aural perceptions are physical aptitude with no large intellectual component. Yet they are highly important to language learning. A high efficiency of learning will depend on matching material and means to individual needs. The greatest attention is given to the phonemic, lexical and grammatical aspects of the foreign language. It is natural in every speech community members to reach harmony about this grammatical convention, so that most of learners have no difficulty in owning the forms used by one's relatives, neighbors and intimate friends.

Strategically learning learners achieve more than other learners. This proficiency in learning increases. Learning strategies also help learners to gather new information and to assimilate those acquired information into their existing knowledge. According to Wegpei-shi, "Appropriate language strategies help explains the performance of good language learners; similarly, inappropriate language learning strategies would add the misunderstanding of the poor language learning".

CONCLUSION

However we expect our students to learn though we seldom teach them numerous topics. Hence, we should make up for the lack, the time we developed in respecting their intellect, applying disciplines of learning and in solving problems. There is a necessity to inculcate the general principles of how to learn, how to recollect and how to solve problems in a learner-friendly environment.

An individual could not learn a language without intension. While studying one could mingle /gather all his/her efforts to understand the concept. Intension makes to gather knowledge of a concept.

Motivation leads to do something. It is the cause of any action. Consciously and unconsciously it leads to utilize both style and design of the language learning. Therefore, self-motivation lays many eggs to meet all efforts and learning.

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