



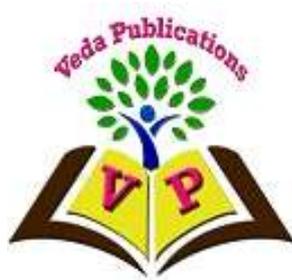
MAP APPROACH TO VOCABULARY ACQUISITION FOR ENGINEERING GRADUATES

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ABSTRACT



It is the greatest challenge for the teachers of second language to make the students feel at ease while expressing their ideas and feelings. Many people build their English vocabulary through a blend of methods – by reading books, reading English news paper and watching movies in English. Apart from these playing word and vocabulary activities is a valuable part of learning English language. By utilizing a variety of vocabulary learning activities is in an exciting, immersive format, teachers can engage students and help them achieve their vocabulary goals. Students who aspire to go abroad are obliged to take the test of English as a foreign language. Implementation of MAP activities (Mobilize, Accelerate and Procure) in vocabulary helps the students of Engineering to build vocabulary skills to get high-stakes in vocabulary-rich examinations such as the GRE, TOFEL and IELTS. A strong knowledge of English vocabulary is understandably important in scoring well on the GRE, TOFEL and IELTS. So this paper deals with advices to improve vocabulary skills.

Keywords: MAP –Vocabulary learning Strategies- Cultural Environment.



NEED OF ENGLISH COMMUNICATION SKILLS IN INDIA

English has its one of a kind significance in our nation. It has assumed a vital job in building current India. At present, it is one of the significant dialects utilized for correspondence on the planet. In our nation we have individuals living in various states talking distinctive dialects. Be that as it may, here English assumes a fundamental job of a scaffold. It helps distinctive locals of various provincial tongues to impart one another. English is a dialect which joins us with the outside world. The possibilities of work for a man knowing about English are brilliant in each nation.

In India, individuals going from North to South for instructor or business generally impart in English dialect, and it is one reason that it has turned into a connection dialect. Remembering this, the parliament has likewise perceived English as an official dialect notwithstanding Hindi. Every one of the actualities of history and improvements in present day India underline the proceeded with significance of learning English notwithstanding vernaculars. We should make the best utilization of English to create ourselves socially and socially so we can contend with the best in the realm of psyche, and matter. English dialect is our easy route window to the world.

In India, the official dialect in corporate world is English. A man can make fast walks in the administration stepping stool just in the event that he can communicate in English smoothly. In the event that one needs to work with multinational organizations, there organizations will keep running with the exchange with different nations. English is the basic dialect for correspondence.

ADVICE HOW TO IMPROVE SPECIFIC VOCABULARY

The vast majority of the understudies of Engineering wrap up that scholastic or particular vocabulary is conceivably the best test for acing English for Specific Purposes. The activities described may help the students to improve their specific vocabulary by:

- Allocating a particular vocabulary opening toward the finish of every scholarly session.

- Teaching understudies to examine word reference sections with an emphasis on historical underpinnings and levels of custom.
- Selecting perusing, composing and oral practice materials from fitting sources, for example, News papers, Magazines for outlining scholarly and particular vocabulary recreations.
- Providing understudies with models of good practice to copy – this requires the capacity to utilize an extensive variety of particular vocabulary to bestow the learning in understudies.

The following are some suggestive MAP Activities to improve specific English vocabulary to the students of Engineering.

ACTIVITY 1: BRAIN STORMING POLY-SEMIOUS VOCABULARY

Polysemy is the relationship of single word with at least two particular implications. A polyseme is a word or expression with numerous implications. "Polysemy" originates from the Greek for "some signs.

For instance: There is a three letter word that maybe has a greater number of implications than some other English three-letter word i.e. 'FIX'. It has numerous implications, for example, append, Arrange Get prepared (sustenance or beverages) repair, rebuff, set right (the hair).

PROCEDURE

- Select a few polysemous words which are useful to understudies in particular reason.
- Ask understudies to work in sets or gatherings.
- Give each match or gathering a couple of words to chip away at.
- Ask them to utilize their lexicons to discover whatever number faculties of each word as could be expected under the circumstances.

ACTIVITY 2: BREAKING HEADLINES

Numerous course book perusing errands begin with requesting that understudies take a gander at the title of the piece and anticipate what they will peruse from it. This is considerably more troublesome with a daily paper article in light of the



fact that the feature is frequently the most troublesome piece of the article to comprehend, and the equivalent is in any event as valid for understudies perusing alone. For understudies who previously read the news a considerable amount, feature words can likewise be hard to use in regular discourse or even be best stayed away from. The action intends to show them the words they will regularly run over and demonstrate them if and how that vocabulary can be utilized in their own composition and discourse. One of the best approaches to construct vocabulary is to peruse books or Newspaper chatter segments. This isn't generally as hard as it sounds, and it is significantly more viable than some other strategy in light of the fact that enhancing the vocabulary while having a fabulous time, while perusing fascinating bit of books or news papers. Slice the features which give off an impression of being foggy to make the understudies immaculate in polysemous words.

PROCEDURE

- Put one of the features on the board and request that understudies work in sets utilizing their word references to discover why it is clever.
- Give each combine or gathering another feature to chip away at.
- Ask understudies to clarify the two implications of each feature. (On the off chance that the class is monolingual, request that they make an interpretation of the features into the two conceivable translation).

1. **Police begin campaign to run down jaywalkers**
2. **Safety experts say school bus passengers should be belted**
3. **Drunk gets nine months in violin case**
4. **Girl hit by car in hospital**

ACTIVITY 3: VOCABULARY GROUP -LABEL

List-group-label is a form of semantic mapping. The strategy encourages students to improve their vocabulary and categorization skills and learn to organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts.

- It helps students organize their understanding of specific vocabulary and concepts.
- It builds on students' prior knowledge about a topic.
- It actively engages students in learning new vocabulary and content by activating their critical thinking skills.
- It teaches categorizing and labeling skills.

PROCEDURE

- Select a main concept in a reading selection.
- List: Have students brainstorm all the words they think relate to the topic.
 - Visually display student responses.
 - At this point do not critique student responses. Some words may not reflect the main concept, but hopefully students will realize this as they begin grouping the words in the next step.
- **Group:** Divide your class into small groups. Each group will work to cluster the class list of words into subcategories. As groups of words emerge, challenge your students to explain their reasoning for placing words together or discarding them.
- **Label:** Invite students to suggest a title or label for the groups of words they have formed. These labels should relate to their reasoning for the grouping.

ACTIVITY 4: VOCABULARY WORD WALLS

A word divider is an accumulation of words which are shown in extensive unmistakable letters on a divider, announcement board, or other presentation surface in a classroom. The word divider is intended to be an intelligent device for understudies and contains a variety of words that can be utilized amid composing and perusing.

- They provide a permanent model for high frequency words
- They help students see patterns and relationship in words, thus building phonics and spelling skills
- They provide reference support for children during reading and writing activities.



PROCEDURE

- Make words accessible by putting them where every student can see them. They should be written in large black letters using a variety of background colors to distinguish easily confused words.
- Teachers and students should work together to determine which words should go on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually — a general guideline is five words per week.
- Use the word wall daily to practice words, incorporating a variety of activities such as chanting, snapping, cheering, clapping, tracing, word guessing games as well as writing them.
- Provide enough practice so that words are read and spelled automatically and make sure that words from the wall are always spelled correctly in the children's daily writing.

- New information should be added on a regular basis.

ACTIVITY 5: TECHNICAL OXYMORON WORDS

A confusing expression is an interesting expression containing words that appear to negate one another. It's frequently alluded to as a logical inconsistency in wording. Likewise with other logical gadgets, confusing expressions are utilized for an assortment of purposes. Here and there they're utilized to make a tad of show for the peruser; now and again they're utilized to make a man stop and think, regardless of whether that is to chuckle or to ponder.

A typical ironic expression is the expression "a similar distinction." This expression qualifies as a confusing expression on the grounds that the words "same" and "contrast" have direct inverse implications. Uniting them into one expression delivers a verbally bewildering, yet captivating, impact.





- Act naturally
- Alone together
- Amazingly awful
- Bittersweet
- Clearly confused
- Dark light
- Deafening silence
- Definitely maybe
- Farewell reception
- Sweet sorrow
- True myth

ACTIVITY 6: HOT VOCABULARY SEAT

This action can be utilized in general class movement. On the off chance that you show understudies who can work autonomously, you may utilize it as a little gathering or match movement once understudies know about the action's principles.

In this movement, one understudy is chosen to go to the front of the class and take the "last place anyone would want to be." The last place anyone would want to be is found a couple of feet before a writing slate, whiteboard, or graph. The understudy sits in a seat confronting his or her cohorts and with his or her back to the board or graph. The understudy likewise ought to have a reasonable perspective of the class word divider. The instructor or a colleague chooses a word from the word divider (or from understudies' spelling or vocabulary records) and composes that word on the board or diagram. The understudy in the last place anyone would want to be can't see the word, yet it is his/her business to figure the word by making inquiries that assistance to limit the conceivable outcomes. For instance, the understudy in the last place anyone would want to be might inquire

- Is it a noun?
- Does it have fewer than 10 letters?
- Does it have more than two syllables?
- Is the vowel *a* found in the word?
- Would this word be found in the first half of the dictionary?

As the student narrows down the word, the questions might get more specific. For example, if the student gets a positive response to the question *Is it an animal?*, then the follow-up questions might include *Is it bigger than a fox?* or *Does this animal*

live in the rain forest? If the clues help the student narrow down the word to a handful of possibilities, the student might ask questions to narrow down those possibilities, such as *Does the word mean the same thing as [a definition of the word]?* or *Does the word rhyme with [another word]?*

Keep a tally of the number of questions/clues it takes for the student to guess the word.

CONCLUSION

On the entire, the activity based mostly approach was associated ready tool to reinforce the language skills of the scholars and created easier the thanks to attain the objectives of second acquisition. The ultimate insight that the investigator got eventually was the immediate would like for applying activities to English Teaching so as to form a true state of affairs wherever one will learn a language with real urge and interest. Though in several aspects English differs from the regional language (Telugu), the teacher would achieve success in teaching English by making English atmosphere within the category space with the ready facilitate of activity based mostly approach.

As results of the activities, students are going to be ready to describe the method of learning core vocabulary. By continuation that activity with a range of targeted vocabulary words, supported pragmatic operate students are going to be ready to outline specific Vocabulary words.

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