



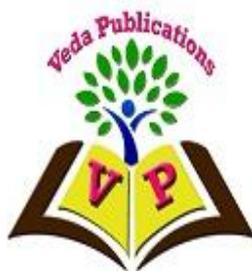
A REPERTOIRE OF TECHNIQUES FOR VOCABULARY TEACHING & LEARNING FOR ENGINEERING STUDENTS

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ABSTRACT



"No matter what people tell you, words and ideas can change the world."

- Sir Mokshagundam Vishweshwaraya

How would a technocrat aspire for a higher goal in the present corporate sector? Generally, everyone has got the same answer i.e. become an effective communicator. Words are assumed the considerable aspect to success pertained to language proficiency. Word power was found to be a reliable indicator of mental age, and vocabulary enrichment was considered "one of the best single measures of intelligence" (Langer, 1967, p.157). Everyone must accept that a rich vocabulary is an advantage for grabbing an opportunity in corporate industry and it is often found to be a prerequisite of language competence (Duncan et.al. 2007; Kaplan & Saccuzzo 2013).

In this study the researcher focuses on how a teacher could employ different techniques for L2 learner to acquire rich vocabulary. As word power is one of the significant factors for the language proficiency, the teacher must strive to train students to improve their communication. In the professional classroom when we groom our students' communication skills, we encourage them to involve or participate in many classroom activities. They felt at ease when they are provided related vocabulary in advance in the form of **WOW (Words of Wonder, Words of Wisdom and Words on Wheels)** etc... They would be confident enough to participate in Group Discussions, Debate, Mock interviews, Oral Presentations and Role Plays etc., as they are facilitated with required vocabulary for the given topic. Rich vocabulary is the principal conveyer of message in interaction and without it students simply can't exchange their views or share their ideas confidently. It is essential on part of the teacher adopting what to instruct, based on the recurrence and usefulness to the requirements of their skills to meet the challenges of corporate world. The study suggests the MAP approach; one of the notable communicative approaches for teaching vocabulary to the engineering students would improve their language efficiency.

Keywords: Vocabulary, Language, Teaching, Engineering Students.



INTRODUCTION

From the ages, by birth we are taught naturally how to be respected in the society by our elders. The society respects you if you use the right word in the right context. It's the way one's ideal personality is honoured by the society. Hence, words occupy a significant place for communication in our lives. Similarly, words are assumed the considerable aspect to success referred to language proficiency.

Many approaches each with different perspectives on vocabulary learning have been introduced from time to time. Communicative approach focuses on the foreign language proficiency can be accomplished with rich vocabulary knowledge. A great many people who have learnt a foreign language and endeavored to utilize it for their daily activities are seriously mindful of how an inadequate repertoire of VLS techniques with the respect to things and verbs can turn into an extreme impair for all intents and purposes of any effective communication even trying to reserve a berth in a first class AC compartment in a train. In academic context, when a professional student faces an interview in MNCs demonstrating their competency of the core subject matter and in addition exchange their views on various social issues, the short falls in their lexical repertoire often turn into a great failure.

Language proficiency could be accomplished with various objectives proposed by the researchers previously in any language learning. We understand that a language is made out of many components like: phonology, morphology, syntax and semantics. Equivalent and suitable consideration must be paid to every one of these perspectives by language teachers. In this context, the present study asserts that vocabulary performs a vital role in learning a foreign language. This is so because language competency in spoken and written discourses of someone is determined with the aid of his or her capacity to remember and use phrases correctly. Therefore, teaching vocabulary turns into a specific objective in any language learning.

The present paper endeavors to illustrate the term vocabulary. It elucidates various types of vocabulary and also the different strategies employed to enrich vocabulary which is the key factor in second language (L2) teaching and learning.

VLS STRATEGIES FOR EFFECTIVE COMMUNICATION

The present study is concerned with enhancing vocabulary among engineering students.

The researcher has borrowed the various VLS strategies from different sources and amalgamated in this current section. It would improve the students' language competency to meet the present global requirements. However, practice is necessary for enhancing the students' vocabulary. The teachers should make an extra effort in the classrooms applying new ideas to involve the students to learn the language confidently. The teacher has to create the classroom ambience for enthusiastic word learning by discussing new words through puzzles, word games, word cards and books on riddles etc...

The study has identified that the learners may be motivated to enhance their vocabulary by adopting certain important language learning strategies. They are as follows:

- Newspaper Worksheet
- Smart Headline Vocabulary Cards
- Scaffolding
- Word Map
- Vocabulary Web Model
- Word Cards
- Use of Dictionaries
- Word Prediction
- Knowledge Assessment
- Cloze Test
- Crossword Puzzles
- Conceptual Mapping

EXERCISES FOR ORAL COMMUNICATION

The engineering students as mentioned earlier are supposed to be proficient in the following oral activities:

- Group Discussions
- Debate
- Mock Interviews
- Oral Presentations
- Role Play

Hence, the current study has attempted to create a few exercises essential for the students to enhance their communication skills.

MAP – Approach

The researcher adopted MAP approach to enhance engineering students' vocabulary for effective



communication. A rubric is designed to gauge the learner's improvement of English language fluency.

- Ice breaking activities are designed creating friendly ambiance that **motivate** the students to involve themselves without hesitation and fear.
- The **motive** of introducing the students to actively participate small tasks to difficult tasks to improve their word power.
- In that amicable environment students are enthused to participate **actively** in all task-based activities.
- Participating in a **productive** vocabulary tasks actively could achieve the target enhancing their communication by regular follow up their performance.

This is possible when the teacher and the student are **Motive, Active and Productive**.

In order to improve the students' effective communication, the following rubric chart is designed with few activities.

Rubric Assessment

For all the important techniques explained above, the researcher made use of the rubric assessment which has emerged as one of the most popular assessment tools in progressive educational programs. It is an assessment tool for student peer-group evaluation.

1. The rubric decides what criteria or essential elements must be present in the student's performance to ensure that it is high in quality. At this stage, you might even consider selecting samples of exemplary student work that can be shown to students when setting assignments.
2. It decides how many levels of achievement you will include on the rubric and how they will relate to your institution's definition of grades as well as your own grading scheme.
3. For each criterion, component, or essential element of quality, describe in detail what the performance at each achievement level looks like.
4. Leave space for additional, tailored comments or overall impressions and a final grade.

A rubric for assessment, usually in the form of a matrix or grid, is a tool used to interpret and grade

students' work against criteria and standards. Rubrics are sometimes called "criteria sheets", "grading schemes", or "scoring guides". Rubrics can be designed for any content domain.

A rubric makes explicit a range of assessment criteria and expected performance standards. Assessors evaluate a student's performance against all of these, rather than assigning a single subjective score. A rubric:

- handed out to students during an assessment task briefing makes them aware of all expectations related to the assessment task, and helps them evaluate their own work as it progresses
- helps teachers apply consistent standards when assessing qualitative tasks, and promotes consistency in shared marking.

You can use rubrics to structure discussions with students about different levels of performance on an assessment task. They can employ the rubric during peer assessment and self-assessment, to generate and justify assessments. Once you've familiarized students with the idea of rubrics, you can have them assist in the rubric design process, thus taking more responsibility for their own learning.

JNTUK has prescribed the rubric assessment of the engineering student to assess his communicative competence. It could be used for different modules we develop to inspire the student to participate beyond prescribed syllabus for communication skills enhancement in English Language Laboratory. The above mentioned exercise to improve oral communication of an engineering student could be mapped with this rubric assessment. It excites the student to voluntarily involve himself interestingly in all kinds of modules and follow up his performance regularly. It paves the way to improve their communication.

The rubric assessment also could be correlated with MAP approach of vocabulary learning strategies. Implementation of **MAP Activities** (Motive, Active and Productive) in Vocabulary helps the students of Engineering to build vocabulary skills to get high-stakes in vocabulary-rich examinations such as the GRE, TOEFL and IELTS. The above suggested MAP Activities such as (news headlines, scaffolding, cloze test and crossword puzzles etc...)



shall improve English vocabulary to the students of engineering.

Rubric Assessment of the Students

Register No:

Name:

Branch:

Sl No.	Body Language		Fluency & Audibility	Clarity in Speech	Accent Neutralization	Appropriate Language		Total Marks/ Grade
	Gestures	Postures				Grammar	Vocabulary	
Marks	1M	1M	1M	2M	1M	2M	2M	
Name of the activity								

ASSESSMENT CRITERION

As explained in the above rubric, the student is assessed in different levels of his performance. The first criterion of assessment is his body language which includes Gestures and Postures when he presents the topic. Second, fluency of his language and audibility is assessed. Third, he must be very clear in presenting his ideas in an organized manner. Overcoming his mother tongue influence, he must modulate his voice when exchanging his thoughts. He must use appropriate language, good sentence construction and proper vocabulary related to the context given. Thus, he is graded 'EXCELLENT' if he scores 10Marks following the rubric assessment. He will be given 'VERY GOOD' grade if he scores 8 Marks. 'GOOD' grade is given when he scores 6 Marks. 5 and more than five marks he is regarded 'SATISFACTORY'. Less than 4 marks he is considered 'POOR' in his language fluency. He needs proper instruction and practice that would improve his performance.

CONCLUSION

Vocabulary is a key factor in improving the language proficiency. The methodology proposed is MAP (Motive, Active and Productive) in VLS helps the students of Engineering to build vocabulary skills to get high-stakes in vocabulary-rich examinations such as the GRE, TOEFL and IELTS. The rubric assessment of the students explained in the study follows up regularly the performance of the students and enables them to improve their language proficiency. It is vital for the teacher to adapt new strategies to

propel the students' English vocabulary and advance them to communicate in English language legitimately.

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