CONNOTATION OF VOCABULARY BUILDING IN ENGLISH LANGUAGE

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ABSTRACT: Most of the people are interested in learning a new language whenever they get an opportunity to learn. English is a language which is used for special purpose by the non native speakers. In this scenario we must acquire the language by using various techniques. The first step for acquiring a new language is learning new vocabulary. A learner with diverse vocabulary can connect with a greater variety of people in their particular areas of interest and become proactive in talking and dealing with issues in detail. An apparent vocabulary gives them confidence and ability to voice their opinion clearly, share ideas and thoughts. It is necessary for mobility, for social and economic purposes, and for job opportunities. Teaching vocabulary is an essential aspect in the language teaching. Vocabulary refers to a list of words.. Most of the time in teaching, English is devoted to the teaching of vocabulary, and yet even the college students do not have adequate vocabulary to express simple ideas or to understand a simple concept. The paper explores some activities for the development of vocabulary among students through skills. Reading skill, listening skill, speaking skill and writing skill plays a vital role here.

Key words: Active and Passive Vocabulary, Connotation, Connection and International language.

Most of the people are interested in learning a new language whenever they get an opportunity to learn. English is a language which is used for special purpose by the non native speakers. In this scenario we must acquire the language by using various techniques. The first step for acquiring a new language is learning new vocabulary. Most of the time in teaching, English is devoted to the teaching of vocabulary, and yet, even the college students do not use adequate vocabulary to express simple ideas or to understand a simple passage.

A learner with diverse vocabulary can connect with a greater variety of people in their particular areas of interest (Lightbown & Spada, 1993) and become proactive in talking and dealing with issues in detail. An apparent vocabulary gives them confidence and ability to voice their opinion clearly, share ideas and thoughts. This increases the chances of having other people understand what is expressed by the speaker. Learners would be able to grasp ideas and think more rationally, perceptively, and become more informed and involved by possessing vocabulary knowledge.

Vocabulary knowledge refers to the size of the vocabulary, which includes spelling, pronunciation, syntax, morphology, context, whether it has multiple meanings, and how a word combines with other words. The process of attaining a good vocabulary power begins with a new word, then it is enriched with other related words; in other words, it is a cumulative process. Eventually, the learners' vocabulary knowledge becomes more conventional, and they are able to see how words are related each other. Nation and Newton (2009, p. 135) suggested that teaching vocabulary to beginners is more effective if words are pre-taught before they are used in context, and words are explained in the context of listening to a story compared to incidental learning without directly focused attention. Nation and Newton also suggested various ways to teach learners based on their proficiency levels: beginners, intermediate, and advanced. Vocabulary learning is very important to attain conversational language proficiency. This could be achieved by way of developing the word power. A greater number of words in a learner's word bank provide more instruments to work with when putting forward their own ideas and dissecting and examining the ideas of others (J. Ahmad, 2011; Elgort, 2011). These instruments are also useful for reading comprehension, where readers could try and comprehend unfamiliar words that they encounter in the text (Krashen & Terrell, 2000; Lightbown & Spada, 1993).

There are two kinds of words, content and structure words or function words. These two types of words cover the entire vocabulary. Vocabulary may be classified into active or productive vocabulary and the latter passive or receptive or recognition vocabulary. Active vocabulary is the number of words we use or understand in our speech and writing over which we have complete control and mastery. This is also called working vocabulary. The range of using working vocabulary differs from person to person. Passive vocabulary means the words we listen to, or we read books or magazines. While reading we come across words which we recognize vaguely and we cannot use it in our speech.

Normally passive vocabulary is always larger then active vocabulary. Here just listening takes place and we do not strain much to hear or read. Learning a new language is

basically a matter of learning the vocabulary of that language. In the early stages of learning students learn less number of words and in later stages they use more number of words. Whether students go to higher classes their reading habits should be increased, as they read books of travel, literature, biography, fiction, and other newspapers and journals, their word power gradually increases.

There are several ways of teaching words to young learners through language games like word building, using a particular alphabet, word chain, families of words, synonyms, match, connotation, collocation, association, translation, trades or profession, words in context, spelling game, completion, words with all five vowels, words without vowels and palindrome words.

Connotation means adding a word addition to its literal meaning. Ex. Slim person, thin person, skinny person may all be the same weight. But the choice of the phrase indicates how the speaker feels about the person. Certain words are chosen because they convey some kind of feeling or judgement. If someone sticks to his opinions we sometimes approve the way and we may appreciate that he is resolute or determined. But at the same time the same kind of behavior seem to be awkward or nuisance and he may be called stubborn or obstinate. So there are many. Unfavorable connotations for which students may ask to find out favorable connotations. This has to be done (connections) by children quickly. Each child in turn says a word which he associates with the word given by the previous child. Sometime the teacher or another player may ask the person who has just given the word to explain the connections he has made. Ex. Airplane, train, bus, ship, transport, and this exercise can be played as a game by awarding scores.

Two key words, for example Garden and school are given: A set of words like flower, bench, desk, cutting board, planting, watering, books, fruits, seeds, examination, harvest, teacher, gardener Etc. Students should select what are all the words coined under the word school and garden. Passages, proverbs can be given to the students and they may asked to translate it in their mother tongue. In other exercise the students have very little opportunity to practice using the foreign vocabulary in conversation, but in translation their thinking mind alerts and search for equal words. Hence translation is a best method of teaching vocabulary.

Making words using affixes and roots is a very amusing way of seeing how words are made. Cards are prepared (depending on the level of the class and what children can learn) and they are turned face down; one by one children turn the cards over to make simple words by continuing the affixes and roots on the cards. These are the activities that to be enrolled to enrich our vocabulary. And a good motivation class includes four skills, such as reading,

speaking, writing, and listening skill. Reading is the best skill. To test our reading skill, we can conduct skill based test.

To test our reading skill, a set of question is to be given among the students. There will be 30 questions both front and back, and they have to complete within a minute and the first completer with correct answer, will be awarded. The trick played here is, on the 28th question, you have to answer only the first and the last question alone.

E resources is an innovative method of learning language and it has a vital role in promoting the interest of learning among the students. There are different kinds of learning technologies like Computer Assisted Language Learning (CALL), Web Assisted Language Learning (WALL) and Mobile Assisted Language Learning (MALL). These types of learning create a non classroom environment when they are out of the classroom online or offline. They are able to learn when they are traveling by bus or train, or at work doing their part time job. In the nutshell, they can learn at anytime, anywhere. Some of the most popular innovative tools would include: Email, Web browser, Audio/ video player, Voice recorders, Note-taking tools, SMS and texting capabilities and also GPS and other location aware capabilities of our mobile devices. An audio/ video player can be used for language podcasts, listening to audios and watching YouTube videos for the sake of practice. Voice recorders can help students to practice and record multiple examples of their own verbal communication and also other people's; and record speech samples for feedback and exchange them. Similarly, with a mobile camera, students can capture communicative situations and then analyze them and work with them. They can also create their own role plays and small skits which help to improve their critical thinking. Among the advantages of technology in language learning that are particularly relevant to mobile environments are their accessibility, authenticity, and situated learning. However, these affordances are accompanied by challenges and limitations.

We need English because it is necessary for mobility, for social and economic purposes, and for job opportunities. It is the language that opens the doors of the global market. As an international language, English has a great 'surrender value' through the world. That is why there is a great demand for courses on business English, management English, English for information technology, technical writing, spoken and written English, medical transcription and so on.

India needs modern technological information in every branch of knowledge- be it agriculture or biotechnology. We need to benefit from the resources of the English language. English can be a catalytic role in changing our society. The interaction between English and India and Indian languages must result in improving the lives of the vast majority of non-

English knowing people in India, who at present, are exploited by the English knowing minority in urban areas. Rural India should benefit from English and English education.

Indians need to project their identity and tell the world that India is a civilized nation; we need to tell the world about our heritage, traditions and developments and our aspirations. In a way, that was how English was used by our national leaders during our struggle for independence. Swami Vivekananda, Sri Aurobindo, Tilak, Gokhale, Bose and a host of others used English to project our identity and aspirations.

Our everyday experiences would also show that if the content is clear to both the parties in a communication, it is possible to communicate a great deal with vocabulary alone. On the other hand, very little can be communicated structure alone. It is therefore clear that vocabulary plays the more important role in communication. In fact, if the foreign language is to be used only for certain limited purposes, particularly for oral communication through a few formulae, it is possible to make do by learning a specific vocabulary and a few stereo typed phrases only.

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