



## Vocabulary Building in Written Storage System and Recycling Methods - A Student-Centered Approach

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Constructivism is a psychological theory which was developed by Jean Piaget in 1960 as a branch of Cognitive psychology. This psychological theory argues that the knowledge of human being is constructed. Human generates knowledge and meaning on the basics of previous experiences. Learners gain knowledge not only through chalk and talk method by a lecturer but also through their own active learning, exploring, discovering and constructing.

The theory emphasises the position of students' in the class, where students are the center of the teaching – learning process. In recent years, this theory has a great impact on second language teaching, which shifts the pattern from teacher-centered class to a student-centered class of teaching english, hence a shift of teacher's role from a dominator and a ruler to a facilitator and an advisor.

### **Disadvantage of Traditional Teacher-Centered Class**

In traditional language teaching method, most class time is spent with the teachers who deliver his/her lectures and the students watch and listen what is being delivered. Students may get opportunities to work individually only on assignments, and cooperation is discouraged or restricted. According to Richard and Rodgers (1986), the teaching acts as “the pattern of learning, the lesson planner, the controller of learning practice and the assessor of learner's performance” Teachers plan the course, prepare the materials and decide what and how learners ought to learn. Teacher is a one who organises the teaching process and assess the students' knowledge and performance. Teachers play a vital role of authority and definitely the teachers are the center of teaching and learning process. In this situation, students are forced to follow the teacher passively and accept mechanically what is taught by teachers. They are the passive receivers of knowledge who had less opportunity in applying their knowledge practically. Students initiative and creative cannot be brought into full play. Traditional methods of teaching are teacher-centered and examination oriented. Based on the role of teachers' in a traditional language teaching, learners become more and more frustrated in learning and their performance becomes less. It is not an exaggeration to say that the traditional teaching methods have crippled the students. Therefore it is necessary to call for an innovation of second language teaching.

### **Advantages of Student –Centered Classroom**

Student-centered class is a kind of new active class, where students get ample opportunities for practical implementation. Under this teaching pattern, students are placed at the center of teaching-learning process, they are the main body of knowledge receiving and processing. Textbook is not the sole object for student and they are not fully depending on teachers for gaining knowledge. It is not a place for students to decide what they want to learn and what they want to do, it's a place of working alone, preparing ideas, comparing, discussing, sharing their views, opinion and thoughts

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before answering, Teachers’ role is more than that of facilitator than instructor, they guide, monitor and encourage students to develop their skills and give them feedback afterward. In the beginning, some students may be too dependent on teachers and expect to be helped, corrected and encouraged all the time. The teacher tries to promote students’ efficiency, skills in using language to the maximum by urging students to join them in the learning process. Students always find it a pleasure to sit in class, asking questions, discussing or even arguing with the teacher and the classmates. Students learn from each other, they do depend on teacher for help or advice but only after they have tried to solve the problem among themselves. When students work together, they are more innovative, feel more secure and less anxious, use English in a meaningful, realistic way but some students may feel nervous, embarrassed and make lot of mistakes. Few speak in their native language, not in English and also not enjoy working with groups. These students may be put into groups with less teacher-dependent students. It may take some time until they become more independent. They take charge of learning on their own as a primary responsibility and have opportunities to exercise and control over their learning, and therefore their potential initiative and creativity can be developed to a comparatively higher degree.

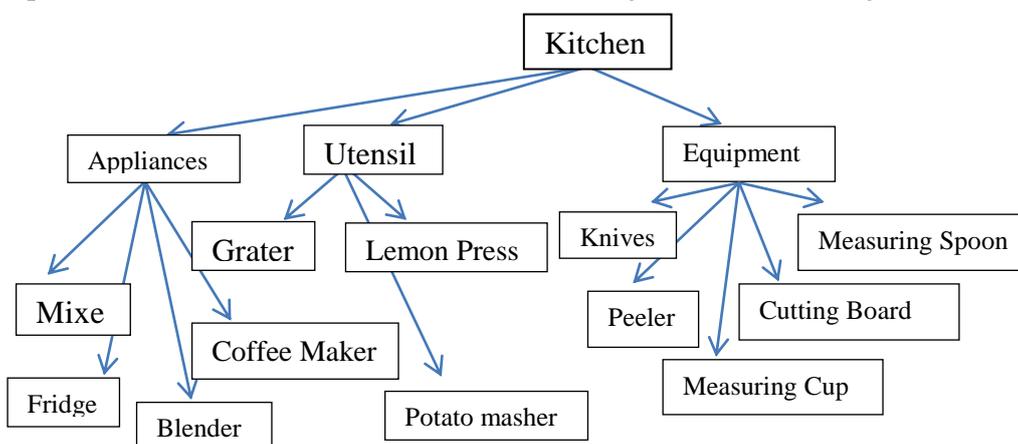
**Methods**

**Memory and Written storage system**

Memories are characterized by the organization of information storage in the brain, whether in short-term memory or in long-term memory. Short-term memory is limit in capacity, it is widely recognized among psychologists that the short-term memory could hold information over brief periods demands repetition to impede that ability in verbal learning. Long-term memory can store a seemingly unlimited amount of information whereas need to work much harder to commit information from short-term memory to long term memory. This knowledge of memory process helps a language teacher to establish classroom procedure for promoting more effective learning and retention of new learning methods. Few methods are given below to encourage students to store items for development and further remembrance.

**Mind-mapping chart**

This method is a useful framework for storage of lexis, and they can be used to highlight the relationship between items. Learner could also be asked to organise their own diagrams.



The grid which follows could be done on the blackboard by the students themselves, after which they can copy down to their personal record of it. Alternatively it can be done as a group of homework activity by giving the students only one column of information (perhaps the first) and asking them to supply the rest.

Profession	Place of work	Duties
Foreman	Factory/worksite	To supervise other workers
Mechanic	Garage	To repair cars, lorroes, etc.,
Surgeon	Hospital/clinic	To operate on people To treat medical problems

### **Recycling**

We store information in the memory but sometimes we fail to get the information at the right time. We aren't remembering all the telephone numbers which is stored in our phone unless we dial it for many times. If we have a practice of dialing a telephone number, it will help us to remember it for a while. If the same number is being asked after 24 hour, we are unable to remember it. The widely recognized view among psychologists that the ability of verbal learning may hold information over brief period (30 seconds) demands fairly constant repetition, and any distraction or interruption is likely to severely block that ability. The information which is stored in the memory falls into disuse unless it is activated fairly and regularly. It is generally believed that the eight per cent is lost within 24 hours of initial learning. Testing activities may be carried out the day after of the input or a week later appears quite satisfactory. This rate of forgetting clearly has implications for revision and recycling.

As a language teacher, our main concern is to ensure that what is taught will be permanently retained in long-term memory of the students. Teacher should create an opportunity in the classroom for the students to practice what they have learnt. Teacher should ensure that the practice is carefully spaced and the students are not being overloaded with too much new lexis at one time. It is also important that classroom activities should inference while developing and facilitating efficient retrieval system. In *The Brain Book*(1979), Peter Russel actually sets out a revision schedule to ensure that new material is permanently recorded. His timetable is as follow:

1. A five-minute review, five to ten minutes after the end of a study period.
2. A quick review twenty – four hours later.
3. A further review one week later.
4. Final reviews one month later and then six month later.

### **Random Items**

A useful vocabulary revision activity is to write a number of vocabulary items on the blackboard which your students have learnt during the last few lessons. Jumble the word so that they do not appear on the blackboard in listed categories. Ask students to work alone to categorise the item into three or four groups. It is best if this type of organization is subjective at least in the initial stages. It is important to allow the learner to make their own decisions about how they wish to arrange the items. Their grouping may be grammatical or semantic, they may wish to group items by functions, pleasant or unpleasant, sadness etc. once the students have organised the vocabulary in their own way, ask them to explain their grouping to the class or to discuss this in a small groups. This can be useful way of checking that the students have understood the items as well as providing an opportunity for them to store and organise subjective.

### **Imagery**

Teachers can make use of visual images in the classroom for illustrating meaning. The advantage of visual images in that of memory is extremely reliable that the object and picture can facilitate memory in some extent. Our ability to produce mental image has led to a memory technique called Key word technique. It associates the target word with the word which is pronounced or spelt similarly in the mother tongue, but it is not necessarily related in term of meaning.

### **Contextual Clue**

Brown and McNeil (1966) carried out an interesting experiment by giving a clues about lexical organisation. Students were given a set of definitions of low frequency vocabulary items and were asked to name it. For example: 'A device which is used to cool a room or to regulate humidity in it'. Some students were able to answer correctly (Air conditioner, Air cooler) but the students who had the answer at the tip of their tongue and were able to get more words relatively closer to the answer would be encouraged.

### **Conclusion**

A shift from teacher-centered learning process to student-centered process would encourage the learners in learning the language effectively. This article shows the advantage that can be gained

from the written storage and recycling methods. This can be used in a number of many ways in teaching vocabulary in ELT as well as in other disciplines. However, to be realistic, some learners may not be prepared to organize items on their own, so the teacher should adapt the system which may suit to the certain types of learner. In addition, learners who wish to record vocabulary should be encouraged to keep one section of their notebook or file. Continuous study, imploration and practice can enrich our knowledge and improve our teaching techniques to be an effective English Language Teacher.

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