INDEPENDENT WORD LEARNING STRATEGY

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Abstract

Myriad students all over the world fully benefit from independent based educational program. These students learn language through computer technologies and for this purpose independent learning can play an especially important role. The purpose of this article is increasing vocabulary knowledge with different ways as well as advances in knowledge will establish larger concepts of words and those who gain much achievement on this field will be master of language. Many students face such kind of problem hence; they just don't know that many words. Most of the them rely on computer to learn words and consider to be favorite activities; an online reading program that integrates vocabulary activities into the curriculum can be an effective method to increase vocabulary. Traditionally, much vocabulary teaching method has involved the use of definitions--some combination of looking them up, writing them down, and memorizing them. Another commonly used method involves inferring the meaning of a new word from context.

Keywords: independent based, word- learning strategy, consciousness, acquisition, definition.

Introduction

Vocabulary is the knowledge of words at the same time acquisition meanings of the words. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Learning vocabulary is not effortless to be fully mastered; it takes a long time might be get the whole lifetime. Vocabulary instruction involves not only looking up words in a dictionary but using the words in a sentence. Vocabulary is attained incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Some linguists divide four categories of an effective vocabulary learning.

1. Wide or extensive independent reading to expand word knowledge
2. Instruction in specific words to enhance comprehension of texts containing those words

3. Instruction in independent word-learning strategies, and word consciousness and word-play activities to motivate and enhance learning

Independent reading is one of the best ways to add new words to your vocabulary. Use the techniques contained in this article to maximize your acquisition of new words and broaden your understanding of the world in which we live. Independent reading is the reading we do of our own volition. It could be a romance novel, sports magazine, or local newspaper. It is anything we pick up and read because we want to read it – not because we are required to read it for a class or work. The reason independent reading promotes vocabulary growth is because we are exposed to new words and can discern their meaning through the context of what we are reading. Reading magazines, newspapers, books and articles on the internet can expand your command of English. That is because writers in these separate media use language in different ways, for example, books include more descriptive material than other forms of writing and, therefore, are good sources of adjectives and adverbs. Look them up and write down the definition. This is a proven technique that works. Discerning the meaning of a word through the context in which it is used only gives you a shallow level of understanding. By looking up the definition you are supplied with in-depth information about the word. You are also actively thinking and writing about the word which will aid in keeping it in your memory.

Most vocabulary instruction involves some variety of a definitional approach--students learn definitions or synonyms for instructed words. There are obviously better and worse versions of this approach, and one should not conclude that definitions are not useful in vocabulary instruction. But definitions alone can bring a student to only a relatively superficial level of word knowledge. By itself, looking up words in a dictionary or memorizing definitions does not reliably improve reading comprehension

Word consciousness is main aspect of effective vocabulary instruction. It is the most important way to motivate students to read and build their vocabulary. A word conscious classroom must have a wide variety of reading materials available, as they will become the primary source for students to encounter new words. Most of the vocabulary that students attain after the third grade can be attributed to the incidental learning of words from context while reading. Teachers must provide time on a regular basis for students to self-select quality reading materials during school, as many students do not read outside of school. If students do not read often, their vocabulary will suffer: "The rich get richer and the poor get poorer." This is known as the "Matthew Effect."

According to the National Reading Panel (2000), explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust (Beck et al., 2002). Reading myriad of sources that vocabulary in rich contexts provided by authentic texts, compare to an isolated vocabulary drills. Such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means.

Research shows that there are more words to be learned than can be directly taught in even the most ambitious program of vocabulary instruction. Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class. Students encounter so many unfamiliar words in their reading, any help provided by such strategies can be useful.

Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. Cognate awareness is also a vital strategy. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts are root words, prefixes, and suffixes. Contextual analysis refer to the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues.

Word consciousness is a common way to help students develop and fostering vocabulary strategy. It is also a help of an awareness of and interest in words. Word consciousness is not an isolated component of vocabulary instruction; it needs to be taken into account each and every day (Scott and Nagy, 2004). This type of learning practice can be developed anywhere and any day with a number of l ways: through encouraging adept diction, through word play, and through research on word origins or histories. According to Graves (2000), "If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest."

One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is great improvement in vocabulary when students encounter vocabulary words often (National Reading Panel, 2000). According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean mere repetition or drill of the word," but seeing

the word in different and multiple contexts. In other words, it is important that vocabulary instruction provide students with opportunities to encounter words repeatedly and in more than one context.

- Intentional instruction of vocabulary items is required for specific texts.
- Repetition and multiple exposures to vocabulary items are important.
- Learning in rich contexts is valuable for vocabulary learning. Vocabulary tasks should be restructured as necessary.
- Vocabulary learning should entail active engagement in learning tasks.
- Computer technology can be used effectively to help teach vocabulary.
- Vocabulary can be acquired through incidental learning. How vocabulary is assessed and evaluated can have differential effects on instruction.
- Dependence on a single vocabulary instructional method will not result in optimal learning.

Repetition is an essential learning strategy. It helps a conscious skill to transfer into memory and further skill learning. The main point of the repetition is perfect practice as well as it should be correctly. It is important to guide repetition by ensuring that the concept of a task and its instructions has to be made clear. This explanation helps students understand why they should perform the task in the fist place(Long,2017)

Students need a wide range of independent word-learning strategies. Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations. This type of rich, deep instruction is most likely to influence comprehension (Graves, 2006; McKeown and Beck, 2004).

The ability to analyze word parts also helps when students are faced with unknown vocabulary. If students know the meanings of root words and affixes, they are more likely to understand a word containing these word parts.

Bunting (2000) makes numerous suggestions for activities and word games that have the potential to engage children's Interest and develop their vocabularies. These include exploring words from other languages that have become part of the English lexicon such as *yoghurt* , *tobacco* , *menu* , *bungalow* , *anorak* and *mosquito* . To these we might add a number of words that are so commonly used now that many won't be aware that they were unheard of by some of our grandparents. Names of foods from other countries, in particular, become common parlance and include *pizza* , *pasta* , *spaghetti* , *masala* , *paella* , *tacos* , *fajitas* , *kebab* and *sushi* .

By exploring such words, children can begin to understand that grapheme–phoneme correspondences vary around the world and that when learning another language they need to be aware of this.

For example of how computers can be beneficial for learners is when students use computers outside of class in order to play computer games, watch movies on it during their spare time. According studies conducted by Sundqvist (2009) showed that engaging in English activities or coming in contact with English outside of class had a significant positive effect on students' oral proficiency and vocabulary knowledge. Students learning area was checked by the following activities such as reading books, newspapers/magazines, watching TV, watching films, surfing the internet, playing video games/computer games and listening to music. Computers also give students access to different ways of practicing reading comprehension. It can be said that computers can have a positive effect on learning but that it requires optimization. Some of the upper secondary school teachers' enjoyed using computers when they taught because computers made it possible for students to act more independently.

The scientific research on vocabulary instruction reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development (Cunningham and Stanovich, 1998). Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students.

An increasing number of students who speak English is not the primary language. From 1979 to 2003, the number of students who spoke English with difficulty increased by 124 percent (National Center for Education Statistics, 2005). In 2003, students who spoke English with difficulty represented approximately 5 percent of the school population—up from 3 percent in 1979.

Vocabulary development is especially important for English-language learners. Poor vocabulary is a serious issue for these students (Calderon et al., 2005). ELLs who have deficits in their vocabulary are less able to comprehend text at grade level than their English-only (EO) peers (August et al., 2005). Findings indicate that research-based strategies used with EO students are also effective with ELLs, although the strategies must be adapted to strengths and needs of ELLs (Calderon et al., 2005). Students with a low vocabulary knowledge show weak academic performance in different courses related to the language skills, linguistics, literature, and translation at the university level of education. Such students face several problems in learning the vocabulary

such as knowing the meanings of new words, pronouncing new words, using new words correctly, memorizing and spelling new vocabulary and so on.

Diane August and her colleagues (2005) suggest several strategies that appear to be especially valuable for building the vocabularies of ELLs. These strategies include taking advantage of students' first language if the language shares cognates with English, teaching the meaning of basic words, and providing sufficient review and reinforcement. Because English and Spanish share a large number of cognate pairs, the first instructional strategy is especially useful for Spanish-speaking ELLs. These students can draw on their cognate knowledge as a means of figuring out unfamiliar words in English. A second instructional strategy for ELLs is learning the meanings of basic words—words that most EO students already know. Basic words can be found on lists, such as the Dale-Chall List (Chall and Dale, 1995). A third instructional strategy that ELLs particularly benefit from is review and reinforcement. These methods include read-alouds, teacher-directed activities, listening to audiotapes, activities to extend word use outside of the classroom, and parent involvement.

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