

THE INTERRELATIONSHIP BETWEEN THE MEANING OF A WORD AND VOCABULARY ACQUISITION IN SECOND LANGUAGE LEARNING

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Abstract

To understand an English sentence, it is essential to know the meaning of a word. Vocabulary is an important for all aspects of English and building vocabulary skill is crucial for understanding reading passages in English. In other words, vocabulary, the study of communication in English, becomes more and more a basic factor in social organization. In order to understand an English sentence easily, it is needed to combine the study of meaning component. The findings express that the effective ways to comprehend the unfamiliar word in a reading passage and the strategies for prevailing over the language learners' difficulties in learning vocabulary skill. The purpose of this is to understand lexical meaning of a word easily; to know the defect of difficulties in learning vocabularies and to resolve them in learning English and to receive learning them more and more.

Keywords : *Vocabulary, crucial, social organization, prevailing, lexical meaning, defect.*

INTRODUCTION

Language is a system of arbitrary, vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. That is to say, words express the meaning of an object or an idea thus vocabularies play a key role in language learning and teaching. Escalation vocabulary skill is also a powerful form of communication. So, second language learners do indeed to pay some attention on learning new vocabularies. Analyzing the lexical meaning of a word and memorizing the new vocabularies easily are quite simply two sides of the same coin: one cannot split the coin in two. In other words, improving a second language skill and vocabulary acquisition bear a relationship to each other. The interrelationship of the meaning of a word and improving vocabulary skill can help second language learners comprehend an English sentence more and more.

2. LITERATURE REVIEW

According to Michael McCarthy & Felicity O'Dell (2005), English vocabulary has a remarkable range, flexibility and adaptability. In order to enrich vocabularies, they need to study a couple of good dictionaries, as well as extra information about meaning and usage, and these supports to get more vocabulary knowledge. Besides, learners need to have English- English dictionary also. Oxford advanced learner's dictionary stated building vocabulary skill will help increasing the

learners' foreign language capacity and their language production also.

3. DATA COLLECTION AND ANALYSIS

3.1. Purpose of the survey Questionnaire

This study aims at:

- Understanding the lexical meaning of a word in a reading passage for second language learners
- Supporting English teachers in teaching new vocabularies
- Knowing the difficulties of second language learners in learning vocabularies
- Resolving the obstacles with many kinds of learning techniques
- Developing both reading skill and vocabulary skill

3.2. Methods of the Study

This paper aimed the second language learners to know the objective and general meaning of a word and the importance of vocabulary acquisition in learning second language. This survey was conducted with the help of fifty-five Technological University Students in Meiktila Technological University (Myanmar) from online. They were collected to choose their learning style and write down the obstacles while they were studying vocabulary acquisition. The questionnaire was made up of understanding the lexical meaning and effective vocabulary acquisition, which were –

- About the second language learners' vocabulary acquisition
- The ways they use while they are studying a new word in a reading passage
- The techniques they study to improve new vocabularies skill
- The obstacles that they face with the challenge of learning vocabulary
- The effective strategies to understand unknown words in reading passages.

4. DISCUSSION AND FINDINGS

4.1. Discussion for understanding new words in a reading passage

Table (1) Enthusiastic learning new words in a reading passage

	Number of Students	Percentage of Students
Interesting Words	20	36%
Neglect Words	30	54%

Trying Later	5	10%
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According to the table, most learners are neglected new vocabularies in a reading passage. When surveying the causes of the this fact, they were found that-

- They don't know the resource of the meaning exactly.
- They don't understand the meaning.

Therefore, most learners neglected the new words when studying reading passages. To overcome these facts, the learners need to know the lexical meaning of a word. By studying the following lexical meaning of a word, Language learners will be easily understood the reading passages.

4.2. Basic knowledge of understanding the lexical meaning of a word

Lexical meaning of a word helps the language learners to understand the nature of language. In addition to helping the learners comprehend the reading passage and enhance the written skill, it gives them the vocabulary knowledge and the ability to be able to understand English sentences with ease and enjoyment.

“Lexical relation” is mainly support in foreign language translation. In this relationship, these nine main parts are included:

- (1) Synonymy
- (2) Antonym
- (3) Hyponymy
- (4) Prototypes
- (5) Homophony
- (6) Homonymy
- (7) Polysemy
- (8) Metonymy
- (9) Collocation

4.2.1. Synonymy

Synonyms are two or more forms with very closely related meanings. Examples of synonyms are broad- wide, hide- conceal, almost- nearly, cab- taxi, liberty- freedom, answer- reply.

4.2.2. Antonym

Two forms with opposite meanings are called antonyms. For example- big- small, long- short, rich- poor, alive- dead, hot- cold, etc.

Antonyms are usually divided into two main types:

- Gradable antonyms

➤ Non-gradable antonyms

Gradable antonyms can be used in comparative constructions like bigger than- smaller than and the negative of one member of the gradable pair does not necessarily imply the other. For example, “That boy is not tall.” can substitute with the sentence “That boy is short.”

With Non-gradable antonyms, comparative constructions are not normally used and the negative of one member does imply the other. For example, *that person is not dead* does indeed mean *that person is alive*.

4.2.3. Hyponymy

When the meaning of one form is included in the meaning of another, the relationship is described as hyponymy. Some examples are rose- flower, sparrow- bird, poodle- dog, cauliflower- vegetable, banyan- tree. The concept of “inclusion” involved in it. So the meaning of *flower* is “included” in the meaning of *rose*. Or, *rose* is a hyponym of *Flower*.

4.2.4. Prototypes

An instance of an object or a concept combines its basic forms or generalizations.

Example: A robin is a prototype of a bird; a penguin is not. (The concept of a prototype helps explain the meaning of certain words: e.g. “has feathers”, “has wings”)

4.2.5. Homophony

When two or more different (written) forms have the same pronunciation, they are described as homophones. Some examples are bare-bear, meat-meet, flour-flower, pail-pale, sew-so.

4.2.6. Homonymy

Homonymy is used when a word has two or more unrelated meanings. For example, pupil (at school)- pupil (in the eye), bat (flying creature) - bat (used in sports), race (contest of speed)- race (ethnic group) and mole (on skin)- mole (small animal).

4.2.7. Polysemy

Polysemy can be defined as one form having multiple meanings which are all related by extension. Examples are the word “Head” used to refer to the object on top of the body, on top of a glass of beer, on top of a company or department; “Foot” (of person, of bed, of mountain) or “Run” (person does, water does, colors do).

4.2.8. Metonymy

Metonymy is another type of relationship between words which replaces the name of a thing with the name of something else with it is closely associated. In fact, it means “change of name”. For example, “screen” is related to the way movies were traditionally shown (or screened) in a theater.

4.2.9. Collocation

Collocation or sequence of words is commonly used together in English. For example, draw up a contract, set a price, make a cup of coffee, etc.

4.3. Findings to overcome Learners’ difficulties in Learning Vocabulary Skill

Table (2) Vocabulary learning material of language learners

Material	Number of Students	Percentage of Students
Dictionary	10	18%
Internet or media	25	45%
Classroom	20	37%

4.3.1. Observing the difficulties of language learners

As a survey result, most learners learned new vocabularies by surfing the internet or using media. They rarely used the dictionary because they are bored to search the meaning of a new word. Although the learners studied in classroom, their vocabulary skill did not improve. The weakness of this is that they don’t memorize the meaning and forget easily. Pronunciation and listening skill are also weak for them. Grammar is also involved in a debilitated part for the learners. To improve vocabulary skill, the learners should know the following effective ways.

4.3.2. Enhancing vocabulary skill with effective ways

Words are relating to basic parts of speech in English. To learn vocabulary effectively, it is crucial to have good dictionary because it can make available learners a lot more about a word than its meaning strategies.

Developing note-taking skills engages students, requiring them to focus and increase their attention. The use of take note has made the learners easier to memorize and extend the attention also. Therefore, they could improve their vocabulary acquisition by looking at them every day. Teachers are also essential for learning new words and encouraging learners. Teachers should create some language learning activities which will hopefully lead to verbal communication For example- to develop a new, brief dialogue using utterance from two or more previously learned dialogues, “Where did you go yesterday?” “I went shopping for a hat yesterday.”

Communication is at the very core of success in classroom language acquisition. To reintroduce structures and vocabulary of high frequency as often as possible after their initial presentation in as many appropriate situations as feasible so that students will be able to recall them with ease when needed for communication.

Last, but very important is to remember that understanding the meaning of any utterance depends upon knowing its single elements of pronunciation, of grammar, of vocabulary, and of culture. The understanding of a dialogue or reading passage emerges from provision for teaching and practicing most of the single elements within the materials. The learning of dialogues and reading passages generally proceed in repeating them several times and reproducing orally what learners remember of it. These ways are convenient and useful for language learners.

5. CONCLUSION

By understanding these tips, the language learners' power will be increased day by day! The rise of knowing the meaning of a word has made the world more connected. The aim of this research is described knowing the lexical meaning of a word improves second language learners' vocabulary skill and comprehending the reading passages too. In fact, studies suggest that learners who take part in learning vocabularies tend to perform better in their learning second language acquisition than in their exams. By actively promoting the usage of words and the study of new vocabularies, second language learners can foster a strong community spirit in their daily life.

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