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## Maneuver for Blissful Lexical Access while Learning English as a Second Language

D. Chandra Prabha<sup>1</sup>, B. William Dharma Raja<sup>2</sup>

### ABSTRACT

It is a highly competitive and complex world and almost erudition for success in the world is reassured with English language proficiency. To remain competitive in today's global economy a strong communication skills in English language is required. English is the global language and have now become the benchmark for employability. Present generation is aware of the fact that for shining in any field they need English language acquaintance. Students develop thirst to speak English fluently and appropriately, yet, find it difficult to gain language proficiency in English language. Secondary level students instead of taking pleasure in learning feel uninterested, restless, and irritated but occupied. Students finally feel awful about school and lose the pleasure they once felt in the primary level.

Learner's comfort and optimistic feeling has an assessable brunt on lexical access, information transmission and storage in the brain. Happy and comfortable atmosphere in the classroom helps to lower feelings of stress and increase high amounts of dopamine in the brain and create ebullient feelings for thriving lexical access and memory retention. If students are stressed, bored, frustrated by lessons, which is beyond their level of understanding or by lessons about things they have already mastered, and then the amygdala directs the input to the unconscious, involuntary, reactive brain. A blissful classroom is a dynamic, vivid and jovial place which can be designed by a catalyst teacher and improve learning by increasing dopamine and reducing amygdala of the students while learning.

This paper tries to put forward the importance of lexical access, blissful classroom environment, methods and ways for the fortification of the students by blissful lexical access through classroom activities to learn English Language enchantingly and easily.

**Keywords:** *English Language, Lexical Access, Dopamine, Amygdala, Communication, Skill, Blissful Classroom*

### PROLOGUE

In order to comprehend or produce a language, lexicon needs to be stored in the mental lexicon. Yelland (1994) elucidates that human beings, effectively communicate and interact with their surrounding humans due to their brain functions. Lexicons are stored in the brain in the form of individual lexical entries and lexical access helps the human brain to retrieve the lexical from the mental lexicon. The secondary education system has undesirable effects on both the diminutive

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<sup>1</sup> Research Scholar, Department of Education, Manonmaniam Sundaranar University, Tamil Nadu, India.  
Corresponding Author: prabhasatheesh10@gmail.com

<sup>2</sup> Professor & Head, Department of Education, Manonmaniam Sundaranar University, Tamil Nadu, India

and elongated courses and faces a number of difficulties. In the present day classrooms, academically acclimatize teacher endeavor instructions are given more importance than dynamic knowledge based on fraternize, cognition and ingeniousness based learning. Blissful learning is engaging, empowering, and playful learning of meaningful content in a loving and supportive atmosphere. The knowledge of the student's self and the society is enhanced through blissful learning. In the long run success is touched by proficient language users. The blissful learning structure implements a structure within which, teachers can stimulate and fascinate students in the English language creative classroom. While learning information, transmission and storage in the brain are influenced by the comfort level of the students. Willis (2016) reveals that a learner's comfort and positive emotion have a measurable impact on lexical access, information transmission and storage in the brain. A dynamic teacher can supercharge classroom by connecting lesson's content with the learner's individual needs, gifts, and challenges. For that teacher needs to give them holistic learning by, moving with the students whenever they can, to draw learning connective to real life, outer exposure, *share experiences* and learn by liability. Create circumstances for language learning by crafting supreme lessons for language development, frontload the learning challenge, read good books and *sovereign practice* (Scharaldi, 2017).

**Lexical access:** Taft (1991) suggests that education is the turnstile for good life. Frequently, behaviour and skills are transformed by the information and experience that is learnt lifelong. In contemplation to communicate, human being makes use of lexis, which is in the form of spoken or written to convey the concept. In order to comprehend or produce a language, vocabulary needs to be stored in the mental lexicon. Human beings effectively communicate and interact with their surrounding humans due to lexical access in the brain. Lexis is stored in the brain in the form of individual lexical entries and lexical access helps the human brain to retrieve the lexical from the mental lexicon (Yelland, 1994).

**Dopamine:** Hussein (2018) elucidates that learner's comfort and optimistic feeling have an assessable brunt on lexical access, information transmission and storage in the brain. Higher amounts of dopamine in the brain create ebullient feelings, which increase with physical activities, exercising, gelastic, pantomime, and having freedom to choose and participate. When pleasure and comfort are scrubbed from the classroom, students are detached from thriving lexical access and memory retention because strong positive emotions are associated with increased retention of learning and student obtains knowledge or skills in ways that cause pleasure and happiness and they fully achieve the knowledge. Positive mental outlook of learning creates attempting classroom, where student's feelings rise in high spirit and coziness helps to lower feeling of stress. Brookshire (2017) explained that motivation, concentration, enslavement, love, infidelity, and learning are due to dopamine. Slight inflation and deflation level to the normal level of dopamine can make memory to suffer. Dopamine level will decrease, if students feel impassive in specific actions. If student has crudition in any subject, then the brain will not be motivated to remember the fact since dopamine is coupled to the remuneration center. So working memory is improved due to dopamine secretions since recognition and experiencing pleasure in the brain is synchronized by the vital compound dopamine. When a student learns with pleasure and interest, the learnt content will be stored in the long memory due to dopamine in their brain.

**Amygdala:** Williams (2018) recommended that the brain is an extremely intricate organ and amygdala is part of the limbic system in the processing center that is hooked up to receive incoming messages from the senses and the internal organs linked to the parts of the brain that governs the senses, muscles and hormones, enabling the body to react quickly to the view or sound of a threat. Wright (1999) elucidates that if students are stressed, feared, bored, frustrated by lessons beyond their level of perception or by lessons they have already acquired, then the amygdala directs the annotation to the subconscious, involuntary, reactive brain and the retrieval of information is sluggish. Amygdala adjusts all of the reactions to events that are very important for human survival. Fear brings galloping heart, hasty breathing and energies muscles that also known as the fight-or-flight response because a sequence of reaction in the brain starts with an anxious stimulus and ends with the discharge of chemicals which retard the lexical access.

**Blissful classroom:** A dynamic teacher can supercharge the classroom by connecting lesson contents with the learners individual needs, gifts, and challenges for that teacher needs to give them holistic learning by, external expedition, companionate knowledge, learning by liability and learning connected to real life. Displaying students' works on the classroom wall because of multi-coloured atmosphere will create an encouraging atmosphere for learning English language (Willis, 2014). By drafting worthy excersices for language improvement, frontloading the learning challenge and reading good books will create conditions for language learning Teacher can revamp pleasure in learning by slackening the teaching to hurry up the erudition of the learning by giving students freedom to create things. Achievements of the students can be celebrated in the classroom. Teacher's sympathetic attitude, free expression, giving importance to individuals and relevant method of teaching create chimera in the students. This type of pleasurable learning enhances natural motivation, whole-hearted response, and balanced development of personality, self-discipline, self-advancement and training of the sensory organs in the students (Willis, 2016).

### **Techniques of demiurgic teachers**

A teacher is like a candle that burns itself to give light to others. Teacher plays a prominent role in English language teaching. Nadeem (2013) suggested that a teacher should play various roles such as learner, facilitator, assessor, manager and evaluator. The teachers should keep themselves in the place of the student and try to understand their problem. To have a flowing tongue in English is a skill and like most other skills it can be learnt, if students have the tidiness to find the exact path and determination. There is nothing that cannot be enhanced. Positive attitude and formal methodical working out are required to overcome the flaw. Students and teachers have to spend some time in working out to blow the weakness off and to enjoy the benefit for the rest of their life. Regular and never ending self enhancement is the only way to accomplish expertise in any language.

According to Puri (2014), teacher should *begin a lesson by engaging hearts and minds of their students in meaningful and challenging subject matter and motivate them to find the pleasure in Learning*. Through laughter, students are charged with enthusiasm in the classroom; while learning something new teachers can use music and song and student will remember much longer and retrieve the information easily during necessitate (Puri, 2014). Students are creative by nature and bliss is generated by the child's own achievements so teacher can give them opportunity to select learning of their preference since, bliss is experienced from skills that are developed with

practice and interest. Learning English language through games, movies and discussions encourage students to debate and speak fluently. Enriching the subject topic with visual aids, like colorful charts, diagrams and videos will avoid tedium of lectures.

Classroom climate speaks a lot in teaching and learning process. The walls of the classroom should not be blank or colorless, use posters, models, student projects and seasonal themes through the show off of students work to decorate the classroom, and create a warm, thought-provoking environment because the wall says exactly what goes on in the classroom throughout the school day (Teach make a difference, 2018).

The new holistic learning through ICT motivates students to experience and link what they learned in classroom to real-life situations, to remove the feel of living in an artificial atmosphere at school ICT can be used (Puri, 2014). English language teachers can design a variety of different games to help the students and can make them join Massive Open Online Courses (MOOCs), free online in the official TED and can also arrange a video conference with the native English speakers and allow the students to talk with them, so that the fear for English language is taken off from their mind. Fresh air and trees, can do miracles for the human spirit in reinvigorate and rejuvenate of learning for that, teacher can take the students outdoor (Puri, 2014). Frontloading the learning challenge through story and allowing books beyond the texts will raise the curiosity of the students. By lessening the teaching and hurrying up the learning by sharing experiences for deep learning where, students explore, discuss, and apply important concepts and problem solving strategies that transfer across disciplines will create interest in learning (Routman 2015).

The fundamental urges of the child is learning through some activity not only leads to desirable sensory training but also provides opportunity for the gratification of urges like self-expression, self-assertion and construction. Teacher's sympathetic attitude and chance of free expression of students is conducive to efficient learning and the children accept the suggestions of the teacher without much hesitation. Hannan (2013) advocates that individual's significance and need should be given more importance. Relevant methods of teaching by reducing rigid, formal and bookish methods for creating a blissful classroom based on the needs and interests of the child should be used.

### **Ascendancy of blissful Learning**

The blissful learning atmosphere is natural motivation for the students. Students learn with whole hearted response. Balanced development of personality social, emotional and moral development of the children besides giving intellectual training can be achieved. Blissful learning encourages self-discipline, self-advancement and training of the sensory organs of the students. Blissful learning atmosphere accumulation, storage and retrieval of vocabulary in the mental lexicon and enhances English language learning.

### **CONCLUSION**

Majority of our school going children at Secondary level view learning at school as a monotonous, tedious and bitter experience. The limited purpose of preparing them for examination is indeed a very important factor for the unpleasantness of learning. According to Chopra and Chabra (2013), psychologists emphasize that teaching should take place at a level that is neither too difficult and

stressful nor too easy and boring for the age of the child. When stress dropping strategies and optimistic emotional environment is created, students achieve emotional resilience and learn more efficiently. The classroom environment, lessons, materials should be developed and teaching strategies and techniques should be used accordingly to respond to learner's characteristics. It is the responsibility of the teacher to make the journey of sharing and construction of knowledge blissful by creating appropriate environment. The teacher can create a blissful atmosphere in the classroom to increase dopamine and slowdown amygdala secretion in the brain of the students, for instant lexical access and augment interest in learning English language (Willis. 2014).

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