ABSTRACT

The process of education aims at enhancing the academic performance of the students. Only a holistic approach can yield result to improve learning outcomes of the students. To optimize the educational opportunities, the current study analyzes the vocabulary skills of ESL learners. It is designed to explore the vocabulary knowledge of English as a second language learner (ESL) of children who are native speakers of Kannada. Therefore, tests were designed at three levels of lexical categories (Easy, Average and Difficult) and administered on children in terms of four factors. The study aims in assessing the lexical categories in terms of groups (ESL normal students and ESL children with dyslexia), socioeconomic status (low, middle and high), grade (6th-7th, 7th-8th, 8th-9th), and gender (M & F). There are two methods used in this research to conduct the survey, one is through manual based test employing questionnaire and a computer based test using DMDX software.

The research study also aims at identifying the major reasons for difference in two groups of students and the difficulties faced by the normal and dyslexic students, and their vocabulary ability, vocabulary ability on familiar and non-familiar words and choices, accuracy and reaction time in terms of the four factors. The findings helped the researcher to check the repudiation of the hypotheses set by the researcher in terms of their fulfilments which are statistically based on factual tables and figures. In terms of normal and students with dyslexia, there is difference in SES and grade factor. Also there are variations on normal students analyzed on their ability of words, familiarity, accuracy and reaction time in terms of SES, grade and gender. The study concludes with some recommendations and implications for the improvements of the vocabulary knowledge of Kannada ESL students. Finally, the researcher suggests for investigatory coverage for the areas that have not been deeply discussed in the current research.

Key words: ESL, Gender, Grade, Group, Lexical categories, SES, Vocabulary knowledge