CHAPTER - 6

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CHAPTER - 6

6:0 INTRODUCTION :

In this chapter a brief review of this study, major findings, the inferred conclusions regarding the effect of each strategy of vocabulary teaching on retention and use in relation to selected variables, recommendations for teaching of vocabulary and some suggestions for further studies in this area are presented. The summing up reflects the investigator's experiences as a researcher and as a teacher-educator.

6.1 REVIEW OF THE STUDY :

6.1.1 Objectives Of The Study :

The study was undertaken keeping the following major objectives in focus :

1. To define some strategies of vocabulary teaching in the subject of English at lower level.

2. To prepare vocabulary explanations, exercises, vocabulary games and communicative tasks to teach vocabulary from five units from class IX text-book of English (lower level).

3. To try out the selected techniques with the students of class IX.

4. To measure the effects of different strategies on the retention and use of vocabulary.

5. To find out the effect of the treatment in relation to sex, I.Q, and achievement at the previous examination.

6. To compare the degree of retention and use of vocabulary among boys and girls, high I.Q and low I.Q students; and among high achievers and low achievers.

7. To study the feedback of the teachers who observed the experimental group undergoing the treatment.

8. To arrive at some recommendations for the teachers of English for vocabulary teaching.

6.1.2 Research Questions :

1. What are the effective strategies of teaching and learning vocabulary ?

2. How can the teacher help students in learning vocabulary ?

3. Do the effective strategies adopted in teaching of vocabulary related to the syllabus motivate the students to learn vocabulary ?

4. Do the interesting vocabulary games and communicative tasks motivate the students for using the English language ?

5. What is the role of I.Q of a student on his/her retention of vocabulary ?

6. To what extent are the sex differences active in the learning of vocabulary ?

7. What can a teacher do to TEACH new words ?

8. What amount of vocabulary is lost after a certain period of time ?

9. What is the relationship between the competence to use the words and sex of the learners ?

10. How is the achievement in the previous examination related with retention and use of vocabulary ?

11. What is the effect of learner-centered techniques and activities on learning of new words in L2 ?

6:1.3 Variables Of The Study :

The variables in this study are as follows :

a. I.Q and achievement scores in the subject are controlled variables.

b. Sex is the moderator variable, two levels of sex :

(1)Boys (2) Girls

c. Dependent variables : use of vocabulary and retention of vocabulary.

d. The primary independent variable is the strategy of vocabulary learning. There are four strategies:

1. Explanation Translation Method

2. Vocabulary Exercises

3. Vocabulary Games

4. Communicative Tasks

6.1.4 Main Hypotheses :

1. There will be no significant difference in the mean scores of post-test, delayed test (retention test) and test of use between the experimental group and the controlled group.

2. There will be no significant difference in the mean scores of retention and use of vocabulary taught through all the four strategies between the experimental and the controlled group.

3. There will be no significant difference in the mean scores on the tests of retention and use in relation to the sex of the students.

4. There will be no significant difference in the mean scores on the tests of retention and use in relation to the I.Q of the students.

5. There will be no significant difference in the mean scores on the tests of retention and use in relation to the achievement of the students.

6.2 CONCLUSIONS :

The study utilized quantitative as well as qualitative methods to find out the effectiveness of the selected strategies of vocabulary teaching. The major conclusions drawn from the study are :

1. The treatment was very effective.

2. The experimental group scored significantly higher on the tests of retention and use as compared to the controlled group.

3. All the four strategies of vocabulary teaching i.e. Explanation Ttranslation, Vocabulary Exercises, Vocabulary Games and Communicative Tasks proved effective. _Each to what extent_

4. There is no observable sex difference in retention of vocabulary taught through any of the strategies.

5. Sex differences are active in the use of vocabulary. Boys have scored significantly higher as compared to their counterparts on the tests of use-1 and use-2.

6. The I.Q of the students plays a positive role in retention and use of the vocabulary. The students (boys and girls both) in the high I.Q group have scored better on the tests of retention and use.

7. The achievement of the students at the previous examination also shows a positive effect on the retention and use of the vocabulary. High achievers are better off as compared to low achievers.

8. The amount of the loss of vocabulary is higher in the students having high I.Q and high achievement scores in the controlled group as compared to their counterparts in the experimental group. It can be concluded that the students are unable to invest their ability in absence of appropriate modalities of teaching.

9.   The experimental group was found very much motivated, interested, active and thrilled while learning new words through various strategies. Communicative tasks and vocabulary games made their learning delightful and less conscious.

6.3   MAJOR FINDINGS :

The major findings of the study are :

1.   The performance of the experimental group is better in all the tests (post-test, delayed test and the tests of use) as compared to the controlled group.

2.   The treatment has equal effect on boys and girls in terms of retention.

3.   The treatment shows no special effect on boys or girls in terms of retention.

4.   The treatment shows significant effect on boys, on the test of use-1 and use-2. They have performed better than girls.

5.   The experimental group (boys as well as girls) scored significantly higher than the controlled group in the post- test of known words taught through all the four strategies, i.e, explanation translation, vocabulary exercises, vocabulary games and communicative tasks. The average score of the experimental group is 110.1 (92.52% of total words) wheres the average of the controlled group is 58.98 (49.56 %).

6. The experiemental group (boys as well as girls) scored significantly higher points than the controlled group on the post-test of easy words taught through all the four strategies.

7. There is a significant loss (4.71%) of known words in the experimental group (boys as well as girls) taught through the selected strategies.

8. There is a significant loss of easy words in the experimental group (boys as well as girls) taught through each of the strategies.

9. The treatment proved effective in making students use the new words. The experimental group scored significantly higher points as compared to the controlled group. The average score of the experimental group in use : I is 37.67 (75.34%) and of the controlled group 9.8 (19.6%); whereas in use: II, the average score of the experimental group is 52.37 and of the controlled group 17.72.

10. The delayed test gave a picture of vocabulary retention. The average score and percentage of the words retained by the experimental group is 104.68 and 87.97 % respectively. The strategy -wise average is as follows :

			Average Scores		
No	Strategy	No. of Target words	Boys	Girls	Total perce-ntage
1.	Explanation Translation method	29	25.62	24.74	86.82
2.	Vocabulary Exercise	41	34.6	36.96	87.26
3.	Vocabulary Games	25	21.92	22.56	88.96
4.	Communicative tasks	24	21.34	21.62	89.5

From the percentage of word retented by the experimental group, it can be said that the 'Communicative Task' is the most beneficial strategy of all.

11. The experimental group performed significantly better than the controlled group on the tests of use of vocabulary. The students in the experimental group could score 90.04 on an average; while the students in the controlled group could score only 27.52 on an average.

12. The treatment had a better effect on the boys in use of the vocabulary. The boys in the experimental group had an average of 39.64 on the test of use-1 and an average of 54.2 on the test of use-2. The girls scored significantly low; their average was 35.7 on the test of use-1 and 50.54 on the test of use-2.

13. The I.Q. level of the student does affect the retention and use of the new words. The boys and girls in the high I.Q group scored higher than their counterparts in the low I.Q group. The difference in percentage was 6.01 % on the test of words known and 14.73% on the test of use-1. It is interesting to note that the treatment was effective in activating the intellectual ability of the students.

14. The loss of vocabulary was measured through a delayed test. The loss was significant in the experimental as well as the controlled group. The loss of words in the high I.Q. and high achievement students of the experimental and the controlled group was significantly different. The higher ability students in the controlled group lost more words than the lower ability students in the same group. Whereas the higher ability students in the experimental group had lost fewer words.

15. The experimental and the controlled groups were equalized on I.Q scores. The experiment showed that not I.Q but the treatment (the strategies of vocabulary teaching) was instrumental for better retention and use of the new words. The high I.Q students in the experimental group could retain 108.06 (90.81%) words and use 41.73 (83.45%) on an average, these scores are significantly higher to that of the students of high I.Q in the controlled group who could retain only 54.88 (46.12%) and use 12.09 (24.18%) of words on an average.

16. The achievement of the students in the previous examination proved less effective than the treatments. Students having almost the same achievement levels performed quite differently. Their performance of retention and use was found relative to the group they belonged to and not to the degree of achievement they had. The students in the experimental group performed better than their counterparts in the controlled group. The average score of retention and use of high achievers in the experimental group was 110 (92.44 %) and 43.12 (86.24%) respectively; whereas these scores of higher achievers in the controlled group were 55.06 (46.27%) and 13.21 (26.42%) respectively.

17. In absence of the treatment the high achievers in the controlled group lost significently more words than their counterparts in the experimental group.

6.4 SOME DETAILED RESULTS :

1. The experimental boys' group performed better on the test of use-I and use-II than the controlled boys' group.

2. The experimental girls' group performed better on the test of use-I and use-II than the controlled girls' group.

3. The high I.Q experimental groups gained more of the total words in post-test than low I.Q experimental groups.

4. The high I.Q experimental groups performed better on the post-test of known words than the high I.Q. controlled group.

5. The high I.Q experimental group performed better on the delayed test of known words than the high I.Q controlled group.

6. The low I.Q experimental group performed better on the delayed test of known words than the low I.Q controlled group.

7. The students of the high I.Q in the experimental group performed better in the test of use-I and II than the students of high I.Q in the controlled group.

8. The students of the low I.Q experimental group performed better in the test of use-I and use-II than the students of the low I.Q in the controlled group.

9. The students in the experimental group having high achievement gained more of the total words in the post- test than the students of the low achievement experimental group.

10. The students in the experimental group having high achievement gained more of the total words in the delayed test as compared to the students with low achievement in the experimental group.

11. The students in the experimental group having high achievement scores have performed better in the test of use-I and use-II as compared to the high achievers in the controlled group.

12. The students in the experimental group having low achievement scores have performed better in the test of use-I and use-II as compared to the low achievers in the controlled group.

6.5 RECOMMANDATIONS FOR TEACHING OF VOCABULARY :

Vocabulary teaching is not just listing the words. It requires certain techniques and a proper type of interaction as well as creating an appropriate class-room environment.

6.5.1 Devising Strategies and Preparing Material :

The teaching of vocabulary starts with classification of words according to the nature of the words. There are many techniques of vocabulary teaching, but a word cannot be taught through all the strategies. According to the nature of a word a particular technique should be adopted. e.g. the word 'Natural' can be better explained through the method 'Explanation-Translation Method' rather than through vocabulary exercise, games or communicative tasks.

The word 'Natural' can be explained through 'Explanation-Transation Method' in the following way.

➤ Animals like to live in natural surroundings.
➤ Kashmir is surrounded by Natural beauty
➤ Trees lose their leaves in winter; it is natural.
➤ It is natural for a cat to be a hunter
➤ Made by nature.
➤ Sea, river, mountains, plants, animals are natural gifts to mankind.

Gujarati Synonym :   કુદરતી, નૈસર્ગિક

In the same way, words like Museum, zoo, whale, planetarium, sword, spear, statue, skeleton etc. can be better explained through vocabulary exercise.

e.g. Match the above words with the area of reference in which they are most commonly used. Consult the teacher if you find any difficulty.

No	Words	Area of Reference
1	Museum	Weapon, pointed end
2	Zoo	artist, Buddha, God
3.	Whale	bones, science lab

The above is an example of only one variety of vocabulary exercises, out of the many which can be framed.

After the classification of the words, the teacher should prepare material for the teaching of vocabulary. The teacher should consult experts if needed. The teacher should also refer to the books for teaching of English, especially, the teaching of vocabulary. The list of such books is available in the reference section. Internet can be very

beneficial a number of websites regarding the teaching of vocabulary are available (websites are given in reference section) linguists (experts) from CIEFL, Hyderabad have prepared English text-books for Macmillian India Limited for classes from std. I to VII. The pecularity of these text-books is that, all the language skills are covered by them (listening, speaking, reading, writing). In these text-books, different exercises for the teaching of vocabulary are given. The teacher should consult such books.

The teacher should frame simple and interesting sentences using the target word, to be taught by explanation- translation method. Atleast, two to three different sentences should be framed for a new word. A simple and interesting explanation of the word will enable the student to get at the meaning of the word easily. A judicious use of mother tongue does no harm.

e.g. Cheerful
➢   My mother always opens the door with a cheerful face.
➢   If you are cheerful, you are happy.
➢   A cheerful face makes others cheerful.
➢   Happy, lively, delighted.
Gujarati synonym : આનંદી, ખુશમિજાજ

Secondly, the teacher should prepare different vocabulary exercises. For each unit, new exercises should be prepared. The best way to prepare vocabulary exercises is to refer to the English text-

level. The teacher should either take ideas from those games or borrow them as they are.

e.g. I SPY

This is a very popular game. One of the players makes a mental note of something in the class-room (or on a wallchart, etc.) and the other players have to guess what it is. He gives them a clue by giving them the first letter of the target word. If the word were 'dark', for example, he would say 'I SPY' with my little eye something beginning with.....D'.

The above is only one example of a game. Many such games could be prepared by the teacher or taken from some book.

Certain communicative tasks should also be prepared by the teacher. But the teacher should keep in mind, that these tasks lay emphasis on language in use rather than language as structure. The tasks should also lay stress on the functional value of the language and on developing the speech ability with different ways of expression. The language thus used leads to acquistion of new words rather than learning of them.

e.g. Target - words :- nonsense, congratulations, invitation. To act according to situation :

1. The class will be divided into groups. Each group will be given one expression on a card. They have to read the expression. Then a task will be given to each group according to their expression. They will understand the situation and will communicate (act) accordingly.

CARDS - EXPRESSION :

Group - 1 : We request the pleasure of your company at a party which

will be given at Rao's Hall, Cambay on Sept, 5th (7.p.m.)-

(An invitation)

Group - 2 : "What nonsense; Are you making fun of me ?"

Group - 3 : I am happy to hear that you stood first in the class.

Please accept my congratulation.

Instructions to the Students : (Group)

Read the expression on the card given to you. Below are

given situations, act accordingly (discuss among yourselves (groups).

Group - 1 : has prepared a working model of a solar cooker for a

project of science and is going to demonstrate it on

Saturday, 6th Sepetmber; invite Group-3 for the same.

Group - 2 : is not invited. They are angry for the same. The group

leader on behalf of others shows his anger to Group:1

Group - 3 : ask some questions regarding the project, and convey your

congratulations also for the same.

6.5.2 Methodological Considerations :

The teacher should teach target words after discussing the lesson

(unit). If the target words are taught along with the discussion of the

lesson, the prepared material cannot be utilised. On the other hand, the

teacher should also take care that while discussing the lesson, the target words should not be translated into mother-tongue, otherwise the material will loose charm and the goal will not be achieved. The teacher should discuss the unit asking questions related to the content. Vocabulary teaching should also be connected with the content of the lesson. The incidents, events or characters could be explained again by using target words, after the teaching of vocabulary of that unit. This method, ultimately, also has a positive effect on the learning of the content of the lesson. I was benefitted much by this method. When I discussed the textual questions with the students, they gave answers without taking any help.

It is not necessary that instructions should always be given in English. For better understanding, the instructions could be in gujarati (mother-tongue). This will enable the student to follow the instructions easily and act accordingly. Instructions should be clear and to the point.

Team-work proves to be the best in carrying out such programmes. All the English teachers should work together and prepare materials for all the classes. Co-operation from Maths and Science teacher is also needed. The English teachers should also prepare the list of some difficult words (new words) in science. These new words can

also be used with the explanation of other target words of the units (for English medium students)

The teacher should also take learners' feedback into consideration while preparing vocabulary teaching material. The learners themselves can be of great help. The teacher can ask them to collect objects, pictures, realia and naturalia for the words in a particular lesson. If the teacher can give old/out of syllabus text-books of the same class or lower class, they can find out and copy the sentences in which certain new words are used. Thus a vocbulary teaching programme becomes a joint venture and therefore an intersting activity.

6.5.3 Psychological Considerations :

Self-motivation is the best way to begin with such programmes. The teacher should not expect miracles just after teaching one unit. Such programmes also require systematic planning. While carrying out a programme, the most difficult part may be communicative tasks. To make students speak in English (communicate) is rather difficult. It requires patience. The teacher hereself should start using lot of English in the class. She can describe, narrate, tell a story or speak a few sentences on familiar themes. This approach is very helpful in providing an encouragement platform to the students to communicate in English.

To develop the students' vocabulary in English language, the teacher should put an increasing emphasis on the importance of motivation. Before implementing any programme, orientation is needed, the teacher should mentally prepare the student for the new atmosphere in the class-room. The teacher should see that students develop a liking for English language. For the same, I bought many English books, with lots of pictures and spoke one or two sentences (simple sentence) about the pictures. Tom and Jerry cartoon, Alice in Wonderland, Cindrella, Arabian Nights, Champak (English) Hansel and Gretel etc. served my purpose This also helped me in winning their confidence in learning English language.

The teacher should know that punishment always brings adverse effect on learning. So, the teacher should avoid giving punishment, when there is noise in the classroom, students exchange things or move to some other place and even if the student doesn't come with the given assignment. The teacher should not correct grammatical errors while the student is communicating in English. There should be a non-thretening friendly and congenial atmosphere in the class, where all the students feel free to use English the way they think best. The correction of errors could occur after a month or so. My experience tells me that

students do not learn errors, they can repair their errors when they have started using the language.

6.5.4 Evaluation and Testing :

The teacher should give home assignments of reading such books and next day story telling can take place in the class. They can even tell the story using a mix of English and Gujarati. The teacher must ask the students to underline the new words in the story (words which they are not able to understand) and next day consult the teacher for the meaning. Such home assignments are very well placed in the text-books by the Macmilliam Co. Many more interesting vocabulary exercises, games and home assignments are also given in the. book "Games for language learning by A.Wright, D. Betteridge and M.Buch (O.U.P. 1979) By refering to these books and many others, the teacher can expand his or her range of techniques when involved in vocabulary teaching.

After teaching two to three units, test of retention and test of use should be taken. The teacher should prepare the list of target words and these words should be mixed up with other words which are not taught. The teacher should ask the students to tick unfamliar words from the list (words which are new to them) The test of retention should be taken three times a year. At the end of the academic year, the list of

the target words, only should be given from the whole syllabus in which they must tick the words which are new to them. That will give a clear picture of how many words students have retained and how many they have forgotten.

To prepare the test of use, the teacher should refer to books of vocabulary teaching. The teacher should give many exercises (tests) like Match A with the meaning of the words in B, use the words in the sentences, complete the given dialogues by using the target words etc.

The teacher should show the result sheets to the principal of the school. Even the vocabulary teaching materials should also be shown to the principal and other teachers. If possible, the teacher should also show the prepared material to the method masters of English in B.Ed. colleges. They can even be invited as the observers in the class-room to observe the treatment of vocabulary given to the students.

6.6 SUGGESTIONS FOR FURTHER RESEARCH :

This research was in the area of vocabulary teaching for the second language learners. The main focus was on devising and trying out different strategies which could exert a long time effect on the retention and use of vocabulary. Based on this experience of research following suggestions for further and future researches in this and related areas are presented here.

1. A similar study can be taken up for the students of class V which is the first year of learning a second language.

2. The same type of vocabulary teaching strategies can be utilized to teach new words in the subject of Hindi. A study of their effects and problems can be useful for teaching our national language.

3. A study of vocabulary acquisition and its effect on oral expression in relation to sex and area variables is also required. This can be done at high school as well as at college level.

4. A qualitative cum quantitative study on students' strategies of acquiring new words in L1 and L2.

5. An investigation into the effect of vocabulary teaching programme on the achievement and anxiety level of second language-learners is long due.

6. The present study has shown that boys are better off in using of vocabulary. This finding should further be researched. A study on the types of words used more by boys and used more by girls can be very interesting.

7. Preparation and tryout of a work-book based on teaching of words along with patterns of English is also possible.

8.   A survey of English vocabulary of students at various level can help in preparing a database for other researches.

9.   It can also be interesting and useful to study the effect of vocabulary teaching programme on students' active and passive vocabulary in L1 and L2.

6.7   SUMMING UP :

6.7.1 Experience As A Researcher :

As a researcher, I received both positive as well as negative responses. First of all my idea was not received well by many English language teachers. They were of the opinion, these all techniques were waste of time. It is impossible to get results. But the motivation and feedback from my guide always helped me in gaining my confidence.

The principals of the schools where the experiments were to be performed were told about the experiment in detail, however they didn't welcome the idea. Although, the permission for performing experiment was granted. They were of the opinion that in the end I will not get the satisfactory results. They were of the opinion that to know the word, one must know its meaning in mother-tongue. The English teachers were also of the opinion that much co-operation should not be expected from the students.

I started the experiments inspite of all the unfavourable opinions I received. I invited English teachers and principals to sit as the observerors in the class- room. After attending the two sessions only, they all started changing their opinions. After that I was provided with all the facilities and co-operation from the school, the principal and the staff. Of course, a lot of encouragement and support I got from the students. Principal encouraged all his staff-members , other than the English teacher to observe the experiment and note the motivation level of students.

The students of the experimental group told the students of the controlled group about the way they were learning new words and also about vocabulary games, they played in the class; the controlled group felt that injustice was being done to them. They argued with their English teacher and the principal that if they (controlled group) were in the same standard why some students were taught in a better way and not they ? At last, they all gathered in a group, came to my college, they requested me to teach them also all the new words in the same way as their friends were being taught.

On the whole, the total experience as a researcher was unique in life. It taught many new ways of looking at the teaching of language.

The joy of results also paved way for raising motivation for further research.

The analysis of the data showed that treatment had very powerful effect on retention and use of vocabulary. I was over-whelmed with a joy of creating something which is really useful. It also taught to me that any problem of learning can be dealt with by proper techniques, materials and learner-centered activities.

6.7.2 Experience As A Teacher Educator :

I felt much freedom as a teacher educator to introduce new methods of teaching vocabulary to the trainees. A discussion in detail was done with the trainees before preparing the treatment. This provided me an opportunity to know the difficulties faced by the trainees in learning English, specially the vocabulary. They were of the opinion that they never got the exposure to the English language. Secondly, during their school days a word to word translation of the text was done in L1. One more astonishing fact they told that although the students of English literature, hardly they had read the actual (original) text of their syllabus. They only read the readymade pamphlets of questions and answers. Moreover, they agreed with me that not knowing the meaning of the word is great frustration. On the

other hand, they were also doubtful if vocabulary techniques could help in the retention of the words.

I discussed the treatment with the B.Ed. trainees. After the implementation of the experiment in the school, I gave the treatment to the B.Ed trainees to try it in their block-teaching programme. A few students took it as the unit-planning. A few others took it as the teaching-aid. They prepared certain vocabulary techniques to teach words used in day-to-day life. I guided them for the same.

Thus, the trainees enjoyed and even learned new ways of introducing words and teaching of vocabulary. After implementing the treatment in their block-teaching programme, B.Ed trainees shared the results, opinions and experience with me. I was thrilled and encouraged to hear all that. As the treatment during block-teaching programme was to be implemented on rural area students [who learn English only through translation (traditional) method] certain changes were made in the treatment keeping in view their level of understanding.

On the whole, the experience as a teacher educator provided me more motivation for the present study. I really feel proud that my B.Ed students have also started thinking in the same direction. Whenever, they come across any new word, they start discussing among themselves by which technique a particular word can be taught.

Now, whenever a new word comes my way, my first psychological reaction is to think which technique can be used to teach and learn this word.

I am also planning to take up an informal study related to vocabulary teaching. I am also keen on working on a formal major or minor research project in this area.