



SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH FOR DEVELOPING VOCABULARY AMONG SECONDARY SCHOOL STUDENTS

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Abstract

Usually teachers give more importance for the discourse writing and development. But actually the skill of using Vocabulary is an essential element to acquire a particular language. The research attempted to analyse the effectiveness of the Specially Designed Academic Instruction in English (SDAIE) Strategy for developing Vocabulary among Secondary School Students. Pre-Test Post-Test non-equivalent Group design was adopted for present study. The study is conducted on a sample of 60 students and revealed that the strategy is very effective for developing Vocabulary of English and very easy to use in classrooms. This innovative academic instruction promotes interest, enthusiasm, and stress - less learning among students.

Key Words: Language teaching strategies, Vocabulary, ESL, ELT



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“Without Grammar, very little can be conveyed, without Vocabulary nothing can be conveyed”. -David A. Wilkins (1972)

Introduction

Language skill is a widely discussing element in the present situation. Language skill is an essential skill to communicate information as well as to acquire knowledge. Therefore each and every student should develop skill based on a specific intention. In order to develop the skills of a particular language the learner has to first of all develop the skill of using Vocabularies in that particular language.

Sheltered instruction has been the term used to describe content area instruction for limited English proficient students. The goal of sheltered instruction was to assure limited English proficient students access to the core curriculum. The term was coined by Stephen

Krashen (1983) to describe the methods used to teach limited English proficient students enrolled in content classes in the ABC Unified School District, Los Angeles County, California. Sheltered instruction was viewed as the bridge between primary language and English only instruction in content area classrooms. As originally conceived by Krashen, sheltered instruction is content area instruction in English for intermediate or threshold level limited English proficient student.

It is designed as a transitional program in the content area not as a replacement for primary language instruction. As originally conceived sheltered instruction is basically similar to Specially Designed Academic Instruction in English. SDAIE is usually associated with upper elementary and secondary level classes for English language learners. The following steps were used while adopting SDAIE strategy to develop Vocabulary among secondary school students. 1) Content: Choosing text and other materials to clarify the content 2) Connection: Builds connection between what is to be learned and what students already know 3) Personal Experiences: Selecting culturally responsible examples from the student's life to illustrate a key concept 4) Comprehensibility: Combine visual clues such as pictures diagrams with verbal and written communication 5) Interaction: Using Variety of grouping and asking questions between students. The investigator applies five steps to develop Vocabulary among students in a creative way. The researcher tried to find out the Effectiveness of SDAIE strategy among Secondary Students in an innovative way. The main aim of this study is to make Vocabulary development as a fun and entertaining process. This strategy will help the students to develop Vocabulary with enthusiasm and interest.

Need and Significance of the Study

Vocabulary is essential for communication. Language learners may feel discouraged if they lack sufficient Vocabulary knowledge and strategies for learning new words (Nation, 2001). In order to expand Vocabulary knowledge, language can be taught with specially designed Vocabulary instructional package. It will be more effective than traditional method of teaching and learning. Teachers need to find effective ways to present new elements of language and keep students' enthusiasm in attempting to get them. In this context the investigator develops specially designed instructional package based on Stephen Krashen's theory of second language acquisition. This study is very significant because the teachers give less importance for the Vocabulary development in the class rooms.

Objectives of the study

- To find out the Effectiveness of SDAIE strategy on the achievement in English Vocabulary among Secondary School Students.
- To find out whether there is any significant difference in the Pre-Test mean scores on the Achievement in English Vocabulary of Experimental and Control Group.
- To find out whether there is any significant difference in the Post- Test mean scores on the Achievement in English Vocabulary of Experimental and Control Group.
- To find out whether there is any significant difference in the Pre-Test and Post- Test mean scores on the Achievement in English Vocabulary of Control Group.
- To find out whether there is any significant difference in the gain mean scores on the achievement in English Vocabulary of Experimental and Control Group.

Methodology in brief

The investigators adopted Quasi- experimental Pre-Test Post-Test non-equivalent Group design for the present study. The study is conducted on a sample of 60 students (30 each) of two divisions in standard 1X from St. Shantal's H.S.S Mammood of Kottayam district in Kerala. Vocabulary test and lesson transcripts based on SDAIE strategies were used for data collection. Content analysis was used as a method for selecting Vocabulary.

Major findings of the study

The present study attempted to analyse the Effectiveness of the Specially Designed Academic Instruction in English (SDAIE) Strategy prepared by the investigator for developing Vocabulary among Secondary School Students. The major findings arrived at the study are classified into six major subdivisions as given below:

Hypothesis-1

There exists a significant difference in the Pre-Test mean scores on the Achievement in English Vocabulary of Experimental and Control Group.

Table 1: Statistics for the Pre-Test mean scores on the Achievement in English Vocabulary of Experimental and Control Group.

Statistics calculated	Experimental Group	Control Group
Mean	18.53	20.03
Median	19	20
Mode	19	21
Standard Deviation	3.7	3.43
Skewness	0.58	0.48
Kurtosis	0.08	0.64

The result shows that the arithmetic mean of the scores by Experimental Group is 18.53 and that by the Control Group is 20.03. The difference in mean is 1.5. Therefore, it can be interpreted that the two Groups did not differ in their achievement.

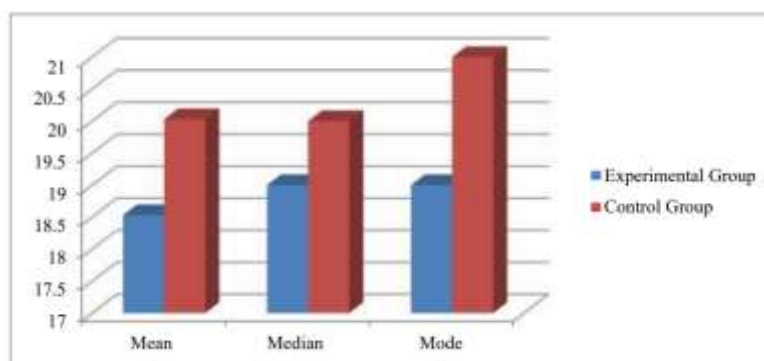


Fig.1 Graphical representations of the measures of central tendency of pre-test scores of Experimental and control group.

The calculated critical ratio 1.78 is less than the table value 1.96 at 0.05 level which is not significant. It can be interpreted that the students of Experimental Group and Control Group do not differ significantly in their achievement. Thus, the directional hypothesis is rejected.

Hypothesis-2

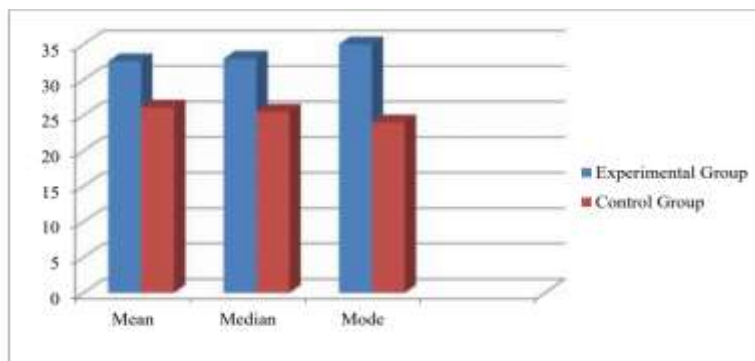
There exists a significant difference in the Post-Test mean scores on the Achievement in English Vocabulary of Experimental and Control Group.

Table 2: Statistics for the Post-Test mean scores on the Achievement in English Vocabulary of Experimental and Control Group.

Statistics calculated	Experimental group	Control group
Mean	32.63	26.1
Median	33	25.5
Mode	35	24
Standard Deviation	3.38	2.29
Skewness	-1.12	0.04
Kurtosis	1.49	1.17

The result shows that the arithmetic mean of the scores obtained by the Experimental Group is 32.63 and that by the Control Group is 26.1. The difference between them is 6.53. This indicates that the students in the Experimental Group scores high in the Post-Test, when compared to that of the Control Group. Therefore, it can be interpreted that Experimental Group is superior to Control Group.

Fig.2 Graphical representation of the measures of central tendency of post test scores of Experimental and control group.



The calculated critical ratio 8.74 is greater than the table value 1.96 at 0.05 levels which is significant. It can be interpreted that the students of Experimental Group is superior to the students of Control Group. Thus, the directional hypothesis is accepted.

Hypothesis -3

There exists a significant difference in the gain mean scores on the Achievement in English Vocabulary of Experimental and Control Group.

Table 3: Data and Results of Test of significance of the Gain scores in English Vocabulary of students in Experimental and Control group

Group	No.of Students	Mean	Standard deviation	Critical ratio	Level of significance
Experimental	30	14.1	3.20	11.21	Significant at 0.05 level
Control	30	6.06	2.25		

The mean gain score of the Experimental Group is 14.1 is greater than that of the Control Group (6.06). The obtained critical ratio is 11.21 is greater than the table value 1.96 at 0.05 level of significance. Since the mean of the Experimental Group is greater than that of the Control Group, it is inferred that Experimental Group is better than that of the Control Group.

The critical ratio obtained is 11.21, which is highly significant at 0.05 levels. Since the mean of the Experimental Group is greater than that of the Control Group, it is inferred that the Experimental Group is better than the Control Group. Therefore, the directional Hypothesis is accepted.

Hypothesis-4

There exists a significant difference in the adjusted Post-Test mean scores on the Achievement in English Vocabulary of Experimental and Control Group.

1) The analysis of variance of Pre-Test and Post-Test scores of students in the Experimental and Control Group showed that there is a significant difference between the means of the

Post-Test scores of two Group. ($F_y = 76.43$). This implies the superiority of the Experimental Group over Control Group in achievement.

2) The analysis of Co-variance of Pre-Test and Post-Test scores of students in Experimental Group and Control Group showed that there is significant difference between the two Groups ($F_{y.x} = 139.90$). This implies that Experimental Group is superior to the Control Group in achievement.

3) The comparison of the adjusted means of Post-Test scores in the Experimental and Control Group shows that the difference between them is statistically significant. This confirms that the Experimental Group is superior to the Control Group in performance. Therefore, the directional hypothesis is accepted.

Table 4: Comparison of the adjusted means of post test scores on the experimental and control group

Groups	No. of students	Mx	My	My.x Adjusted	S.Em	t
Experimental	30	18.53	32.6	33.03	0.60	12.5
Control	30	20.03	26.1	25.70		
General means		19.28	29.37			

The difference between the adjusted means of Post- Test scores of the students in the Experimental Group and Control Group were tested for significance. The calculated difference in the Y mean is 19.28, which is greater than the table value 1.96 at 0.05 levels. The difference between the adjusted Y means indicated that the students in the Experimental Group differ significantly in their achievement in their Post- Test. From the result it can be interpreted that SDAIE strategy is an effective method for achievement in English Vocabulary of 9th standard Students.

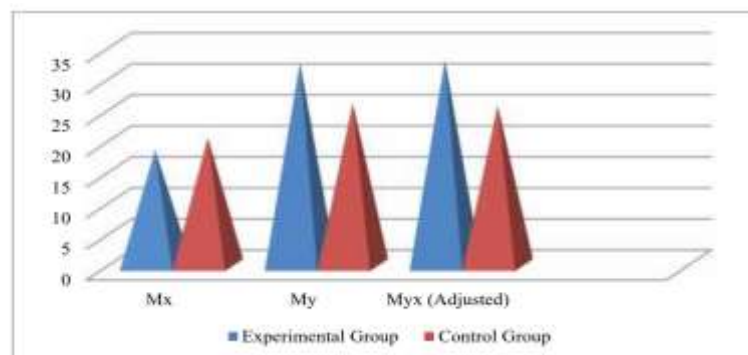


Fig.4 Graphical representation of the Comparison of the adjusted means of post test scores on the experimental and control group

Educational implications

The present study proved that the SDAIE strategy is more effective than the existing activity method for developing English Vocabulary in standard 9th. On the basis of their findings and generalization the following suggestions are made that would be helpful for improving educational practices.

- Present curriculum should be promoted for those activities that help to develop Vocabulary among pupils. Current activities are outdated and ineffective.
- Students should be motivated to improve their Vocabulary by promoting innovative methods and strategies. Over emphasis on teaching grammatical items should be balanced.
- As the study has proved that teaching through SDAIE strategy is more effective than using the prevailing method to teach Vocabulary. It is very simple to use, and basic computer skills are needed. Teachers can be given training to apply this method in the classroom.
- The teachers should be encouraged to develop Specially Designed Instruction for developing English Vocabulary skill among Students.
- Develop interest among students for studying Vocabulary by using picture clues, sun diagrams etc. of a particular Vocabulary.
- Encourage the use of language laboratories for providing effective individualized instruction and mastering Vocabulary items.
- The SDAIE strategy enhances memory, interest, connections, speaking skill and recalling capacity of the students.
- This technique gives opportunity to provide direct intentional Vocabulary instructional experience to the students.
- SDAIE strategy helps the children to make use of their multiple senses. It provides realistic experience, enthusiasm, thus enhancing the acquisition of Vocabulary with ease.

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