The Effectiveness of Different Contextual Strategies on Vocabulary Development

KUNDAL DEEPTI B.
Assistant Professor,
Smt. M. M. Shah College of Education, Wadhwan City
Gujarat (India)

Abstract:

Vocabulary can be divided into three parts. Auditory vocabulary is composed of the words that are heard. Verbal vocabulary is composed of words that are used in speech. Reading vocabulary is composed of words that are seen in print and can be decoded. Acquiring a fluent reading vocabulary requires more than looking up the definition of words in a dictionary. A proper form of instruction is required for children to develop word knowledge in-depth. Students need to be empowered with skills to Develop strategies that will increase the growth of word knowledge. Language is the basic media of communication. There is a chain to get together all the people as a human being. Language is the most important ring in this chain. We can express our emotions, get satisfactions to our needs, and fulfill our jobs and duties etc. by the language. The studies about vocabulary were held to analyze the vocabulary and to determine the basic vocabulary of the learners of primary schools. Some of them were about development of vocabulary.

Keywords: *Communication, Effectiveness, Strategies, Vocabulary, Vocabulary development*

1. Introduction

Bombay Municipal Corporation Primary Education Department, Bombay (1970) studied the development of oral and written vocabulary in language communication. They found positive result. Dave (1989) studied about effectiveness of experimental programme to develop the vocabulary and comparison of the vocabulary development in boys and girls. The programme was found effective. Kundal (1999) studied about effectiveness of two types of vocabulary development programme and difference between them. One programme was based on the grammar teaching and the second programme was based on miscellaneous activities. Both the approaches for developing the vocabulary were found equally effective. Searfoss and Redence (1994) have suggested three different strategies for vocabulary development. This study was based on contextual strategy and its different approaches. The programmes were prepared based on these four approaches. This study was aimed to see the effectiveness of four different approaches for the development of vocabulary.

2. Objectives

1. To study the effectiveness of four different approaches of contextual strategy for vocabulary development.
2. To study the difference in effectiveness of four different approaches of contextual strategy regarding vocabulary development.

3. Hypotheses

1. There will be no significant difference between the mean vocabulary scores of the group learned through contextual redefinition programme and the control group.
2. There will be no significant difference between the mean vocabulary scores of the group

learned through vocabulary self-collection strategy programme and the control group.
3. There will be no significant difference between the mean vocabulary scores of the group learned through opin programme and the control group.
4. There will be no significant difference between the mean vocabulary scores of the group learned through possible sentences programme and the control group.
5. There will be no significant difference between the mean vocabulary scores of the groups learned through four different approaches of contextual strategy with reference to vocabulary development.

4. Area of research
Vocabulary is a main part of the language. The study was related to the development of vocabulary. So the present study was related to language teaching area of the research.

5. Population
The students studying in standard 6th in the primary schools of Rajkot city were considered as the population of the study.

6. Sample
From the schools of population of the study Survoday Vidyalay, Rajkot was selected for an experiment. For that 100 students were selected as the sample. There were 60% boys and 40% girls in the sample.

7. Method of research
The experimental research method was used for the study. The experimental research design was five equivalent groups pre test - post test design.

8. Construction of tool
The research was aimed to see the effectiveness of different contextual strategies for development of vocabulary. The researcher used self-constructed vocabulary test as the tool for pre test and post test. There were 25 multiple choice type items in the test. The student can get score 1 for 1 true answer.

9. Vocabulary development programme
Searfoss and Redence have suggested three strategies to develop the vocabulary. The researcher selected only one strategy from them. It was the strategy emphasizing the context. There were four different approaches in this strategy. Contextual redefinition, vocabulary self-collection strategy, opin and possible sentences. All of them had different kind of representing contexts to the children. For each strategy four lessons were prepared on specific design. Also for each lesson the related content was prepared.

10. The implementation of the programmes
For implementing the programmes five groups of the students studying in std. 6th were formed. All groups were made equal on the base of pre test scores. Then Contextual redefinition programme, Self-collection strategy programme, Opin programme and Possible sentences programme were implemented on experimental group 1, 2, 3 and 4 respectively. The experiment was carried out for four days, teaching for one hour each day in each group.

11. Data Collection
For collecting the data pre test and post test were administered over the five groups. Before starting the implementation of the programmes pre test was administered and after implementation of the programmes post test was administered.

12. Data analysis and interpretation of the results

After collecting answer sheets of all the students of five groups of post test, the each answer sheet was scored according to the scoring key. Mean and SD of vocabulary score on post test of each group was calculated. The results of the calculations are given in Table 1.

Table 1. Mean and SD of vocabulary scores on post test of five groups

Group	N	Mean	SD
Experimental - 1 (Contextual redefinition)	20	15.30	5.68
Experimental - 2 (Self collection strategy)	20	15.65	4.68
Experimental - 3 (Opin)	20	14.20	4.69
Experimental - 4 (Possible sentence)	20	14.20	4.90
Control	20	6.20	1.88

Observation of table 1 shows that the mean vocabulary scores on post test of five groups varying from 6.2 to 15.65. It means the mean vocabulary scores of five groups on post test were different.

To see that this difference in mean vocabulary scores is significant or not the scores of five groups were analyzed using analysis of variance. The results of the calculation are given in Table 2.

Table 2. Analysis of variance of vocabulary scores

Source of variance	Sum of Squares	df	Mean Sum of squares	F	P
Between groups	1227.44	4	306.86	14.78	0.00
Within groups	1972.35	95	20.762		
Total	3199.79	99			

The observation of Table-2 reveals that the F value for the significance of difference between mean vocabulary scores of five groups was 14.78; It was significant at 0.001 level. It means all the groups are not same with reference to vocabulary after the treatment.

Out of ten differences between mean vocabulary scores of two groups from these five groups, how many differences are significant? To find the answer of this question, t-ratio for the significance of each of these mean differences was calculated. The results of these calculations are given in Table 3.

Table 3. t-value for significance of mean difference between the groups

Group	Exp-1	Exp-2	Exp-3	Exp-4	Control
Experimental – 1 (15.3)	-	0.21	0.66	0.65	6.80**
Experimental – 2 (15.65)	-	-	0.97	0.95	8.37**
Experimental - 3 (14.20)	-	-	-	0.00	7.07**
Experimental - 4 (14.20)	-	-	-	-	6.81**
Control (6.2)	-	-	-	-	-

Observations of Table-3 shows that the t-values for difference between mean vocabulary scores on post test of experimental group-1 and control group, experimental group-2 and control group, experimental group-3 and control group, experimental group-4 and control group were 6.80, 8.37, 7.07 and 6.81 respectively. Each of these value was significant at 0.01 level.

So, the null hypotheses 1, 2, 3 and 4 were rejected. It means the mean vocabulary scores of each

experimental group were significantly higher than that of control group. So it can be said that contextual redefinition programme, self-collection strategy programme, opin programme and possible sentence programme were found effective with reference to vocabulary development.

The t-value for difference between mean vocabulary scores on post test of the two of the experimental groups were 0.21, 0.66, 0.65, 0.97, 0.95 and 0.00. Any of these t-values was not significant. So the null hypotheses-5 was not rejected. It means no any mean of an experimental group was found significantly higher than that of the other experimental groups. So it can be said that contextual redefinition programme, self-collection strategy programme, opin programme and possible sentence programme were found equally effective with reference to vocabulary development.

13. Conclusions
After analyzing the data and interpreting it following conclusions were arrived.
I. Contextual redefinition programme, self-collection strategy programme, opin programme and possible sentence programme were found effective with reference to vocabulary development in Gujarati language.
2. Contextual redefinition programme, self-collection strategy programme, opin programme and possible sentences programme were found equally effective with reference to vocabulary development.

14. Educational implications
Different approaches of contextual strategies for developing vocabulary viz, contextual redefinition, self-collection strategy, opin strategy and possible sentences strategy were equally found effective for developing Gujarati vocabulary of the students of Std. VI. It means students may learn words more rapidly by vocabulary development programmes with reference to the contextual strategies than traditional teaching.

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