

IMPACT OF TEXT BASED READING TASKS ON SECONDARY SCHOOL NON-ENGLISH MEDIUM STUDENTS VOCABULARY

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Abstract

This study investigates the effectiveness of reading tasks in facilitating vocabulary among IX standard non-English medium students. The objective of the study is to explore how to effectively facilitate learning of sub components of vocabulary such as form, meaning and usage. For this the sample selected comprised of thirty students each from two secondary schools randomly and were assessed on three sub components of vocabulary through the Pre-Test. The data were collected through the tool constructed for the purpose of the present study after ensuring its validity and reliability. Based on the previous year examinations scores and Pre-Test scores groups were found to be equated. Thirty students in control group received conventional teaching and thirty students in experimental group were exposed to text based reading tasks on vocabulary. It was found that students in the experimental group performed significantly higher than the students in control group. This study stress the value of text based reading tasks in facilitating vocabulary in non-English medium students.

Keywords:

Reading skills;

Text based Tasks;

Vocabulary;

Second language learners;

Non-English Medium.

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1. Introduction

English language has become a language of cross cultural communication. Language is a means of communication. It is necessary to communicate, exchange ideas, and comprehend the communicated information, ideas and thoughts. In this process vocabulary becomes a crucial component in language learning. Knowledge of vocabulary is essential for better comprehension of the given text. Vocabulary is one of the important component of reading skill. It plays important role in facilitating reading skill, comprehend the text, communicate effectively and achieve academically. After many years of studying English language, second language learners often have inadequate vocabulary which results in poor comprehension of the text, and leads to inability to express their ideas and knowledge acquisition in the target language. Second language learners struggle to read richer and varied text. Vocabulary expansion among second language learners is still a challenge. Hence, it is the responsibility of English teacher to assist them, to expand their vocabulary via text based reading tasks. These text based reading tasks helps in second language acquisition. Research reveals that without vocabulary nothing can be conveyed. This means that vocabulary instruction must be deliberate, include direct instruction, and, in some instances, involve small group intervention in order to adequately support and accelerate these students' vocabulary development. In this regard, this paper highlights some of the text based reading tasks to facilitate and expand vocabulary among second language learners.

2. Need and Importance of Vocabulary

Most of the second language learners hesitate to express and communicate in English. Hence, the expansion of vocabulary assists them. Second language learners find difficulty in listening and reading comprehension. Vocabulary supports in the comprehension process. Reading is central to English language teaching, but without sufficient vocabulary second language learners cannot understand others ideas or express their own ideas in English. Vocabulary expansion is often pursued for many reasons. Second language learners need to expand their vocabulary for comprehension, communication, and knowledge acquisition. Vocabulary expansion among second language learners is still a challenge. Hence, it is the responsibility of English teacher to assist them, to expand their vocabulary via text based reading tasks in regular classroom instruction. Researchers reveal how vocabulary is important for second language learners. The importance of vocabulary knowledge to school success in general and reading comprehension in particular is widely documented [1], [3]. While without grammar little can be conveyed, without vocabulary nothing can be conveyed [8]. There is no one best method for vocabulary instruction and vocabulary should be taught both directly and indirectly [6].

The synthesis of vocabulary research reveals that provide scientifically based foundation for the design of rich, multifaceted vocabulary instruction [6]. The finding reveals that provide direct instruction of vocabulary for a specific text pointed out " there are precise words children may need to know in order to comprehend particular lessons or subject matter" [1]. Repetition and multiple exposures to vocabulary items are important cautioned against "mere repetition on or drill of the word." emphasizing that vocabulary instruction should provide students with opportunities to encounter words repeatedly and in a variety of contexts [7]. Vocabulary should be those that the learner will find useful in many contexts. Instruction of high-frequency words known and used by mature language users can add productively to an individual's language ability [2]. Research suggest that vocabulary learning follows a developmental trajectory [4]. Vocabulary tasks should be restructured as necessary. "Once students know what is expected of them in a vocabulary task, they often learn rapidly" [5].

3. Reading Tasks to facilitate Vocabulary

Vocabulary is one of the important component of reading skill. It has three important sub components namely, form, meaning and usage. Teachers need to design reading tasks by keeping these sub components in mind. In vocabulary learning form is very important, and to facilitate this component among learners, teacher need to select words from the paragraphs of the lessons being taught. Teachers need to design the tasks which helps to facilitate form of the word. For example, pick words from the paragraphs given for reading and design a task like word with missing letters. Students have to complete the given tasks after reading the given paragraphs. When they are familiar with the form teacher has to go for next component construct multiple choice questions to find out the meaning of the word as per the context used in the lesson. After the learner grasp the meaning of the words they also learn how to use that word in a different context. For this teachers can ask their students to construct their own sentences using the words

4. Methodology

In the present experimental study researcher selected two group randomized Pre-test and Post-test design. For this researcher has selected two groups from secondary schools to know the effectiveness of text based reading tasks. These groups, whose members are chosen randomly, are assigned as experimental and control group. In this design, researcher has to administered pre-test to both the groups. Text based reading tasks intervention for experimental group and for control group researcher used conventional teaching. After the completion of five-week research intervention post-test has conducted for both the

groups. The results of the both groups are being analyzed to know the effectiveness of the intervention. Sample size (number of students) of both the Control and Experimental Group is 30 each.

4.1. Objectives of the Study

1. To find out the existing level of Vocabulary in English of IX standard students of secondary schools.
2. To prepare text based reading tasks to give practice and to facilitate vocabulary in English among IX standard students.
3. To find out the effectiveness of text based reading tasks in facilitating vocabulary in English among IX standard students.

4.2. Tool Description

Tool comprised of tasks prepared to test subcomponents of vocabulary namely, Form, Meaning and Usage using the text material in the lesson “The Three Questions” in the prescribed textbook for the students. Summary of the tool is given in Table 1.

Table 1. Summary of the tool used to test Vocabulary Subcomponents

Sub Components of Vocabulary	Form	Meaning	Usage
Objectives of the tasks	To know the level of the students spelling ability before and after the intervention.	To know the level students to grasp the correct meaning of the word given in the options before and after the intervention.	To know the level of students in using the given words and sentence construction, before and after the intervention.
Items	Supplying spelling	Multiple choice	Use the given words in a sentence
Method of Administration	Individual		
Type of school	Government and Private		

Class	IX Standard
Content	The Three Questions
Allotted time for each item	1-2 Minute
Maximum Marks assigned for each item	1 Mark
Total Scores	15 Marks

English lessons prescribed for 9th grade students for tasks for Pre-test, intervention and Post-test. For the purpose of Pre-test, the paragraphs from the English lesson titled “The Three Questions” were used for designing tasks. For the purpose of intervention, the researcher selected six lessons from their prescribed 9th Standard English text book for preparation of tasks for intervention teaching of Experimental Group students. These six lessons were divided into thirty-eight sub units and taught to Control Group students in a conventional way without emphasis or usage of tasks focusing on subcomponents of Vocabulary. Tasks were used to stress on subcomponents of Vocabulary while teaching Experimental Group Students. Thus Experimental Group Students tried to attempt make their own sentences using given words, familiarize with spelling of words, etc., by attempting to complete the tasks. After the intervention, Post-test was administered to both Control and Experimental Group students. Pre and Post-test scores were analyzed to quantify the impact of task based teaching on Experimental Group students as compared to Control Group students who were subjected to conventional teaching.

4.3 Statistical tools used for analysis of Pre and Post-test scores

Mean, Standard Deviation, t-value and p-value which are measure of statistical significance of difference in mean scores of Control and Experimental Group students are used in this study.

5. Results

5.1. Hypotheses tested and analysis of Pre and Post-test scores

1. There is no significant difference between the Pre-Test mean scores of control and experimental group students in vocabulary in English language among IX standard students.

Table 2. Pre-test scores of Control and Experimental groups on Vocabulary

Pre-test				p-value	Significant (S) / Not Significant (NS)
Control Group		Experimental Group			
Mean	Standard Deviation	Mean	Standard Deviation		
2.58	0.55	2.53	0.55	0.75	NS

It is apparent from Table 2 that there is no significant difference between the pre-test mean scores of control and experimental group students with respect to vocabulary and its sub-components. Thus it implies that existing knowledge of vocabulary of students in control and experimental group are nearly the same. Thus pre-requisite for carrying out intervention on two groups with nearly identical scores is satisfied there by supporting first hypothesis.

2. There is significant difference between the post-test mean scores of control and experimental group students in vocabulary in English language among IX standard students.

Table 3. Post-test score comparison of Control and Experimental groups on Vocabulary

Post-test				p-value	Significant (S) / Not Significant (NS)
Control Group		Experimental Group			
Mean	Standard Deviation	Mean	Standard Deviation		
2.24	0.58	3.68	0.46	0.00	S

From Table 3 one can see that Experimental Group mean score for Vocabulary tasks is significantly higher than the respective Control Group mean score. Comparing Tables 2 and 3, it is also evident that there is no improvement in mean score for Control Group, while there is increase in mean score for Experimental Group. Teaching lessons with stress on vocabulary tasks has impacted the mean score of Experimental Group to be significantly higher than the Control Group in Post-test thereby supporting second hypothesis.

3. There is no significant difference between the Pre and Post-Test scores of control group students in vocabulary in English language among IX standard students.

Table 4. Pre and Post-test score comparison of Control Group on Vocabulary

Control Group				p-value	Significant (S) / Not Significant (NS)
Pre-test		Post-test			
Mean	Standard Deviation	Mean	Standard Deviation		
2.58	0.55	2.24	0.58	0.03	S

Table 4 indicates that mean score of Control Group in Post-test is less than the mean score in Pre-test and the difference is significant. Though this observation appears to negate third hypothesis, it only means that conventional teaching definitely does not guarantee any positive change in Vocabulary knowledge of students, and cannot rule out negative change.

4. There is significant difference between the Pre and Post-Test scores of experimental group students in vocabulary in English language among IX standard students.

Table 5. Pre and Post-test score comparison of Experimental Group on Vocabulary

Experimental Group				p-value	Significant (S) / Not Significant (NS)
Pre-test		Post-test			
Mean	Standard Deviation	Mean	Standard Deviation		
2.53	0.55	3.68	0.46	0.00	S

Table 5 implies that Experimental Group Post-test mean score is significantly higher than Pre-test score supporting fourth hypothesis. This is attributed to Vocabulary tasks based teaching which was given to Experimental Group students as opposed to Control Group which received only conventional teaching.

4. Conclusion

The results of the study reveals that regular practice of Vocabulary from the paragraphs of the lessons prescribed, helps students in improving all aspects of Vocabulary such as spelling, meaning of words, and usage of words. Teaching based on Vocabulary tasks positively impacts the performance of students in Vocabulary. Vocabulary plays important role in reading skills. This component is significantly and positively contributing to reading skills in English of students. As these skills needs more practice and lack of regular practice in sub components of vocabulary affect the reading skills in English among secondary school students particularly those who are not studying in English medium.

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