Facilitating Vocabulary Growth and Retention of English through CALL

An Intervention Study

नमूना • SAMPLE

नमूना • SAMPLE

Facilitating Vocabulary Growth and Retention of English through CALL

An Intervention Study

Dr. Chamundeshwari C
Associate Professor & Assistant Director,
School of Arts, Humanities and Social Sciences,
REVA University, Bangalore
&
Athira P
School of Arts, Humanities and Social Sciences,
REVA University, Bangalore

SAMPLE

AKHAND PUBLISHING HOUSE
DELHI (INDIA)

Published by



AKHAND PUBLISHING HOUSE

Publisher, Distributor, Exporter having an Online Bookstore

Head Office : L-9A, First Floor, Street No. 42,
Sadatpur Extension, Delhi-110094 (INDIA)
Phone No.: 9968628081, 9555149955 & 9013387535
E-mail : akhandpublishinghouse@gmail.com,
akhandpublishing@yahoo.com
Website : www.akhandbooks.com

Facilitating Vocabulary Growth and Retention of English through CALL
An Intervention Study

© Dr. Chamundeshwari C, Athira P
Ist Edition 2021
ISBN 978-93-90870-40-0

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted or utilized in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner Author/Editors. Application for such permission should be addressed to the Publisher and Author/Editors. Please do not participate in or do not encourage piracy of copyrighted materials in violation of the author's rights. Purchase only authorized editions.

The responsibility for facts stated, opinion expressed or conclusions reached and plagiarism, if any, in this book is entirely that of the author. Neither the publishers nor the editors will be responsible for them whatsoever.

Printed in India

Published by Jhapsu Yadav for Akhand Publishing House. Cover Designed and Laser Typesetting at VM Graphic and Printed at Aarna Enterprises, Delhi.

FREE SAMPLE

Contents

Preface *ix-xi*

Acknowledgement *xiii*

List of Figures *xv-xvi*

Chapter- 1 Introduction **1-10**

1.1 Computer Assisted Language Learning

1.2 Background of the Study

1.3 Statement of the Problem

1.4 Objectives

1.5 Hypothesis

1.6 Review of Literature

1.7 Research Gaps

Chapter- 2 Theoritical Framework **11-21**

2.1 Introduction

2.2 Theory of Borrowing

2.3 Theory Instantiation

2.4 Theory Adaptation

2.5 The Theory of Connectionism

2.6 Skinner's Operant Conditioning Theory

SAMPLE

2.7 Cognitive Theories in CALL
2.8 Communicative CALL
2.9 Integrative CALL

Chapter- 3 Methodology 22-32

3.1 Introduction
3.1.1 Hear and Answer
3.1.2 Find Answers
3.1.3 Mind Mapping
3.1.4 Idioms
3.1.5 Phrasal Verbs
3.1.6 Careful Analysis
3.1.7 Science and Language
3.1.8 Synonyms and Antonyms
3.1.9 Idioms-2
3.1.10 Question and Answer

Chapter- 4 Data Analysis and Interpretation 33-54

4.1 Introduction
4.1.1 I could use vocabulary while speaking
4.1.2 I am able to infer the unfamiliar words
4.1.3 Explicit instruction on vocabulary helped me I independent reading
4.1.4 Mind mapping exercises increased my cognitive level
4.1.5 I am able to write sentences on my own with vocabulary words learnt after practicing the modules
4.1.6 Activities done in language lab were easy to understand

SAMPLE

4.1.7 Vocabulary learning through CALL was easier than traditional method

4.1.8 I became more confident after learning vocabulary through CALL

4.1.9 It was fun to learn through computer assistance

4.1.10 Videos is the best tool to develop language and vocabulary

4.1.11 I began to use more vocabulary, phrases and idioms in my daily conversation

4.1.12 Picture, puzzle and crosswords etc helped to think and learn more words

4.1.13Videos used had good content to develop vocabulary and knowledge about other genres like current affairs

4.1.14 Time was utilized for learning rather than wasting it on useless content

4.1.15 I will recommend CALL based learning to the people who want to enhance their vocabulary and language.

Chapter- 5 Findings and Conclusion 55-60

5.1 Research Findings

5.2 Future Recommendations of the Study

5.3 Limitations

5.4 Conclusion

Bibliography 61-66

Index 67-68

SAMPLE

नमूना • SAMPLE

Preface

Technology plays a vital role in the globalised world. Computers are the most useful and user-friendly technology which helps the human Community. Computers enabled us to be more productive and help us in many ways. The invention of computers is the best ever because of several reasons. Computers help in saving time. However, the time we spend in learning vocabulary for 75 hours. In that 45 hours are spent to teach students and the rest of 25 hours are used for assessments like group discussion, presentation, interviews etc. Learning is teacher centric. But CALL is student centric. This research enlightens in-depth study of vocabulary which includes theories of Computer Assisted Language Learning, theory of Borrowing, theory of Instantiation, theory Adaptation, Skinners Operant Conditioning theory and so on.

Innovative teaching techniques like computer-based learning, modules with audio and video sources, social media etc were introduced. Social media platforms like YouTube were used to deprive authentic materials for

SAMPLE

the study. Language labs in the college helped to skim and scan through the variety of sources. It also helped to provide students materials to learn vocabulary. The study mainly focuses on two objectives, to investigate the need of vocabulary among students and to explore possible ways to increase vocabulary by CALL.

To achieve the objectives pre-test and post-test was conducted to assess the level of vocabulary skills of 120 students. Vocabulary practice sessions which were conducted in language labs and classrooms.

The findings of the study prove that the CALL has an impact on enhancing student's vocabulary skills. The hypothesis of the study is to develop vocabulary of students using Computer Assisted Language Learning adds a positive attitude towards the ingenious vocabulary strategies. The hypothesis validation has been done through t-test. The t-test demonstrates the difference in the scores of pre-test and post-test. The test affirms that the students had performed noteworthy in the post-test. The t-value is equal to -16.93042. The p value is <.00001. The result is significant at p<.01. Hence the null hypothesis is rejected proving that there is a significant difference. And it can be acknowledged that there is a progress in the performance of student's vocabulary skills in the post-test after the completion of 10 modules.

SAMPLE

Out of 120 students, nearly 97% of students could use vocabulary while speaking. Nearly 86% of students started to recognise unfamiliar words. 103 students could use vocabulary while writing after learning the modules. 99% of students agreed that language lab sessions were really convenient. Nearly 96% students agreed that videos are the best way to learn vocabulary. When asked 84% of students stated that they will recommend CALL as a method of learning vocabulary.

After establishing the significant role of CALL in enhancing student's vocabulary skills, this offers a set of recommendations to assist the researchers in endorsing technology for tutoring vocabulary skills. This will secure in meeting the objective of making students confident, self-reliant, positive and eloquent.

SAMPLE

नमूना • SAMPLE

Acknowledgement

We would like to express our profound thanks to the Honorable Chancellor Sir, Vice Chancellor, Registrar, Deans and Dr. Beena, Controller of Examination, for their immense support, help and guidance.

We extend my sincere gratitude to Dr. Payel Dutta Chowdhury, Director of School of Arts, Humanities, REVA University, Bengaluru for being a constant source of inspiration.

We would like to express our thanks to the faculty members for their constructive encouragement, guidance, and support through the whole process.

REVA University is a place which inculcates in its scholars, students and in teaching fraternity as well an everlasting attitude of commitment, involvement, ownership, and ethics in all the ventures of life.

Our special thanks to our family members. We express our gratitude to the students in the university who took part in this research. Without their participation this research would not have been carried out.

SAMPLE

नमूना • SAMPLE

List of Figures

S. No	Title	PageNo
4.1	I Could use vocabulary while speaking	37
4.2	Able to infer the unfamiliar words	38
4.3	Explicit instruction on vocabulary helped me in independent reading	39
4.4	Mind mapping exercises increased my cognitive level	40
4.5	Able to write sentences on my own with vocabulary words learnt after practicing the modules	41
4.6	Activities done in language lab were easy to understand	42
4.7	Vocabulary learning through CALL was easier than traditional method	43
4.8	Became more confident after learning vocabulary through CALL	44
4.9	It was fun to learn through computer assistance	45

SAMPLE

4.10 Videos are the best tool to develop language and vocabulary 47

4.11 Began to use more vocabulary, phrases and idioms in my daily conversations 48

4.12 Pictures, puzzles and crosswords etc helped to think and learn more words 49

4.13 The videos used had good content to develop vocabulary and knowledge about other genres like current affairs 50

4.14 Time was utilized for learning rather than wasting it on useless content 51

4.15 Will recommend CALL based learning to the people who want to enhance their vocabulary and language 53

SAMPLE

1

Introduction

1.1 Computer Assisted Language Learning

Computers are the most useful and user-friendly technology which helps the humans to work. Computers enabled us to be more productive and help us in many ways. The invention of computers is the best because of several reasons. Computers help in saving time. The work humans do are made simpler. The resources are also less. Manpower is comparatively less used because of the advanced technology of computers. Computers run with their own programs which are already installed in them. The main question in the research is that, will the computers help us in language acquisition and vocabulary building.

Before computers learning was done through traditional method of teaching. In this method, the teacher will teach the student and student will write, listen and learn accordingly. When computers were

SAMPLE

established in schools, the strategies of learning also began to change. Students were made to study different computer programs, tools, and even computer languages like C++, html, Java etc. But with due course of time, researchers started to think differently. The computers are not only useful for the field of science and technology, but it can also be useful for other streams of learning as well. When we analyze the present status of computers, we tend to use them in every possible way. In the field of marketing, sales, teaching, medical, we use computers.

The invention of World Wide Web or the internet, the need of computers increased rapidly. The teaching method called Computed Assisted Language Learning (CALL) also emerged after the invention of internet. CALL is basically the teaching method which uses computer as a method to learn languages. Through CALL we can learn anything possible. CALL became popular because it was easy, innovative, communicative and even interactive than the normal traditional classroom. It is truly a milestone in the history of teaching and technology.

Computer Assisted Language Learning is one of the best tools to help students learn in a very interactive way. In this 21st century, the youth is highly inclined towards technology. Even computers lost their humongous size and became compact. Smart phones, tablets and laptops

are highly used by everyone irrespective of their age. Through CALL we can help students to learn more by less time and more activities. When we use computers for teaching, it clearly helps them to understand the idea more easily. Most teachers use power point presentations to make their class interactive. It reduces the chance to make the students mind wander, because the points are already shown in front of them.

Today, it is necessary to have some knowledge about computer to get a good job. The companies not only look for cognitive thinking but they also look for communicative skills. There are many ways to improve our communicative skills. And for better communication we all need good vocabulary. Vocabulary is very hard to grasp. We have to read and converse a lot get better vocabulary. Through CALL, researchers tried to develop different skills of individuals using computers. Listening, speaking, reading and writing can be improved using computers. The role of a teacher also changed tremulously. The teacher has to be a motivator, a researcher, a technician and a good friend to the students. Teachers are trying their level best to develop the vocabulary of students. Without good words, a student can't communicate and impress the recruiting agencies. This research tries to find different ways to develop the vocabulary of students so that they can be useful to the world in many ways.

FREE SAMPLE

1.2 Background of the Study

Language has become the key to success. A good orator can rule the entire world. A student who comes out of college will have certain knowledge about what he or she has learned. Likewise, it is important to know how language and communication works in the world. To be a good speaker, the person should know good number of words, how and when to use it. That is why vocabulary plays a vital important role in every individual's life. There are significant changes happening in the way of learning. CALL is one of them. Communication is an underlying element which leads to success, also an effective pedagogical practice which also helps in individual discovery. The enforcement of synergism can be recognized as an art (Sims 1997) because it demands an extensive range of skills, which comprise of an understanding of the learner, an acknowledgement of software application efficiencies, the relevance of definite pedagogical methods and the application of relevant learning materials. It is evident that language acquisition is important. There is an expected rate of cognitive growth as well as language proficiency. The students must meet these expectations. In the learning process, we tend to witness changes and difficulties. These difficulties have to be solved and a new generation good cognitive and powerful vocabulary has to be brought out.

SAMPLE

1.3 Statement of the Problem

There is an unavoidable problem that exists in the students, that is the lack of vocabulary. Students belonging to heterogeneous groups find it difficult to communicate even with their peers. The need of good communicative skills is increasing vastly.

1.4 Objectives

To investigate the need of vocabulary among students

To explore possible ways to increase vocabulary by CALL

1.5 Hypothesis

Develop vocabulary of students using Computer Assisted Language Learning.

1.6 Review of Literature

Many researchers tried unique techniques to improve vocabulary. Many of them include enhancing vocabulary through traditional method. In the paper titled "Improving Students Vocabulary Achievement through Word Game" (Hidayat, N. 2016) took 38 students from grade seven and conducted a research. He used word game as a medium to increase vocabulary. The data for the research was collected through questionnaires, interviews, tests and mostly by observing students. The research design followed by the researcher was Classroom Action Research. The researcher tried to find the learning

TEXT SAMPLE

condition of students in order to plan a strategy for them. A pre-test was conducted to analyze the students. Later on the researcher observed the changes in students when the word game was introduced to them. The students lacked motivation and the time limit was comparatively less, that made the students rushes to answer and made mistakes. While the researcher tried to help students enhance vocabulary, he extended the time to ensure that the students could understand what he was trying to teach. The post-test results prove that the study was successful. The research gap which is seen in this paper is that the researcher didn't use ay technology to improve the vocabulary of students.

In a study conducted by Yaumi, Muhammad & Said, Hasbullah& Yusof, Sanita&Babikkoi, Adamu. (2018). Tried to enhance vocabulary through computer based flash cards. The number of students taken as sample was 31. Students found it difficult to understand while reading and answering the tasks which were assigned to them. Using CFC was used I order to improve the vocabulary as well as to make the classroom more interactive. By logically arranging cards the students will automatically experience a communicative flash card program which is designed to improve their knowledge in vocabulary. Multiple choice questions fill in the blanks, matching items, spelling the word items, making sentences etc were used as test material to find the

improvement of students. Even though the research was successful the researchers could have used some videos or other audio clips. Computer based flash cards were helpful for the researcher but now the technology has drastically flourished so new methods can be introduced to teach vocabulary.

Clark in the research used ipad application as her technology to teach vocabulary. The researcher collected quantitative and qualitative data regarding the use of ipad application as a way to support the development of vocabulary. The study was an action research in which the vocabulary builder application was used to give tasks such as shapes and action verbs which will help the students to learn more words and their meanings. She even communicated with the students to understand where improvements should be provided. The pre-test and post-test result claims that the ipad application clearly helped the students to learn more words. Moreover, the students also got more time to work on the task individually because it was in the ipad and they could easily spend more time while they were at their homes. When we closely analyse the study, we get to understand that the researcher didn't use any kinds of videos or audio as a method to improve the vocabulary. And the need of an experienced instructor was required to help students to learn. So, the research gap here is the lack of using new media to improve vocabulary.

FREE SAMPLE

The study conducted by few researchers in Saudi Arabia with 112 students called as the Effect of Technology Enhanced Language Learning on Vocabulary Acquisition of EFL Learners talks about the impact of using computers and mobile phones as a medium to teach students vocabulary. They used applications like WhatsApp to send multi glossed vocabulary cards. It was quite difficult for them to teach the students were EFL students and the culture of Saudi is mainly orally transferred. The Arabic language has rich vocabulary with high connotations, so it was difficult to teach English to students. The materials they used to teach students were taken from English course books. They used expert teachers to comprehend the passages and taken out 87 words to teach students. The time was twice a week for one ad half hour sessions and later on it was increased to five days in a week. WhatsApp groups were made to divide students and their tasks were also given in that group. They also tend to use PowerPoint application to make the multi glossed vocabulary cards. The limitations of the study were that the sample size was comparatively low. The study was only conducted in a specific area so the outcome can vary according to the area of study. The uses of media such as visual and audio aids are not seen in the research.

Effectiveness of Mobile Application in Vocabulary Teaching is a research study which focused on the ways