

Learning material Development for the reading Skill component Vocabulary development and its effectiveness

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Abstract

In this article the researcher are studying about the effective experimental teaching after developing the English language development skill. Reading is a complex skill. Researchers opted single component of reading skill Vocabulary Development. For this study total 30 students of Class V from Mavli district of Udaipur been purposively selected. After pre – test the class room teaching was executed. After 10 days of teaching by using developed learning materials the researcher found positive improvement in Vocabulary Development component in the Class V students. For data analyses Mean, S.D., Co-relation and t-test been applied

1.1 Introduction

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Importance of education tells us the value of education in our life. Education means a lot in everyone's life as it facilitates our learning, knowledge and skill. It completely changes our mind and personality and helps us to attain the positive attitudes. We must give importance to the education than other targets in life as it is the only source of real happiness in our life. Better education is very necessary for all to go ahead in the life and get success. It develops confidence and helps building personality of a person. Education plays a great role in everyone's life.

Education plays an important role to develop language competence. English is an international language globally used as the medium of instruction and communication. In India English is used as the second language. Listening, Speaking, Reading, Writing are the prime mode of communication skills. In day to day life, most often humans use verbal mode

for communication and hence, it has been considered as 'primary mode' of communication. The 'secondary mode' entails reading and writing that are used less often compared to verbal mode.). If children fail to develop adequate reading skills during their early years of schooling, it can lead to the reduction in the opportunities to read and its practices (Allington, 1984), thus missing the chance to develop strategies to comprehend the material being read (Brown, Palincsar, & Purcell, 1986). Continuous failure in reading would lead to difficulty in coping with advancing reading material (Allington, 1984), with a tendency to develop a negative attitude towards reading (Oka & Paris, 1986). These possible effects of early failure in reading convinced Stanovich (1986) to imply the general "Matthew effect" to specific literacy acquisition, which indicates that poor readers during primary education remain poor throughout their academic journey. Traditional methods of English teaching which were Translation cum grammar method and direct method are now out of dated. Because both have many limitations in spite of gains. In the words of great English poet William Wordsworth (Poem-My Heart Leaps Up, 1802 A.D.) "Child is the father of man." Means a child is a "Power house of potentialities." So following the road map prepared by the noted educationists and thinkers the teacher must opt his or her personal innovations in English teaching.

Reading is basically comprehension, interpreting or making sense of a given text. 'Reading' is a process of comprehending written symbols and getting meaning as per the need of reader. Reading is a receptive or passive skill because through reading we receive information. But it is a complex skill because it deals with decoding the message which coded by the writer. Means writing is only justified with comprehension ease of a reader. Reading is a major component of our daily life as well as schooling. It is reading that opens the window of the world. So, there is an urgent need to develop the reading skills; the only way is to do this is as much as we can read. Reading is not just about moving the eyes over letters, words and sentences, or speaking out the word aloud. It actually understands the meaning of individual words and the given text as a whole. Reading involves an understanding of the central issue or idea along with its supporting details. According to Merriam-Webster's Dictionary, comprehension is "the act or action of grasping with the intellect." Comprehension requires the reader to be an active constructor of meaning.

The teaching materials bring variety in teaching. According to Napoleon Bonaparte, (French political and military leader, 1769A.D. to 1821 A.D.) "A picture is worth a one thousand

words.” So the teaching materials can play an important role in English teaching. There are two types of learning materials in english:-

1. Mechanical
 2. Improvised
1. Mechanical or projected materials are those learning materials in which the use of machine either for construction or execution is must. These type of aids could not improve manually by the teacher during class room teaching. So sincere efforts are must during the preparation of mechanical teaching aids.
 2. Improvised or no-projected learning materials needs no mechanical assistance except manual construction and improvement as per the need of teaching.

Actually reading is a receptive language skill which comprises following five components.

- (1) **Phonics**
- (2) **Phonemic awareness**
- (3) **Vocabulary development**
- (4) **Reading Fluency, including oral reading skills**
- (5) **Reading comprehension**

But the fact is that first two components Phonics and Phonemic awareness are also related with speaking skill. So the main focus is on the last three components which are exclusively relates to the Reading Skills.

1.2 Statement of Problem

In this article the researcher is discussing about his efforts to develop learning material for the reading skill component Vocabulary development and its effectiveness in primary level students.

1.3 Objectives for Research

- 1.3.1 To develop the learning materials for English Reading Skills component Vocabulary development
- 1.3.2 To construct the Achievement Pre- test and Post- test in English Subject.
- 1.3.3 To study the effectiveness of English reading learning materials for Vocabulary development package.

1.4 Sample Selection

For this research total 30 students are purposively selected. By considering about time, administrative ease, school timetable, positive environment the researcher has conducted this research in rural area government school of Mavli block in Udaipur District. For this study researcher opted Purposive Sampling. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. The researcher selected 30 students from a government school of rural area who follows the Rajasthan education department syllabus for Class V. Out of 30 students 17 students were girls and 13 students were boys.

Limitation :-

Only Class V Students of Government Primary School of Udaipur District were selected.

1.5 Selection of Content

For this research Class V English reading text book developed by SIERT (SCERT) was opted. Researcher selected whole the 15 units for the purpose to develop reading materials for English reading.

A tidy way was adopted to test the units. To analyze the specific behavioral changes, to develop the reading skill, in students following units from Let's Learn English is opted.

1.6 Method

For this study Researcher proposed Experimental method. Nature of experimental method is investigative. Basically it is a guided investigation. According to Jahoda and others "experiment is a method to evaluate the hypothesis."

1.7 Meaning of Vocabulary development

Having continuous increasing in vocabulary is an essential part of academic and reading excellence. The more words a child aware, the proper he comes at reading, analyzing and comprehending the texts. Some of the most basic words that a learner starts to read are known as sight words. So in this study the researcher has included high frequency sight words such as- on, I, the, and, is, and, an, be. Meaning of Vocabulary development is the knowledge of concise information about the lexical meanings and pronunciations of words which is mandatory for communication. Vocabulary development is very important for initiate reading. When a target language learner he or she comes to know the different

sound pattern that used of pronounce a word . It is impossible to acquaint with the meaning of a sentence till a learner not acquaint with the meaning of all the words in the sentence. So lack of vocabulary development hinder the development of a skilled reader. So a skilled reader must have a word bank of lexical items consequently he never retard in comprehending the meaning.

1.8 Research design

To get the findings as per the objectives the experimental method was selected. For this purpose “Pre test and Post test design” was selected. For this research tools been prepared by researcher on the basis of standardized parameter. These parameters were set by SIERT Udaipur. The researcher selected Class V English language text book developed by SIERT for primary board exam conducted by the department of elementary education Rajasthan. Though this text book is designed to make the students competent in all the areas of learning in the English language. For this experimental research Pre-Test, Post-Test design was opted.

1.9 Try out

Before administrating the test in the Project School, the researcher tried out this test in Government Upper Primary School, Gadoli, Tehsil-Mavli and District-Udaipur. Because the text book is developed and prepared by SIERT, Udaipur so it was mandatory to tried out in government school. And objective of this research is to develop the aids to improve the reading skill in primary level students. As per the $DP = \text{discrimination Power}$ and $DL = \text{difficulty level}$ the researcher has minimize the number of pre-test questions from twenty five to twenty. Total twenty questions were finalized for pre-test to acquaint with Vocabulary development level of Class V students.

1.10 Administration of Tools

In this test (tool) only objective type questions were asked. Total 20 questions were given in the test and 60 minutes were permitted to attempt the test. After completing the test following steps were taken for administration:-

- In the beginning of test Objectives, Time, Maximum Marks and method of answer analyzed properly.

- English is target language in India. Which is not smooth in learning as the mother tongue? So to continue the interest of students in English language researcher used motivational input even in pre- test.
- The sequences of questions in the test were Simple to Complex.
- Answer sheet prepared as per the guideline of SIERT.
- After deep analysis by subject and pedagogical expert the questions were re-examined as per the psychological touchstone of students.

The tool was administered to the Class V students with the time limit of 60 minutes. After collecting the Pre-test data the researcher has started to teach to the same students.

The researcher taught for 10 days by using the self -developed leaning materials.

1.11 Execution of developed learning materials

After the administration of pre test the researcher prepared learning material to develop English reading skill in Class V student. The researcher taught the students by using the developed teaching materials.

1.12 Techniques for Class room teaching

1.11.1 Motivational Input:-

To associate the target language teaching with the feel of mother tongue the researcher used Rhyme as motivational input. The rhyme gives a feel of lullaby to the learner.

Rhyme of ABCDE

"Apple is red and taste sweet

Banana is yellow and must for treat

Cat is an animal, sounds mew

Dog is faithful and true

Elephant has a large trunk

And needs lot water for drunk."

1.11.2 Story Board:-

In-spite of daily lesson planning the researcher has used story board concept for class room teaching. Story board is a visual outline that can easily convey a series of events with a minimum amount of effort and detail on the part of the creator by using static panels. Storyboards have been around practically forever in one way or another.

1.13 Post Test

After 10 days class room teaching the researcher conducted Post-test or achievement test. The researcher analyzed the data to acquaint with the effectiveness of developed teaching materials to improve the reading skills component Vocabulary Development. For data analyses the comparison between pre and post test is must. So the researcher conducted the post test. The post test was same as the pre test but following the views of experts the sequence of certain questions been changed to minimize the possibility of rote memory.

1.14 Techniques

Data will analyze by using descriptive statistical techniques:-

1.13.1 Mean:-Mean implies average and it is the sum of a set of data divided by the number of data. Mean used as effective tool in comparing different sets of data.

1.13.2 Standard Deviation:-Standard Deviation used to measure the amount of variability or dispersion around an average. Technically it is a measure of volatility.

1.13.3 Co-relation:- In this research researcher did not (or at least try not to) influence any variables but only measure them and look for relations (correlations) between some set of variables.

1.13.4 t-test:-The t test is one type of inferential statistics. It used to determine whether the significant difference between the means of two groups.

1.15 Major Findings

After 10 days class room teaching by using the self developed leaning materials the researcher found that :-

Table-1

Group	Mean, S.D. and t-value analysis of pre and post test at the Vocabulary development			t-value	Significant at .05/.01 level
	Mean	SD	Correlation between the scores of Pre and Post Test		
Pre Test	23.66	6.18	0.12	31.21	.01**
Post Test	104.5	12.80			

df=58

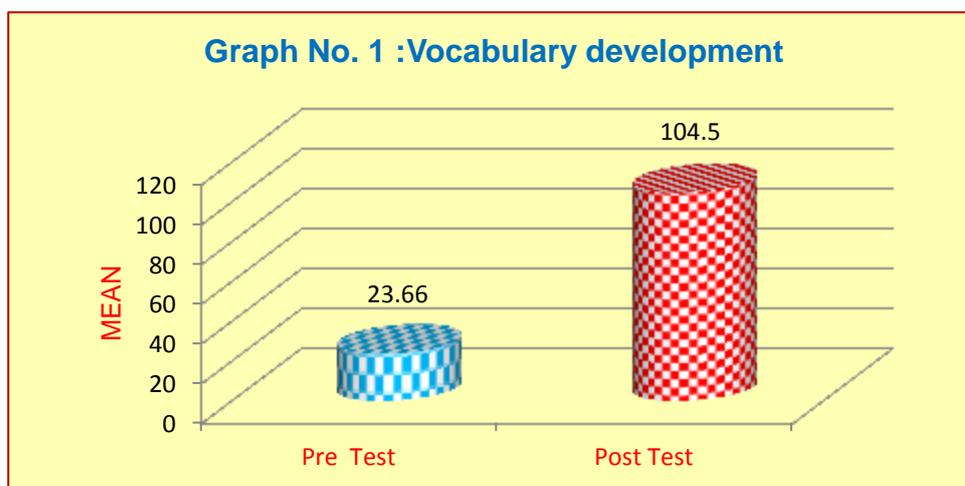
Table value

Significance / trust level .05 level=2.04*

.01 level=2.76**

Table-1 reveals that in the reading component vocabulary development the mean between Pre Test and Post Test is 80.84. the test difference of Mean is significant we have applied t-test. Calculated t-value is 31.21 which is more than the table value of at .01 level (2.76) at the degree of freedom. Hence difference of Mean is significant at .01 level (99%). Teaching in the area of reading skill component Vocabulary development is very much effective because :-

- (i) The students able to difference between the homophones.
- (ii) The students able to comprehend the lexical items.
- (iii) The students able to associate the classroom experience to their external life.



1.16 Conclusion

English is an International Language which gains its popularity as a medium of instruction and communication. In India English is taught as second language. Means as a medium of instruction in classrooms. Though the efforts from noted educationalists and government agencies are up to the mark. But the traditional view towards English language has to be changed gradually. In this chapter the researcher produced the data analyses of the study. Researcher jumped to the conclusion that if the class room teaching may switch over to monotonous presentation to the interesting way the learning of target language may more effective.

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