

RESEARCH ARTICLE



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EFFECTIVENESS OF MULTIDIMENSIONAL VOCABULARY PROGRAMME FOR ENHANCING MALAYALAM VOCABULARY OF SECONDARY SCHOOL STUDENTS

BINDU JOSEPH

Assistant Professor in Malayalam, St. Joseph College Of Teacher
Education for Women,
Ernakulam, Kerala



ABSTRACT

The study is carried out to find out the effectiveness of multidimensional approach for enhancing Malayalam vocabulary at secondary level. The study revealed that multidimensional approach is effective for developing Malayalam vocabulary at secondary level. The study also revealed that the gender of students has not caused significant difference when Multidimensional Vocabulary Programme(MVP) is used for vocabulary enhancement at secondary level.

BINDU JOSEPH

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INTRODUCTION

This approach was introduced by Dr. Rebecca Silverman, University of Minnesota. Vocabulary knowledge has major role in language development. It provides the foundation for speaking and writing skills. Many children, especially Malayalam language learners, need support in acquiring the substantial vocabulary they need to become good readers. Dr. Silverman suggest the following steps for this approach 1)Introduce words through engaging children's literature 2)Provide children with clear definitions and explanations of words 3)Encourage children to think of examples of words in various contexts 4)Guide children to compare and contrast words 5)Invite children to act out words and/or show children how to illustrate words 6)Ask children to pronounce words different 7)Direct children's attention to how words are spelled 8)Repeat words and reinforce word learning

Need and Significance of the Study

Vocabulary development is an essential factor in language learning . To develop Malayalam vocabulary of secondary school students the investigator found that Multidimensional Vocabulary Programme(MVP) is effective. The study will be helpful for promoting Malayalam language and literature This

program integrated multiple ways of teaching words to support children's word learning. The principles of the MVP curriculum hold promise for supporting the vocabulary development of all learners.

Title of the study

This study is meant to test the effectiveness of Multidimensional Vocabulary Programme for enhancing Malayalam vocabulary of secondary school students. Hence the study is entitled as **EFFECTIVENESS OF MULTIDIMENSIONAL VOCABULARY PROGRAMME FOR ENHANCING MALAYALAM VOCABULARY OF SECONDARY SCHOOL STUDENTS**

DEFINITION OF KEY TERMS

MULTIDIMENSIONAL VOCABULARY PROGRAMME

According to Dr.Silverman Multidimensional Vocabulary Programme(MVP) is an integrated multiple ways of teaching words to support children's word learning. The principles of the MVP curriculum hold promise for supporting the vocabulary development of all learners.

Objectives of the study

1. To find out the effectiveness of Multidimensional Vocabulary Programme(MVP)for enhancing vocabulary at secondary level.
2. To find out whether there is any significant difference between boys and girls when using Multidimensional Vocabulary Programme(MVP) for enhancing vocabulary at secondary level.

Hypotheses

H₍₁₎ There will be significant difference between pre and post assessment scores ,when the group is treated with Multidimensional Vocabulary Programme(MVP) for enhancing vocabulary at secondary level.

H₍₂₎There will be significant difference between post assessment scores of male and female students ,when the group is treated with Multidimensional Vocabulary Programme(MVP)for enhancing vocabulary at secondary level.

Methodology

The purpose of the study was to find out the effectiveness of Multidimensional Vocabulary Programme(MVP) for enhancing vocabulary at secondary level. The investigator used Experimental Method. The study was conducted on a sample of 20 secondary school students in an aided school in Alappuzha District. This sample consists of 9 boys and 11girls. Random sampling technique was used in the selection of the sample.

Tool

Lesson transcripts based on Multidimensional Vocabulary Programme (MVP)was constructed and refined by the investigator. A vocabulary test was constructed by the investigator for pre and post assessment . All items were in multiple choice modes with four distracters and one correct answer. Total score of the test was 50.

Analysis

Means and Standard Deviations were calculated for Pre-test and Post- test. The **t** value was also found out using the data. The values obtained are given in the table below.

Table 1: Test Of Significance of Difference Between Mean Pre-Test And Post –Test Scores Of The Experimental Group

Group	Test	N	Mean	Standard deviation	Critical ratio	Level of significance
Experimental	Pretest	20	23.1	3.11	2.10	Significant P<0.01
	Post test	20	42.3	39.88		

Mean: Average, SD: Standard Deviation, CR Critical Ratio, S: Level of Significance

Statistical analysis of the data revealed that there is significant difference between the means of pretest and post test scores. The difference is in favour of post test mean score.

The t test between the means of pretest and post test scores revealed that these scores differ significantly. Hence the hypothesis formulated $H_{(1)}$ is accepted.

To determine whether the variable gender affect the post test scores of students, the differential effect of the above mentioned variable was studied. The means and standard deviations of sub sample on post test scores were calculated and the difference between the means was tested for significance. The details are given in Table 2.

Table 2: Test of Significance of Difference between Mean Pre-Test and Post –Test Scores of the Experimental Group based on Gender

Variable	Category	Mean	S.D.	CR	S
Gender	Male (9)	40.11	2.39	0.261	Not significant
	Female (11)	40.45	3.42		

Mean: Average, SD: Standard Deviation, CR Critical Ratio, S: Level of Significance

It is evident from the Table 2 that critical ratio obtained for the variable gender is not significant. This shows that the post test scores were not influenced by the variable, gender.

The statistical analysis also revealed that there is no significant difference between the post test scores for the variable gender. Hence the hypothesis formulated $H_{(2)}$ is rejected .

Findings of the study

Based on the aforesaid calculations, the following important findings have been derived.

- 1) Multidimensional Vocabulary Programme(MVP) is effective for enhancing Malayalam vocabulary at secondary level.
- 2) The gender of students has not caused significant difference when Multidimensional Vocabulary Programme(MVP) is used for vocabulary enhancement at secondary level

Suggestions

The major findings of the study revealed that Multidimensional Vocabulary Programme(MVP) is effective method for enhancing Malayalam vocabulary at primary level. So the curriculum should be made flexible and more oriented to the new vocabulary development strategy Multidimensional Vocabulary Programme(MVP) and make the students more independent and confident in learning Malayalam.

CONCLUSION

Multidimensional Vocabulary Programme(MVP) is often more enjoyable to the students at primary level. They were more interested, active or enthusiastic while learning vocabulary through Multidimensional Vocabulary Programme(MVP). It is hoped that the present study will encourage the researchers and educationists for making innovative changes in the present curriculum .

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