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## **THE STUDY OF VOCABULARY DEVELOPMENT BY USING APPLIED LINGUISTIC THEORY AMONG SECONDARY SCHOOL STUDENTS**

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### **Abstract**

*Applied Linguistic Theory is the foundation of significant achievement of language teaching-learning. Vocabulary teaching is the key element in teaching English at senior secondary school and it is a long process. The purpose of the present study is to assess the impact of applied linguistic theory on language learning among secondary school students. Experimental study design is employed for the study. Total 80 students participated in the present study, 40 students were in experimental group and other 40 in control group. Data are collected through pre-test and post-test. Students in the experimental group were taught vocabulary learning, students' memory rule, student's motivation through applied linguistics and control group adopts traditional vocabulary teaching method. Result of the study reveals that applied linguistic theory is not only effective but also efficient in fostering student's interest in language learning and improves effectiveness of language learning. Result concludes that applied linguistics theory should be the foundation for language teaching and much better transfer of knowledge.*

**Keywords:** *Experimental, Teaching Method, Traditional method, Vocabulary*

### **Introduction**

Applied Linguistics is a discipline studies understanding intellectual communication and language teaching, majority focusing on internal research of linguistics. Applied linguistics is having application in philosophy, psychology, sociology and education. Applied linguistics is a discipline to provide solution to linguistic problems. Applied linguistic should assist in re-construction of language teaching systems to connect. The application of applied linguistic in

teaching of language has been widespread to improve efficiently and effectively.

In language teaching vocabulary teaching is significantly important. In recent years not much attention is given to vocabulary teaching. Teacher used the mechanical approach in teaching vocabulary. Traditional method of vocabulary teaching is teaches read vocabulary list, students read vocabulary by themselves, teacher explain usage- use of new words to create new sentences- students recite words mechanically after class room teaching. Vocabulary teaching

methodology was not interesting and effective in student’s point of view. The active participation of students in vocabulary learning was neglected. The based on above situation, the teaching English is primarily studied under applied linguistic theory.

**Present Condition of Vocabulary Teaching in Senior Secondary School:**

Teaching vocabulary is always very important part of teaching. The new curriculum in English text is becoming more difficult and number of words in teaching which put challenges in teaching methodology. As an educator, educational teacher is necessary to study present status of English teaching at senior secondary school and to incorporate the gap between requirement in new curriculum and existing practice. The strategy of new vocabulary teaching pedagogy application of applied linguistic, through specific application, consolidation of vocabulary, understanding, students understanding improves and springy application in varied situation.

**Research question:**

The following research question was designed to guide the study.

1. Can application linguistic theory has positive impact on students learning vocabulary statistics?
2. Can application of linguistic theory, improve the students’ performance in vocabulary?

Total 80 students of grade 11 of private English medium school in Industrial Township at rural area participated in the study. The study was conducted in the academic year 2019-20. The students are taught by same teacher and their class time table is same. All students have same language proficiency and same curriculum of content. The students are divided into two sections, one group the experimental group, who are exposed to vocabulary teaching pedagogy that meets students memory rule, motivates students in vocabulary learning

and improve vocabulary application ability to teach English and students in the control group are exposed to traditional methods of teaching.

**Table 1  
Teaching Method**

Steps	Control Group	Experimental Group
One	Teachers read the world loudly and students will repeat after. Focus is on pronunciation, spelling and meaning. Most of the students cannot concentrate on learning the word.	Introduction to context based approach is used. Introduced to at least six different background clues, it includes antonym, synonyms and examples (Six). Teacher raised important questions to assist students in inferring meaning of new words. In this process students do not learn new words but learn to recognize new words. This phase took two weeks.
Two	Students will read new words by themselves reading, teachers will walk in class-room to monitor students reading words, covered pronunciation. Students just read the word but not understanding meaning of word.	Teachers used vocabulary statistics to express words 1. Use picture, object, simple story as clue to help students to guess unfamiliar words. 2. Use of context by teachers as clue 3. The cultural and social background used by teachers as clue. 4. Use of linguistic context as clue.
Three	Teachers explain application of new words. After reading the words, teachers wrote on the black board and explain meaning, spelling of new words and use. Teachers also explain the use of	Reading is a key element to improve vocabulary. Students were asked to read article and get unknown words and select one by one. Some clues are provided by teacher to guess meaning of the word. Teacher

	new word and grammar, students takes notes.	explains and elaborates the words in detail. After completion of accessing the word correctly students should combine these words together to listen, speak, read and write.
<b>Four</b>	Teacher gives examples of word and able to make sentences. Teacher corrects the mistakes.	
<b>Five</b>	Teacher gives 2 minutes to understand new words. Teacher asks questions and answer that students do not know.	Students were grouped. It took four weeks to complete this task. Each group were given some photograph to guess the meaning of new words. Teachers move around the class-room to ensure smooth discussion. Students infer meaning of new words by themselves.

**Table 2**  
**Information of students**

Group	Number	English Proficiency
Experimental Group	40	Grade II
Control Group	40	Grade II

**Experimental Content**

The material used included English text books of class XI and two test papers. Two test before and after experiment conducted to understand students’ mastery over vocabulary. Both qualitative and quantitative analysis is applied. Result conducted for 82 weeks and in three stages. The questionnaire survey is the first stage, bottom up test result shows that both group students have same language proficiency.

In that stage all students (both EG and CG) participated in questionnaire

survey (Pre-test). It is to get suggestion form students on vocabulary teaching.

**Table3**

**Average score before Experiment**

Group	N	Average
Experimental Group	40	67.56
Control Group	40	68.07

**Table 4**

**Passing Rate**

Group	N	%
Experimental Group	40	54.50
Control Group	40	56.60

Results in table 3 and 4 reveal that student’s performance in English before experiment is equal, there is no obvious difference.

In control group students are exposed to traditional method, teacher plays a active role but students are passive learners.

**Table 5**

**Average score after experiment**

Group	N	Average
Experimental Group	40	76.37
Control Group	40	68.98

**Table 6**

**Passing Rate**

Group	N	%
Experimental Group	40	72.50
Control Group	40	54.50

Result in table 5 and 6 reveals that the average score of both EG and CG are significantly different after experiment. The average score of EG is higher than CG (76.37> 68.98). By comparing the passing

rate, EG is slightly lower than CG but after experiment passing rate of two groups are quite different.

### Result and Discussion:

Teaching vocabulary is integral part of English teaching. As an English teacher, we need to provide continuous motivation to students to learn and memorize English vocabulary, so learners may learn by themselves and improve effectiveness of English vocabulary. The effective and efficient methodology of teaching vocabulary has noteworthy improvement in student's interest and performance in English. It will help students to have conceptual understanding and memorize English vocabulary by choosing and properly using the vocabulary teaching statistics.

### Conclusion:

1. The applied linguistics approach in teaching vocabulary is effective.
2. Teacher should frame comprehensive teaching system to attain objective of teaching and achieving minimum outcome of learning with learning indicator.
3. Teacher needs to use applied linguistics in classroom process to cultivate the social talent. Thus it should be the best transformation of knowledge.

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