THE USE OF E-VOCABULARY VIDEO IN IMPROVING PUPILS' VOCABULARY IN GRADE SIX

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ABSTRACT

Vocabulary is imperative to the overall school success more specifically to reading comprehension. Moreover, lacking the adequate vocabulary will result to failure of the English Language Learners (ELL) Biemiller, Andrew *(2005)*. Research study revealed that integrating audio-visual with the prescribed content has a positive impact on learning and retention. Nalliveettil, G. M. *(2013)* recommends that teachers should explore and test their resources and utilize technological aids with innovative practices prior to classroom instructions to ensure effective and interesting teaching-learning process. The purpose of the study is to improve the vocabulary of grade six pupils through the use of E-Vocabulary video. In this study, the pupils respond to the E-Vocabulary videos integrated to the text, content and varied activities in the lesson. The E-Vocabulary video entails the multi-media, modality, coherence, signaling, learner-control, redundancy and personalization principles based on the E-learning Theory developed by Mayer, Moreno and Sweller *(2015)*. Hence, the strategy of using the tool is designed to Edgar Dale's *Cone of Experience* which promotes increase in learning and retention. Results revealed a significant difference between the performances of the two groups in English. There is significant increase in the vocabulary acquisition of the experimental group that used the E-Vocabulary videos. However, there is no significant increase in the vocabulary acquisition of the control group that used the traditional strategy in vocabulary learning. Based on these findings, E-Vocabulary video improves the vocabulary of the pupils in Grade Six. Modernism in innovations is recommended to solve this gap in vocabulary also, as readiness to the learning styles of the 21st century learners.

Keywords: *E-Vocabulary, English Language Learners (ELL)*, *modernism, vocabulary acquisition, multi-media*

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ACKNOWLEDGEMENT

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INTRODUCTION

SIGNIFICANCE OF THE STUDY/RATIONALE

Vocabulary is imperative to successful comprehension and communication. One with poor vocabulary struggles and might fall behind even further in all learning areas that use English as a medium of instruction. Pupils who are not used to English as a Second Language (ESL) find difficulty in understanding context and participating in discussion where ESL is the medium of instruction. It is undeniable that the problem in reading comprehension, writing content and speaking commenced from a poor vocabulary. Even pupils in the intermediate level are not exempted to this problem. In fact, based on the observation of English teachers in Grade Six most of the pupils have the gap in vocabulary which caused them to fail in comprehension and express themselves in communication. Moreover, the Diagnostic Test Result of the Grade Six in school year 2017-2018 shows an average MPS of 46% which falls under average descriptive mastery level. Furthermore, the researcher discovered that among her English classes in Grade Six, section C has the lowest MPS and has the most number of Summer Reading Camp 2017 participants based on the Phil-IRI test results.

Since comprehension is the ultimate goal of reading, listening, writing and speaking skills, we cannot underrate the importance of vocabulary, (Alexander, 2017). He also added that it is relevant to know first the set of words to teach and how should each be taught for effective learning to take place. Explicit teaching of words can also help pupils' vocabulary to grow. According to Nordquist (2017), vocabulary refers to words or a language used by a particular group. It is a gear that everyone needs to do well in communication.

The researcher keeps on pouring out so much time and effort only to explain a certain word that the pupils encountered in the lesson by giving a more specific example. Not understanding a particular word is discouraging them sometimes to keep on understanding the whole text. The challenge of teaching 75,000 words is very difficult for the teachers (Alexander, 2017). He said that teachers must teach vocabulary words systematically and explicitly to help children's vocabulary grow. In addition, Biemiller (2005) said that to accelerate the rate of word acquisition, larger words should be accompanied by simple words for low-vocabulary school children.

Not understanding the words that pupils decode interferes their learning. Hence, they find it hard to express their thoughts and ideas, for language has been a barrier to them. One reason why pupils struggle to communicate and comprehend is the lack of reading and communication encounters using ESL. This caused them to have limited vocabulary which hampers their readiness to learn.

This study focused on the use of E-Vocabulary videos to address the problem in poor vocabulary. The features of the video are based on the Dale's Cone of Experience Theory. He stated that the more senses are involved in transferring knowledge to the learner, the better learning there will be. The further we reach the bottom of the cone, the more retention takes place. The more on-hand experiences are given to the learner, the more they can perform the task and make it beneficial in their real-life experiences.

Also, the researcher included the principles under the E-Learning Theory of Mayer, Moreno & Sweller as cited by Dale (2015). This theory describes how employing electronic educational technology promotes efficient learning. According to them, combining audio, visual and text promotes deeper learning. Visual with text and audio narration is more effective versus onscreen text alone. Moreover, it is more effective to use this material if the following are included: highlighting and pausing in speech as signaling technique in emphasizing important aspects, using of informal conversation to promote social presence, chunking or segmenting of words, explanation using graphics or animation with audio narration and text details to initiate retention and relating prior knowledge.

Also, a study done by Nalliveettil (2013) reveals that using audio-visual aids in the classroom stimulate thinking and improve learning. This strategy also aids in avoiding the monotonous way of learning of pupils in the ELL class. It grants more opportunities in effective and interactive discussion.

Today, our ELLs are increasingly more technology-dependent, integrating technology in teaching vocabulary hopes to reach pupils' diverse learning styles and look forward to prepare them to socialize, connect, play and most importantly learn words (Wainwright, 2014). Moreover, according to Dalton and Grisham (2017), technology based strategy helps teachers to develop pupils' vocabulary and increase their interests for words.

The researcher believed that E-Vocabulary videos are fit to cater the needs to improve vocabulary development and acquisition and is timely for the 21st century learners.

INNOVATION, INTERVENTION OR STRATEGY

The **E-Vocabulary video** is a tool that would help pupils process difficult words that they may find in the text or discussion encounter. This technology-dependent tool that integrates technology in teaching vocabulary hopes to reach pupils' diverse learning styles and look forward to prepare them to socialize, connect, play and most importantly learn words (Wainwright, 2014). The tool includes the following principles based on the E-Learning Theory Mayer, Moreno & Sweller *(2015)*: **multi-media effect**, using graphics, audio-narration, music and on-screen text in one material is an aid for an easy way of having deeper learning; **modality**, learning is effective when visuals are accompanied with audio narration than on-screen text alone; **coherence**, only related graphics, music and necessary contents are included in the video to increase cognition load and motivation; **signaling**, appropriate highlighting of terms, pause, use of arrows and any signaling techniques as effective method in the emphasis of the important aspect of the video; **learner control**, a feature that allows learner to easily manipulate the tool with just simply pressing pause and play button; **personalization**, an informal and chatty style of conversation help promotes social presence; redundancy, having the words mentioned both in the audio-narration and on-screen text and the repetitive manner of showing the words.

The pupils are exposed to one video for one week. Whenever the teacher pauses the video or show a signal, the pupils are encouraged to process the statement therein and given the chance

to express their answers using ESL. The video is integrated to the lessons and to the activities as well. Pupils are asked to use the words in the video in constructing sentences, in oral participation and other activities. The words are from the text and are integrated to objectives under listening, reading comprehension, vocabulary and grammar competencies.

RESEARCH QUESTIONS

This action research aimed to improve the pupils' vocabulary among grade six pupils using the E-Vocabulary videos.

It sought answers to the following questions:

a. What are mean scores of the respondents in the pretest and posttest?
b. Is there a significant difference between the posttest mean scores of the control and experimental groups?
c. What is the perception of the pupils after using the E-Vocabulary videos?

ACTION RESEARCH METHODS

PARTICIPANTS AND DATA SOURCE

The sample of the study is composed of 60 pupils of Grade Six Section C of Luis Francisco Elementary School, School Year 2017-2018. The Grade VI Section C served as the experimental group and Section B as the control group. Fifteen (15) boys and fifteen (15) girls from each section were selected through a purposive sampling.

Respondents were selected through a purposive sampling. Archival data were used to sift the respondents. Pupils who were selected are those who have a 76-79 Grade Point Average (GPA), and attendees of Summer Reading Camp 2017 (based on Phil-IRI results).

The control group was exposed to the traditional strategy instructions in their English lessons under the following learning competencies: reading and listening comprehension, vocabulary, speaking and grammar.

The experimental group was exposed to the E-Vocabulary videos for three weeks. The learning competencies during the conduct of the study are reading and listening comprehension, vocabulary, speaking and grammar. Pupils are asked to read texts where the words in the video are included. Also, some activities encourage them to use the difficult words in composing sentences in group activities or oral participation. On the fifth day, the pupils recall the words, definition, synonyms, contextual clues and use them in creating sentences.

DATA GATHERING PROCEDURE AND INSTRUMENTS

The researcher sought permission and approval from the Schools Division Superintendent thru the Education Program Supervisor in English to conduct a study in improving pupils' vocabulary. Upon the approval, the study ran for three weeks where the E-Vocabulary videos, teacher-made pretest and posttest and questionnaires were used for the control and experimental groups.

To gather sufficient data for analyses from the control and experimental group, the researcher utilized the pretest result to determine the readiness of pupils before subjecting them to the use of E-Vocabulary videos.

Quantitative data were collected from the teacher-prepared vocabulary pretest and posttest which is composed of a 15-item multiple choice type of test. The test was evaluated by the school research committee and Master Teachers before it was catered to the respondents. This type of test provides no room for subjectivity and allows the respondent to focus on the content rather than formulating answers. There are 15 vocabulary words included to assess the vocabulary of the pupils from basic to high frequency words. However, a ten- item questionnaire was also prepared in five likert scale which is the said to be the most universal method for survey collection that permits data to be analyzed with relative ease.

After using the traditional instruction for the control group and the E-Vocabulary video for the experimental group, a post-test was administered.

The posttest is a fifteen-multiple-choice item test made by the researcher based on the pretest given at the beginning of the lessons of the fourth quarter. Furthermore, both the pretest and post-test were given to the two groups of respondents at the same time.

A devised questionnaire was utilized to determine the perceptions of the pupils regarding the use of the E-Vocabulary videos.

DATA ANALYSIS

To gather sufficient data for analyses from the experimental group, the researcher utilized the pretest before subjecting them to the intervention. The words come from the K - 12 Grade 6 text under English Curriculum and was administered at the beginning of the lesson on the Fourth Quarter. The test is composed of fifteen items of multiple choice.

The study employed statistical tools such as frequency, mean and an Independent T-test to compare the mean scores of the experimental group and the control group.

To categorize the performance of the pupils in the pre-test and post-test as revealed by their mean score, the following descriptive scale was followed:

Achievement Level Range of Score	(Qualitative Description) Achievement Level
26-30	Mastered
21-25	Closely Approximating Mastery
16-20	Moving Towards Mastery
11-15	Average Mastery
6-10	Low Mastery
1-5	Very Low Mastery
0	Absolutely No Mastery

RESULTS AND DISCUSSION

This chapter presents the statistical analysis of data with the corresponding interpretation of their results based on the research questions.

To explore the effect of E-Vocabulary videos in improving the vocabulary of grade 6 pupils, the researchers choose a sample of 30 pupils in Luis Francisco Elementary School.

Table 3.1

Mean Scores of the Respondents in the Pretest and Posttest

Group	Mean Pretest	Description	Mean Posttest	Description
Control	6.7	Low Mastery	7.8	Low Mastery
Experimental	5.03	Very Low Mastery	12.26	Average Mastery

Table 3.1 reveals that the mean of the post test of the experimental group is 12.26 which is higher than the control group that is 7.8. It is evident that the mean difference of 4.46 shows that the use of the E-Vocabulary videos improve the performance of the experimental group in the posttest. It may also mean that vocabulary acquisition is effective using the features of the tool like the simultaneous usage of audio narration, on-screen text, graphics, music and coherence of content. Pupils' involvement during the discussion is apparent because the retention of newly-acquired words served as an aid for them to comprehend texts and to communicate using ESL. The principle of contiguity used in the videos wherein relevant texts, graphics and content were presented close to the words is a great help to elicit feedbacks and responses from the pupils. Similarly, the repetitive manner of using the videos increases retention. The informal and chatty styles used in the videos made pupils relate the content to their day to day encounters. Thus, this boosts their confidence to speak and practice using the same word over and over again.

Table 3.2
Pupils' Perception on the Utilization of E-Vocabulary Videos

Statement	Weighted Mean	Descriptive Rating
1. I was able to learn new words after using the E-Vocabulary videos	4.83	Strongly Agree
2. Using E-Vocabulary video helps me access additional information about a certain word.	4.67	Strongly Agree
3. Using the E-Vocabulary video to improve my vocabulary is much fun and less stressful.	4.68	Strongly Agree
4. The use of graphics, conversation, and audio narration with on-screen text made learning vocabulary easy	5.00	Strongly Agree
5. Engaging to conversational videos help me remember new words.	4.77	Strongly Agree
6. This interactive video helped us communicate well.	4.40	Strongly Agree
7. I can now make meaningful sentences after learning new words.	4.57	Strongly Agree
8. Activities included in the video are relevant to improving my vocabulary.	4.77	Strongly Agree
9. Using an audio-visual material is important to the teaching and learning process.	4.87	Strongly Agree
10. Including varied ways of unlocking of meaning is a good motivation to enhance our vocabulary.	4.93	Strongly Agree
Over All Weighted Mean	**4.75**	**Strongly Agree**

DR- Descriptive Rating   SA (4.21-5.00)   UC (2.61-3.40)   SD (1.00-1.80)
DA (3.41-4.20)   A (1.81-2.60)

Table 3.2 shows that the pupils strongly agreed with all the statement therein as shown in the over-all weighted mean of 4.75. This clearly shows that engaging pupils with E-Vocabulary videos is essential to both teaching and learning process. Statement 4 obtained the highest weighted mean of 5.00 (SA) indicates that the use of graphics, conversation, and audio narration with on-screen text made their learning vocabulary easy. Video animations caught the attention of the pupils and facilitated processes of learning. The tool made it possible to combine both verbal and non-verbal modes which were encoded to the cognitive system of the pupils. On the other hand, Statement 6 which says that the interactive video helped them communicate well obtained the lowest weighted mean of 4.40 (SA). It implies that even after the use of the tool, it was a challenge for them to use ESL in communication. This may also point out that pupils were aware of the rules of grammar that impeded them to get involved to any speaking engagements so as to avoid committing mistakes. Likewise, they are not confident to correctly pronounce and use the words once used in their own sentences.

Table 3.3

Test of Significant Difference Between the Posttest Mean Scores of the Control and Experimental Groups

Group	n	mean	α	Critical t-value	computed t-value	Interpretation
Control	30	7.8				
Experimental	30	12.26	0.05	1.64	8.13	Significant

Table 3.3 provides the result of test of significant difference between the posttest mean scores of the control and experimental groups. It shows that there is a significant difference between the means of the control group and the experimental group as shown by the mean difference of 4.46. It reveals that the computed t value of 8.13 is higher than the tabular t value of 1.64 at 0.05 level of significance. This implies that there is a significant difference between the performances of the two groups after the intervention was given by the teacher.

This implies that the E-Vocabulary video improves the vocabulary of the pupils in the experimental group compared to the pupils in the control group using the traditional instruction in English. Furthermore, the pupils in the experimental group show retention of the words given to them through the video. It was observed that the pupils displayed interest in each lesson and exhibits positive attitude towards reading selections and constructing sentences. The tool gave them the opportunity to work with words and demonstrated positive effect on their comprehension and class performance. It was evident that the tool is a vocabulary intervention that can be used in the classroom.

CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF FINDINGS

Based from the results of the study, the following findings are derived:

1. The vocabulary skills of Grade 6 in the control group falls under the low mastery level while the experimental group falls under very low mastery level.

2. The pupils agreed that the E-Vocabulary video is essential to their learning process especially to vocabulary acquisition.

3. There is a significant difference between the vocabulary skills of Grade 6 pupils who utilized the E-Vocabulary videos and those who are exposed to traditional instruction.

CONCLUSIONS

Based on the findings of the study, the following conclusions are derived:

1. The Grade 6 pupils in the control group have a low mastery level while those in the experimental group have very low mastery level.

2. The Grade 6 pupils agreed that E-Vocabulary video is essential to their vocabulary acquisition.

3. The Grade 5 pupils who are exposed to reflective learning strategy has a critical thinking skill of high mastery level.

4. The use of E-Vocabulary video is more effective in improving pupils' vocabulary than the traditional vocabulary instruction.

REFLECTION

Based from the findings of the study, the use of E-Vocabulary videos is effective in building up vocabulary acquisition. This research is very timely for the 21st century learners. It is evident that after pupils were exposed to the E-Vocabulary videos. They enjoyed the technology-based approach in learning new words than the traditional way. Hence, the repetitive manner of exposing pupils to a set of words has a great influence on how the pupils were able to recall and work with the vocabulary words presented. This improvement caused improvement in their classroom performance as well. It is manifested during the demonstration teaching using the tool that pupils could somehow converse using ESL. Class participation is present compared to their previous performance. Besides, this development is a product of the alignment of the device to

English learning objectives set out in the curriculum and was prepared based on the pedagogical principles.

The researcher was surprised that pupils get more confident to try to converse using ESL during discussion and activities. They have shown interest and excitement learning new words that could help them understand a text, create sentences and respond during conversations.

The researcher realized that vocabulary acquisition is a never-ending process. Teachers should continuously innovate mechanisms that would close the breach in vocabulary achievement.

After analyzing the data collected before and after the intervention, I believe that this modernism could lessen the frustration of language teachers.

I realized that as English teachers, we should not tolerate the problem where pupils enter a classroom and listen to words that they do not know. We know that English language is not a new language however; we cannot underestimate pupils who have difficulty understanding it.

We cannot also assume that all intermediate level schoolers have developed their vocabulary. In this case, we can see that teachers play an important role in providing effective learning materials to address the problem and support learning objectives.

RECOMMENDATIONS

1. Creating of computer animated videos as effective tools in addressing poor vocabulary could be prioritized by teachers to accelerate the rate of vocabulary growth even in other subject areas. The continuous usage of this kind of tool may lead word learning be permanent.

2. Personalizing videos offers an opportunity in bridging the mother tongue and ESL while adapting to pupils' needs and interests. Teachers may utilize tools like this that give subtle experience to the learners that would help them have opportunities to weave new learning using the English language.

3. Introducing the language to children at home and gradually using ESL as part of their daily and informal conversation could be part of intervention programs since school is where they express the continuation of what they learned at home.

4. Sharing the findings of the study during In-service trainings and Learning Action Cells to discuss the results and how this will be utilized. By sharing the results, teachers might establish in themselves the need and desire to conduct their own Action Research. They might also be encouraged to analyze, consider and incorporate the results in their teaching practices for the improvement of learning outcomes.

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