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ICEL 2013

The First International Conference on Education and Language (ICEL)

28,29,30 January 2013
Bandar Lampung University (UBL)
Indonesia

In Cooperations With

Indonesia | Australia | India | Malaysia

Faculty of Teacher Training and Education (FKIP)
English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

THE FIRST INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

ICEL 2013

28 -30 January 2013

Organized by:
Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
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PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others:
University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
lCEL 2013 Chairman

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(ICEL 2013)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
January 28, 29, 30, 2013

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DEVELOPING VOCABULARY BY CONTEXTUALIZING: AN EFFECTIVE WAY FOR RETENTION

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Abstract

Necessity is the mother of invention. Since time immemorial man has advanced and made mammoth technological leap due to the necessities and making the appropriate adjustments and inventions. Working in an engineering college which caters to the eclectic mix of students from various regions of our country with different financial, social, cultural and educational backgrounds and gave keen urge to find methods of teaching which in turn would help them to get language competence and communicative competence. When an individual acquires these competencies it will definitely boost the confidence and morale of the person. Vocabulary development is the glue that holds fluency together. Fluency has been defined as the freedom from word identification problems that might hinder comprehension. (Pakulski & Chard 2005)

Keyword : Retention

INTRODUCTION

While dealing and interacting with the students, it became very vivid that each student had a unique social, economic, financial, regional and cultural background which reflected in their performance of speaking. The common problem that was brought by the students other than nervousness, anxiety and fear was the lack of words or vocabulary due to which the students found it difficult to communicate in a successful and effective way. When they were speaking, at the back of their mind they were searching for the right word to fit into the context rather than looking for the right tenses and structure. This reason became the battleground for the facilitator and experiments were planned and conducted which gave positive results.

EXPERIMENT DESIGN AND PROCEDURES:

In this study a Pre Test & two post tests were conducted with Experimental Group and Controlled Group. The class was fist given a questionnaire which gave their personal, social, financial and educational background.

The second questionnaire was related to the reading habits and interests.

The third questionnaire was related to the vocabulary, the effort taken by the candidate in developing it. The students were given pre-test so as to gauge their knowledge of the targeted words.

The questions included:

- Choose the correct meaning of the given word from the options below
- Make meaningful sentences using the following phrases.
- Match the following
- Fill in the blanks with the correct word to make a meaningful sentence.

MATERIALS USED AND TARGET VOCABULARY:

Obama's Presidential Acceptance Speech was chosen as the stimulus material for that study. It is considered as one of the most powerful, poignant speeches of present times as it created history. It was a potent speech which evoked all round the world feelings that would bring change. Twenty five target words from the speech were chosen based on the student's background, proficiency level and vocabulary that would be helpful in their day to day conversation. The pamphlet had twenty-five words, their meanings, synonyms, antonyms and the class to which it belongs to. The same was given to the Controlled group. The only difference was that the Experimental Group has Obama's Presidential Acceptance Speech along with the pamphlet.

The results of the study revealed that both groups, Controlled group and Experimental group, improved significantly from Pre test in the first test. However, the difference between groups in terms of retention was shown marginally more with the Experimental Group.

The initial knowledge about the target words was similar at the beginning of the study. The researcher believes that the development in the knowledge of the target words stemmed from the importance of encountering the words in 'Context'. Overall, the study supported that most vocabulary is learned from 'Context'. (M.Pressley, J.R.Levin, & C.B.McCormic, 1980) Because the researchers did not provide any information about the target words, the participants were not even aware of the focus of the study until the briefing done after the First Test.

Based on the previous studies on vocabulary development, one might argue that conceptualization in vocabulary teaching might be a source of improvement. The present study provides evidence to the assumption that incidental or indirect learning of vocabulary can be achieved by resorting to contextual cues.

This holds an important pedagogical implication for the teacher about Contextual Communication materials how it aids better in student's vocabulary learning rather than the method of explaining words in isolation.

Studies have shown that various personality types have varying degrees of tolerance of ambiguity. A learner's personality might encourage or inhibit second language learning. It has proven in the past researches that Contextualized Vocabulary Teaching and Learning provides marginal improvement. The reasons behind this improvement can be multifarious in relation to the retention of the targeted words.

1. The approach adopted towards vocabulary teaching in a professional engineering college was not merely lecturing rather it was providing the learners with materials in sync with the present times, yet not too technical for them. This in turn became a facilitating and motivating factor which triggered interest in them. The interest was not only for the experimental group but it was also a strong part of the controlled group who were not presented with the material.
2. The improvement can also be attributed to the explanation that it is easy to infer the meanings, synonyms, antonyms and anecdotes of the targeted words from a context. For the teacher it might be true that the vocabulary through contextual learning is time consuming, more demanding in terms of time, energy and effort but it is adventurous. But it is also an effective language instruction that is worth trying. To conclude, in learning vocabulary a great deal depends on the strategies, the task, the learner and the learning context.

The experiment conducted and the results confirm and extend to some extent the findings of other similar investigations. It has proved once again that in general deep processing of words leads to better retention of them.

LIMITATIONS:

Aptitude: It is very important, especially in the case of second language learners, to have an aptitude for learning the language. Such people grasp and absorb much faster compared to those who have less aptitude. Carrol proposed that foreign language learners should have the following four independent abilities.

1. *Phonetic Coding*
2. *Grammatical Sensitivity*
3. *Rote learning ability*
4. *Inductive ability*

So those who are strong at it, excel faster.

Personality: There are a number of personal traits which help in learning vocabulary as well as in their retention – a knack to learn words and a constant interest in up gradation, an exposure to reading and last but not the least having the ability for cognition.

Lack of Appropriate Resources: Resources here mean and refer to time, place and technology. It is a proved fact that the more the numbers of senses are used in teaching learning process the comprehension and retention is higher. India lacks the infrastructure so it will become a hurdle in achieving the target results.

Teachers with Limited Language Proficiency: Since, English is not the first language and teachers are not the native speakers it becomes difficult for the teachers with a lack of adequate language proficiency to guide and model students learning. Also the teachers are not able to provide abundant language exposure to support student's language acquisition.

CONCLUSION:

Learning vocabulary is a very important part of learning a language. The more words you know the more you will be able to understand what you hear and read and the better you will be able to say what you want to when

speaking and writing. British Linguist Wilkins said that "without grammar, very few people can express things but without words people cannot express anything."

Vocabulary learning through Contextual explanation offers a change from the traditional practice of vocabulary teaching. And it is becoming popular because other methods have failed to achieve the desired objective. This method encourages learners to experiment with whatever vocabulary they have and recall but it help them to try things, learn more without fear, public correction and as time passes by they take active control of their own learning they take initiative. Chinese Proverb says, "If you give a person a fish, you feed him for a day but when you teach him fishing you feed him for lifetime. So with this method the facilitator is actually motivating the learner to learn new words being taught as well as takes an initiative on his or her own in acquiring new vocabulary.

It seems contradictory to insist that students read for meaning while simultaneously discouraging them for trying to understand the text at a deeper level than merely gist".

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