

The Effect of Vocabulary and Dictation ESP programme on Iraqi Students' Achievement at College of Physical Education for Women

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Abstract:

The research is an attempt to investigate experimentally the effect of vocabulary and dictation ESP programme on Iraqi students' achievement at College of Physical Education for Women. The learners have to know what a word means and what it look like. These are obvious aspects in teaching foreign language and teachers need to make sure that both these aspects are accurately learned.

The sample of the present research is (46) students of first year stage, College of Physical Education for Women, University of Baghdad. At the academic year 2012- 2013.

It is hypothesized that there are no significant differences between the experimental group taught ESP by vocabulary and dictation programme (Sadiq ,2012) and control group taught ESP with traditional English Course (Sadiq, 2010) in pre and post tests.

To fulfill the aim of the research an experiments has been designed with two groups of students chosen randomly. Both groups were matched in the subjects' achievement in English for previous academic year (2011-2012). Both groups have tested in pre and post tests. The experiment lasted nine weeks.

After analyzing the results statistically, it has been found that there are significant differences between the two groups in pre- test as well as post test. This indicates that using the vocabulary and dictation programme is more effective in teaching these two skills. Accordingly, the null hypotheses have been rejected.

Finally, English teachers at College of Physical Education are recommended to use the programme to improve the students' achievement in vocabulary and dictation skills.

تأثير برنامج للمفردات والتهجى في تدريس اللغة الانكليزية لأغراض خاصة بطالبات التربية الرياضية للبنات ا.م.د. بان جعفر صادق جامعة بغداد / كلية التربية الرياضية للبنات

المخلص:

البحث هو محاولة للبحث بطريقة تجريبية تأثير برنامج للمفردات والتهجى في تدريس اللغة الانكليزية لأغراض خاصة لطالبات التربية الرياضية للبنات في تحصيل الطالبات في مهارتي المفردات والتهجى. الطالبات يجب عليهن معرفة معنى المفردة فضلاً عن شكلها الاملائي لانهما من مميزات تعلم اللغة الانكليزية ولاسيما لأغراض خاصة كالتربية الرياضية. بلغت عينة البحث ٤٦ طالبة من المرحلة الاولى في الكلية ، اخترن عشوائيا من المرحلة الاولى للعام الدراسي ٢٠١٢-٢٠١٣ .

افترض البحث عدم وجود فروق ذات دلالة احصائية بين طالبات المجموعة التجريبية الاتي درسن وفق البرنامج (صادق، ٢٠١٢) والمجموعة الضابطة الاتي درسن وفق المنهاج الانكليزي المعتاد (صادق، ٢٠١٠) . وللوصول لهدف البحث صممت تجربة المجموعتين ذات الاختبار القبلي والبعدي. طبق اختبار القبلي لكلا المجموعتين والاختبار البعدي في نهاية تسعة اسابيع من التجربة بعد تحليل النتائج احصائيا وجد فروق ذات دلالة احصائية بين المجموعتين في الاختبار القبلي والاختبار البعدي ولصالح المجموعة التجريبية. هذا يشير لفاعلية برنامج المفردات والتهجى في تحصيل الطالبات في هاتين المهارتين.

Chapter One: Introduction

1.1 The Problem and Significance of the Study

The teaching of vocabulary is very large topic. Most teachers and learners have experience of classroom where practicing vocabulary means learning lists of words, not always in relation to a real world context and sometimes in the form of two columns, with a mother tongue equivalent for the foreign language word. Teaching vocabulary in this way is not always efficiently remembered and reused (JoMcDonough & Shaw, 2003:47).

There is now general agreement among vocabulary specialists that lexical competence is at the very heart of communicative competence, but many non-specialists might be surprised to learn that this area of teaching was often neglected because it was thought that vocabulary could simply be left to take care of itself (Murcia, 2001:285).

The learners has to know what a word means and what it look like(its spelling). These are fairly obvious characterctics in teaching foreign language and teachers need to make sure that both these aspects are accurately learned (Ur,1996:60).

A knowledge and understanding of vocabulary is often considered to be an integral part of a reader's overall competence in a foreign language. Some teachers prefer to include vocabulary as part of their reading class, other teachers prefer to think of vocabulary as an area that merits its own materials specially with ESP. ESP is depending on the types of learners, there is possibility to link the lexical field with pictures (JoMcDonough & Shaw, 2003:113).

Also, the major problem with a language like English, however, is the complex rules that govern the way the letters are arranged in words. That means English is far from having a straightforward system in which one letter stands for one sound. Spelling is hardly ever covered systematically in language teaching (Cook, 2001 76).

This research has answered whether the vocabulary learning should focus on explicit or implicit learning.

1.2 Aim of the Study

The present research aims at investigating the effect of vocabulary and dictation ESP programme in teaching on students' achievement in English at College of Physical Education for Women.

1.3 Hypothesis of the Study

The following null hypothesis will be tested:
There are no statistically significant differences in the college students' achievement between the experimental group students who are taught ESP

by using the vocabulary and dictation programme (Sadiq, 2012) , and the control group ones who taught ESP by using traditional English Course (Sadiq, 2010) in pre and post tests.

1.4 Limits of the study

The following are the major limits of the present research:

- 1-The sample of the students are limited at College of Physical Education for Women, University of Baghdad during the academic year (2012-2013).
- 2-The first year students will be the concern of this research; and
- 3-Vocabulary and Dictation skills in teaching English will be the concern of this research as well as the achievement of these two skills.

1.5 Value of the Study

The value of the research is summed up in the following:

- 1-The importance of this research lies in the fact that using development programme could assist in enhancing students' ability to improve vocabulary and dictation skills in teaching English.
- 2-the results of this research will be useful to guide instructor of ESP as well as students in using other programme or assistant programme for their course.
- 3- This research can help for programme designers in English language teaching in Iraq to develop their textbooks.
- 4- It is hoped that the proposed programme will raise the students' motivation in learning English language.

1.6 Procedures of the Study

The following procedures will be undertaken in order to achieve the purpose of this research:

- 1- A review of literature of previous studies conducted on teaching English as foreign language, with particular emphasis on vocabulary and dictation skills which are adopted in this research.
- 2- Two groups will be selected randomly. One will be set as an experimental group taught according to the proposed programme, and the other as a control one taught according the "New English Course".
- 3- Equalization will be achieved between the two groups in certain variables.

The experiment will last nine weeks, eight weeks for teaching and the last week for the post test.

- 4- At the end of the experiment written post test is applied to both groups, to find out whether there are any statistically significant differences among the achievement of students in vocabulary and dictation skills of both groups by using suitable statistical means

1.7 Definitions of Basic Terms

1.7.1 Vocabulary

Richard & Schmidt (2002: 580) define this term as “ a set of lexemes, including single words, compound words and idioms”.

Vocabulary can be defined, roughly, as the words we teach in the foreign language. But a useful convention is to cover all cases by talking about vocabulary “items” rather than “words” (Ur,1996: 60).

1.7.2 Dictation

A technique used in both language teaching and language testing in which the students must try to write down what they know or heard as accurately as possible (Richards& Schmidt, 2002:157).

1.7.3 ESP

Wilkins (1976:73) holds that learners’ needs in special purpose language courses are met with a restricted kind of language in which the vocabulary has a rather specialized character and the grammar is either limited in its range or has an unusual distribution. This definition represents the old view in teaching English which is focused on ‘grammar and vocabulary’. But the modern definition emphasizes the way of teaching English which is ‘an approach’. Hutchison & Waters (1987:17) state that ESP “is an approach to language teaching in which all decisions as to content and methods are based on the learners’ reason for learning”.

ESP materials will always draw on the topics and activities of that specific purpose, in many cases exploiting the methodology of the subject area of the profession (Widdowson, 1983 edit Carter & Nunan,2001:132).

1.7.4 Programme

Richards& Schmidt (2002:427) define programme as “it is an approach to the design of teaching / learning in which the subject matter to be learned is presented as an ordered sequence of items, each of which requires a response from the learner. The student then compares his or her response with the correct response which is provided”.

Chapter Two: Theoretical Background

2.1 Vocabulary Learning

Much teaching has been based on the idea that the most frequently used words in the target language should be taught first. Almost all beginner’s books restrict the vocabulary they introduce in the first year to about a thousand of the most frequent items (Cook, 2001: 58).

As Murcia refers that “ vocabulary learning is central to language acquisition”. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in foreign language

learning has grown rapidly in recent years and specialists now emphasize the need for a systematic and principled approach to vocabulary by both the teacher and the learner (Murcia, 2001:285).

Acquiring a word is not just linking a form with a translated meaning, as in wordlists. It is acquiring a complex range of information about its spoken and written form. And effective acquisition of vocabulary can never be just the learning of individual words and their meaning in isolation (Cook, 2001:62).

Central to research into vocabulary learning are key questions concerning how words are learned. Teachers help learners with vocabulary directly or “explicitly” by means of word lists, paired translation equivalents and variously related semantic sets. They also help learners by more indirect or “implicit” means, such as exposure to words in the context of reading real texts (Carter & Nunan, 2001:42). So, this research tries to answer this question experimentally.

One main issue is understanding the meaning of the word. Most recent teaching methods such as task-based learning or communicative language teaching have relied either on the context to make sense of the word or on traditional techniques such as pictures. Yet conveying the meaning of new words is crucial to language teaching (Cook, 2001:66).

2.2 Strategies for Acquiring Words

It is one thing to be able to work out the meaning of a word on one occasion; it is another to remember the word so that it can be used on future occasions. Cook (2002:69) has mentioned some of the strategies that learners use are as follows:

2.2.1 Repetition and rote learning: The commonest approach is perhaps sheer practice: repeat the word over and over again till you know it by heart. Typically this is done by memorizing lists of words by testing yourself over and over on piles of flashcards, eliminating the ones you know till none is left.

2.2.2 Organizing words in the mind: Much of the teaching of vocabulary implies that the effective way of learning vocabulary is to organize the words into groups in our mind.

2.2.3 Linking to existing knowledge : The commonest way of remembering new vocabulary is to exploit the different memory systems in our minds for linking new information to old. The ways of remembering information link what you are learning to some thing you already know through mental imagery.

2.3 Prototype theory of vocabulary

Prototype theory claims that the learners first learn words that are “basic” because they reflect aspects of the world, prototypes, that stand out automatically from the rest of what they see. The basic level of vocabulary

is easier to use and learn on this foundation learners build higher levels of vocabulary (Cook, 2001: 65).

2.4 Explicit and Implicit Learning of Vocabulary

In the 1970s and 1980s, the communicative approach led naturally to a focus on implicit, incidental learning. Teachers encouraged students to recognize clues to word meaning in context and to use monolingual dictionaries rather than bilingual dictionaries, and textbooks emphasized inferring word meaning from context. Most researchers recognize that providing incidental encounters with words is only one method of facilitating vocabulary acquisition, and that well-structured vocabulary program needs a balanced approach that includes explicit teaching together with activities providing appropriate contexts for incidental learning (Murcia, 2001: 286).

2.5 Dictation

The ideas of dictation activity can be based on familiar material. It is best to use some recombination approach to that material so that students are stimulated to use their writing skills. One advantage of dictation as an exercise in writing is that it can combine many discrete points of structure and vocabulary in natural language contexts (Hadley, 2003: 193).

The dictation activity and test are useful for written as well as oral performance. The tester dictates set of words; the testee writes them down and this is elicitation techniques. (Ur, 1996: 38)

Chapter Three

Procedures and Methodology

3.1 The Experimental Design

Any new programme in teaching cannot be taken seriously unless its efficiency is tested. Therefore to achieve the aim of the research, an experiment has been design to answer the question whether the proposed programme is effective in teaching vocabulary and dictation or not. Pre and post tests with two groups have been used in this research as shown in the table (1):

Experimental group	Pre-test	Independent variable Vocabulary and Dictation programme (sadiq, 2012)	Post-test
Control group	Pre-test	Traditional English Course (Sadiq, 2010)	Post-test

3.2 Sample Selection

The sample of the research which consists of two sections selected randomly from four sections of first year stage at College of Physical Education for Women, on the academic year 2012-2013. Random sampling refers to the selection of participants from the general population that the sample will represent (Gass,2005: 119). Section (C) will be the experimental group. The number of students in this section is 25. And section (A) will be the control one. The number of this section is 21. The total number of the sample is (46).

3.3 Equivalence of the Sample

The sample has equalized by matching the control and experimental groups according the subjects' achievement in English for previous year (2011-2012).

3.3.1 Subjects' Achievement in English in Previous Year

The mean value of the experimental group is found to be (65.56) and for the experimental group , (65.38) The (T) value is found to be (0.50), at (0.05) level of significance, which indicates no significant differences between the two groups .

Table (2)

Variables Group	No. of Subjects	X ⁻	S.D	T-test Value		Level of Significance
				Calculated	Tabulated	
Experiment	25	65.50	10.412	0.55	1.98	0.05
Control group	21	65.38	9.312			

3.4 Instructional Material

The control group has taught according “New English Course” (Sadiq ,2010). Unite one, two , three, four i.e.(introduction to sports and games, badminton, fencing, and gymnastics) While the experimental group has taught according “ vocabulary and dictation programme” (Sadiq, 2012).

The researcher has taught both groups according both different textbook. The experiment has lasted nine weeks.

3.5 Construction and Administration of Written Test

The test consists of three questions testing the students' achievement on vocabulary and dictation. The test has marked out of twenty-five marks. See appendix (1).

Chapter Four

Analysis Data, Conclusions, Recommendation and Suggestions

4.1 Comparison of the Experimental and Control Groups in Pre-test

The mean scores of the two groups are compared in the pre-test; the mean of the experimental group is (18.70), while the mean of the control group is (13.02). the t-value is found to be (4.80); it is compared with the t-distribution, which is found to be (1.64) at the level of significance (0.05) and degree of freedom (44). This indicants that there is a significant difference in the pre-test of the written test between the experimental group and control group. That means that the experimental group is better than the control group. See table (3).

Table (3)

Variables Group	No. of Subjects	X ⁻	S.D	T-test Value		Level of Significance
				Calculated	Tabulated	
Experiment	25	18.70	4.37	4.80	1.64	0.05
Control group	21	13.02	4.01			

4.2 Comparison of the Experimental and Control Groups in Post-test

The mean scores of the two groups are compared in the post-test; the mean of the experimental group is (20.01), while the mean of the control group is (13.32). the t-value is found to be (7.35); it is compared with the t-distribution, which is found to be (1.64) at the level of significance (0.05) and degree of freedom (44). This indicants that there is a significant difference in the post-test of the written test between the experimental group and control group. That means that the experimental group is better than the control group. See table (4).

Table (4)

Variables Group	No. of Subjects	X ⁻	S.D	T-test Value		Level of Significance
				Calculated	Tabulated	
Experiment	25	20.01	10.412	7.35	1.64	0.05
Control group	21	13.32	9.312			

Accordingly, the null hypothesis is rejected. This indicates that the experimental group is favour than the control group because there are highly significant differences between them in pre and post tests.

4.3 Discussion of the Results

The statistical analysis of the results shows that the achievement of the students in the experimental group is highly significantly in average than that of the control group in pre and post tests. This can be interpreted to

successful using of the vocabulary and dictation program of students' achievement. The results of the present research may be due to the following reasons:

- 1-the vocabulary and dictation programme is improving these two skills,
- 2-this programme offers an opportunity for the students to learn the vocabulary and dictation in different way. Traditionally the vocabulary is introduced in reading comprehension but in this programme the students have learned the vocabulary as well as dictation.
- 3-the students enjoy the programme, they can write the word and clean it as possible as they want until the word is memorized.
- 4-introducing the vocabulary with pictures is remembered for the students because they liked with imaginary in the mind.

4.4 Conclusions

In the light of the results and findings of the research, the researcher concludes the following:

- 1 -The use of the proposed programme is useful for improving the achievement of students in dictation and vocabulary which are necessary skills in learning their carrier.
- 2-The proposed programme is suitable for Colleges of Physical Education because it is short and extensive with information for their field of study.
- 3-The use of this proposed programme encourages the students to have interest in English by watching pictures of many games and equipment also it raises the critical thinking through practicing the exercises.

4.5 Recommendations

The proposed programme is recommended for these reasons:

1. In teaching ESP, teachers are advised to use pictures and puzzles to raise the knowledge and new words instead of memorizing words in abstract way.
2. The proposed programme promotes interest and fun inside the class as well as outside the class.
3. The proposed programme improves the students in vocabulary and dictation skills.
4. Many students use the proposed programme as home work so this develops their self-autonomy in learning English.

4.5 6 Suggestions for Further Studies

In the light of the conclusions and findings of the research, the following are suggestions:

1. A similar research may be conducted to constructing programme to other fields of ESP.

2. Further investigations are needed in constructing programme which suits the students' needs at Iraqi Colleges.

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Appendix (1) Written Test

Q1/ Write the name of the game under its picture: (Choose Ten)



1..... 2..... 3..... 4.....



5.....

6..... 7..... 8.....



9..... 10..... 11..... 12.....

Q2-Complete the following games with missing letters :

ja□□lin, skys□□ing, tro□□le jump, sq□□ash, aer□□obcs, cy□□long, art□□st□□
gymnast□□cs, sa□□long, tabl□□ ten□□□s , sw □ □ ming

Q3- Write the suitable equipment with its game: (Choose Five)

golf- American football- shooting - boxing- badminton- squash-rowing- fencing
target- club- pat- mask- helmet- boat -shuttle- racket –

APPENDIX (2) Sample of Vocabulary and Dictation Programme

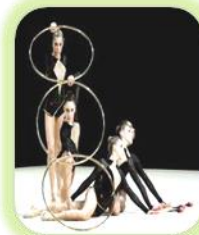
A



Archery الرماية
بالقوس والسهم



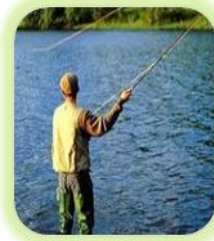
Aerobics
الجمباز البدني



Acrobatics
الجمباز البهلواني



American football كرة
القدم الامريكية



Angling
صيد السمك



Artistic gymnastics
أز الفنى



Arrow
سهام

B



Baseball
كرة القاعدة



Badminton
الريشة الطائرة



Basketball
كرة السلة

Bat مضرب

Basket سلة

Board لوح





Appendix (3) Sample of Teaching Control Group

Badminton

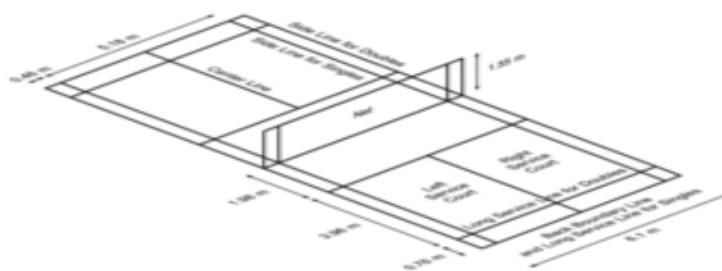


Badminton is a racquet sport played by either two opposing players (singles) or two opposing pairs (doubles), who take positions on opposite halves of a rectangular court that is divided by a net.

Goal: Players score points by striking a shuttlecock with their rackets so that it passes over the net and lands in their opponents' half of the court.

Types: Badminton is an Olympic sport with five competitive disciplines: men's and women's singles, men's and women's doubles, and mixed doubles, in which each pair is a man and a woman. At high levels of play, the sport demands excellent fitness: players require aerobic stamina, strength, and speed. It is also a technical sport, requiring good hand-eye coordination and the development of sophisticated racket skills.

Playing court dimensions



Badminton court

The court is rectangular and divided into halves by a net. Courts are almost always marked for both singles and doubles play, although the laws permit a court to be marked for singles only. The doubles court is wider than the singles court, but the doubles service court is shorter than the singles service court.

The full width of the court is 6.1 meters (20 ft), and in singles this width is reduced to 5.18 meters (17 ft). The full length of the court is 13.4 meters (44 ft). The service courts are marked by a centre line dividing the width of the court, by a short service line at a distance of 1.98 meters (6.5 ft) from the net, and by the outer side and back boundaries. In doubles, the service court is also marked by a long service line, which is 0.78 meters (2 ft 6 inch) from the back boundary.

The net is 1.55 meters (5 ft 1 inch) high at the edges and 1.524 meters (5 ft) high in the centre. The net posts are placed over the doubles side lines, even when singles is played.

Scoring system and service

Each game is played up to 21 points, with players scoring a point whenever they win a rally. A match is the best of three games.

If the score reaches 20-all, then the game continues until one side gains a two point lead (such as 24-22), up to a maximum of 30 points (30-29 is a winning score).

At the start of a match a coin is tossed. The winners of the coin toss may choose whether to serve or receive first, or they may choose which end of the court they wish to occupy. Their opponents make the remaining choice. In less formal settings, the coin toss is often replaced by hitting a shuttlecock into the air: whichever side it points to serve first.

Equipment



Badminton rackets

Rackets: Badminton rackets are light, with top quality rackets weighing between about 70 and 100 grams (without strings). There is a wide variety of racket designs, although the racket size and shape are limited by the Laws.

Strings: Badminton strings are thin, with high performing strings in the range of about 0.65 to 0.73 millimeters thickness. Thicker strings are more durable, but many players prefer the feel of thinner strings.

Grip: The choice of grip allows a player to increase the thickness of his racket handle and choose a comfortable surface to hold. A player may build up the handle with one or several grips before applying the final layer.



Shuttlecocks with feathers



A shuttlecock with a plastic

Shuttlecock: A shuttlecock (often abbreviated to shuttle) is a high-drag projectile, with an open conical shape: the cone is formed from sixteen overlapping goose feathers embedded into a rounded cork base. The cork is covered with thin leather. Shuttles with a plastic skirt are often used by recreational players to reduce their costs: feathered shuttles break easily.

Shoes: Badminton shoes are lightweight with soles of rubber or similar high-grip, non-marking materials.

Activities

Sport information: 1*Complete the following sentences:

- 1-Badminton is
- 2-The object of badminton is to pass.....over the
- 3-The badminton needs a..... and..... as equipment for playing.
- 4-The court of the badminton is divided by.....
- 5-A Badminton match lasts.....sets, and about points .
- 6-The starting of the game of badminton is.....
- 7-To win the badminton game the player needs skills like.....
- 8-There are two types of badminton.....and.....

9-The length of the court is.....

10-The height of the net is.....

2* Look at these two pictures. Write a paragraph about the similarities and differences between them.



3* *Group work:* The groups can add or discuss any new information about badminton from books, magazine and internet.

Grammar Spot
<p>1- I'd like..... ('d =would) is more polite than/want.... I'd like a coffee, please. I'd like to buy a ball, please.</p> <p>2- We offer things using Would you like.....? Would you like a cup of tea? Yes, thank you Would you like to come to volleyball match on Saturday? Yes, please.</p> <p>3-We use like to talk about always. I like swimming. I don't like football.</p> <p>4- We use ('d like) to talk about now or a time in the future. I'd like to be a swimming coach. I'd like a coffee, please.</p>

1* **Tick (✓) the correct sentence.**

1- I like to go football match now, please. What would you like to do?

2- What would you like do? I'd like to go football match now, please.

3- I am like to go to a tennis match. I'd like to go to a tennis match.

4- You like milk? Would you like milk?

5- Do you like play football? Do you like playing football?

Vocabulary and Meaning

1*A: Match the verb from list A with the noun from list B.

A	B
Play	Fighter
Set	Swimmer
Swim	Setter
Attack	Hitter
Hit	Actor
Fight	Attacker
Act	Player

B*Add other verbs that can be changed into noun and say their meaning.

2* Put these three pictures about water polo in the correct sequences to complete the right events.



(1)



(2)



(3)

Dictation and Vocabulary

*Use these letters to make different words and give their meaning. You can use all or some of the letters.

(T/C/H/O/A/G/M/E)