

# **DIALOGIC LEARNING IS AN INNOVATIVE STRATEGY FOR VOCABULARY ENHANCEMENT AT PRIMARY LEVEL**

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## **Abstract**

Dialogic learning is a method where the teacher encourages and facilitates discussion in order to develop understanding through dialogues. The major objectives of the study were to prepare instructional material based on the dialogic learning strategy for enhancing vocabulary in English at primary level. The investigator adopted Experimental method for the present study. Sample selected for the study was 80 students at primary level following Kerala state syllabus. The findings of the study revealed that teaching of English Vocabulary through Dialogic Learning Strategy is more effective than Activity Method.

## **INTRODUCTION**

*Language is the armory of the human mind, and at once contains the trophies of its past and the weapons of its future conquests.* Samuel Taylor Coleridge

Language is the most remarkable invention and valuable possession of the human race. It is a powerful and important device for communication and social interaction. Using Dialogic Learning strategies in language classrooms will make language learning more interesting and effective. Dialogic Learning is learning that takes place through dialogue. It is typically the result of egalitarian dialogue. Dialogic teaching harnesses the power of talk to stimulate and extend pupils' thinking and advance their learning and understanding. Dialogic teaching pays as much attention to the teacher's talk as to the pupil's. Dialogic teaching is grounded in research on the relationship between language, learning, thinking and understanding and in observational evidence on what makes for good learning and teaching. In effect, dialogic education takes place through dialogue by opening up dialogic spaces for the co-construction of new meaning

to take place within a gap of differing perspectives

## **Need and Significance of the Study**

Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms.

Use of Dialogic Learning strategies provides fun and make learning a joyous event. Students feel that they are just playing a game or doing an activity; in fact, they are unconsciously mastering the basic skills of language, which help them in being proficient in the language. The need for a greater focus and emphasis on the teaching of spellings with the help of Dialogic Learning strategy, to enhance Vocabulary in Primary Schools is thus essential to a child's success in higher education and throughout their adult life.

**De Burin (2013)** conducted a qualitative study which investigates the dialogic interactions between teacher and student that enhance learning and teaching within the one-to-one music improvisation lesson. This study analyses the ways teachers elicit student actions, thoughts and processes that develop student skills, critical and creative thinking processes necessary for improvisational development. Interactions and interplay between six Australian conservatoire improvisation students and their teachers were investigated. Data revealed dialogic interactions that span instruction, conversation, inquiry and enablement of student knowledge and skills that constitute a complex socio-cultural tapestry of discursive threads. Teacher-student interactions that activate desired creative student activity engage meta-cognitive processes and the cultivation of creative habits of mind that allow improvisational skill to flourish. Teachers engage in dialogic interaction and shape interactional behaviour, asserting a learning culture that makes explicit and visible the acquiring of skills and knowledge. Implications for skilled teaching that can effectively craft the at times improvisatory and ephemeral nature of teacher-student interactions are suggested.

It is presumed that a study of this type will be helpful for teachers and curriculum planners for achieving the desired goals of language learning. Dialogic Learning Strategy is an effective technique for enhancing basic language skills in students. Hence the investigator selected this area for the study. Also found that vocabulary is the major area of language learning and Dialogic Learning Strategy is the most effective way to enhance it.

### **Statement of the Problem**

In the present study, the investigator is trying to examine the effectiveness of Dialogic Learning strategy for enhancing Vocabulary. Hence this study is entitled as,

### **DIALOGIC LEARNING IS AN INNOVATIVE STRATEGY FOR VOCABULARY ENHANCEMENT AT PRIMARY LEVEL**

#### **Definition of Key Terms**

- **Dialogic Learning:** Dialogic learning is a method where the teacher encourages and facilitates discussion in order to develop understanding (Alexander, 2008). It aims to use communicative skills such as questioning in order to encourage children to discuss and communicate opinions. As children are encouraged to communicate and share ideas, it is thought that they will achieve a higher level of thinking than if they had worked individually (Myhill, 2006).
- **Vocabulary:** Words and idioms one employs in speech and thought, as distinguished from those one merely recognizes. (Good, 1945)

#### **Objectives of the Study**

The study will be designed to test the following objectives based on the samples

- (1) To prepare instructional material based on Dialogic Learning Strategy for enhancing Vocabulary in English
- (2) To test the effectiveness of Dialogic Learning Strategy for enhancing Vocabulary in English
- (3) To test the effectiveness of Dialogic Learning Strategy for enhancing Vocabulary based on Gender

### **Hypothesis of the Study**

- H(1) When the treatment groups (Dialogic Learning Group and Activity Method Group) were exposed to Experimental teaching (total sample) there will be significant difference between Experimental Group and Control Group with regard to Pre-Test Achievement scores of Vocabulary
- H(2) When the treatment groups (Dialogic Learning Group and Activity Method Group) were exposed to Experimental teaching (total sample) there will be significant difference between Experimental Group and Control Group with regard to Post-Test Achievement scores of Vocabulary
- H(3) When the treatment group is exposed to Experimental teaching there will be significant difference between Male and Female students with regard to Post-Test Achievement scores of Vocabulary.

### **The method adopted for the Study**

The investigator adopted Experimental method for the present study.

Lesson transcript based on Dialogic Learning Strategy and Activity Method will be prepared by the investigator based on the topics selected. A test on Vocabulary will be prepared as Pre and Post test for Primary School Students.

### **Design of the Study**

The Experimental design adopted for the study is the Pre-Test-Post-Test Non- Equivalent Group Design.

### **Sample**

Experimental study was conducted on a total sample of 80 students at primary level.

### **Tools Employed for the Study**

- (1) Lesson transcript based on Dialogic Learning Strategy
- (2) Lesson transcript based on Activity Method
- (3) Vocabulary test developed by the investigator

### **Statistical Techniques Suitable for the Study**

- (1) Arithmetic Mean
- (2) Standard Deviation
- (3) t test

- (4) ANOVA  
 (5) Analysis of co-variance

### Analysis and interpretation of data

#### Comparison of Pre-Test Vocabulary Scores of Experimental Group and Control Group for Total Sample

The details regarding the analysis of comparison of Pre-Test Vocabulary Scores of Experimental and Control Groups are given in Table 1

Table 1

*Test of significance for difference between means of Pre-Test scores of Experimental Group and Control Group*

Variables	Group	N	Mean	SD	CR	Sig.
Vocabulary in English	Experimental Group	40	13.30	4.85		NS
	Control Group	40	13.08	4.83	0.21	p>.05

N = Number ,S.D= Standard Deviation,NS= Not Significant

It is evident from Table 1 that the obtained Critical Ratio (CR =0.21, p >. 05) is not significant at .05 level. Hence it can be concluded from the analysis that Pre- Test scores of vocabulary in English of students at primary level was more or less equal.

#### Comparison of Pre- Test Vocabulary scores of Experimental and Control Groups (ANOVA)

The details regarding the analysis of comparison of Pre-Test Vocabulary scores of Experimental and Control Groups using ANOVA are given in Table 2

Table 2

*Comparison of Pre-Test Vocabulary scores of Experimental Group (Dialogic Learning Strategy) and Control Group(Activity Method)using Analysis of Variance (ANOVA)*

Source of variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among means	1	1.01	945.31	1.01	945.31		
Within groups	78	1827.17	1118.17	23.42	14.34	0.04	65.94**
Total	79	1828.18	2063.48				

Fx= 0.04,Fy = 65.94

From the table, for df= 1/78,F at 0.05 level = 3.96,F at 0.01 level = 6.96

The obtained F ratios were tested for significance. The obtained Fx value (Fx= 0.04, df(1, 78), p >.05) is not significant at .05 level of significance. Hence it can be concluded from the analysis that Pre- Test scores are more or less equal.The obtained Fy value (Fy=65.94, p <.01) is significant at .01 level of significance. The result revealed that there is significant difference in

the Post- Test scores of Vocabulary in English of students at Standard IV of Experimental and Control Groups. This further means that the Post- Test scores of Vocabulary in English of students at Standard IV between Experimental and Control Groups differ significantly within and among groups. Statistical analysis revealed that there is significant difference between Experimental Group and Control Group with regard to Pre- Test Vocabulary scores. Hence hypothesis formulated in this context H(1) is rejected.

### **Comparison of Post-Test Vocabulary scores of Experimental Group and Control Group for Total sample**

The investigator tried to compare the Post-Test scores of Vocabulary in English of students at Standard IV of Experimental and Control Groups by using the Test of Significance of difference between means and the summary of result is given in Table 3

*Table 3*

*Summary of Comparison of Post-Test scores of Vocabulary in English of students at Standard IV of Experimental and Control Groups*

Variables	Group	N	Mean	SD	CR	Sig.
Vocabulary in English	Experimental Group	40	22.70	2.66		
	Control Group	40	15.82	4.65	8.12	P<.01

N = Number ,S.D= Standard Deviation

Table 3 shows that the obtained Critical Ratio (CR = 8.12, p <.01) is significant at .01 level of significance. It implies that there exists significant difference in the mean scores of Post-Test scores of Vocabulary in English of students at Standard IV.

### **Comparison of Gain scores of Vocabulary in English of students at Primary level of Experimental and Control Groups**

The investigator compared the mean scores of Gain scores of Vocabulary in English of students at Standard IV of Experimental and Control Groups by using Test of significance of difference between means and the summary of result is given in Table 4

*Table 4*

*Summary of Comparison of the Gain scores of Vocabulary in English of students at Standard IV of Experimental and Control Groups*

Variables	Group	N	Mean	SD	CR	Sig.
Vocabulary in English	Experimental Group	40	9.40	3.55		
	Control Group	40	2.75	5.83	6.16	P<.01

N = Number ,S.D= Standard Deviation

Table 4 shows that the obtained Critical Ratio ( $CR = 6.16, p < .01$ ) is significant at .01 level of significance. It implies that there exists significant difference in the mean scores of Gain scores of Vocabulary in English of students at Standard IV of Experimental and Control Groups. These comparisons are clearly depicted through Figure 2

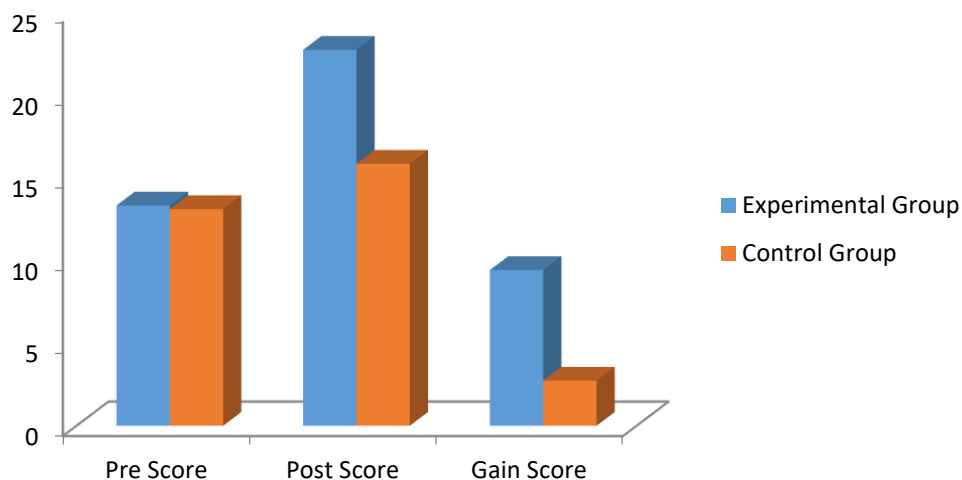


Figure 1 Graphical representation of mean scores of Vocabulary in English of students at primary level

### Comparison of Post-Test Vocabulary scores of Experimental and Control Groups (ANCOVA)

The adjusted sum of squares for Post-Test was computed and the F-ratio was calculated. The summary of ANCOVA of Post-Test scores of students in Experimental and Control Groups is given in Table 5

Table 5

#### Comparison of Experimental Group and Control Group using ANCOVA

Source of variation	df	SSx	SSy	SSy.x	MSy.x	Fy.x
Among Means	1	1.01	945.31	925.79	925.79	75.51**
Within Groups	77	1827.17	1118.17	944.01	12.26	

$F_{y.x} = 75.51$

From table, for  $df = 1/77$ ,  $F$  at 0.05 level = 3.96,  $F$  at 0.01 level = 6.96

The obtained  $F_{y.x}$  ratio was tested for significance and found that it is significant at .01 level of significance as the obtained  $F_{y.x}$  ( $F_{y.x} = 75.51, p < .01$ ) is significant at .01 level of significance. It is clear from the result that the final means differ significantly after they have been adjusted for initial differences on Pre-Test. The adjusted means of Post-Test scores (Y means) of Primary school students of Experimental and Control Groups were computed. The difference between the adjusted Y-means was tested for significance. The data for adjusted means of Post-Test scores of the Primary school students in the Experimental and Control Groups are given in Table 6

Table 6

Adjusted means of Post-Test scores of Vocabulary of treatment groups

Groups	N	$M_x$	$M_y$	$M_{y,x(Adjusted)}$	SEM	CR
Experimental	40	13.30	22.70	22.66	0.78	8.69**
Control	40	13.08	15.82	15.86		

\*\*  $p < .01$ , CR = 8.69 From table, for  $df = 1/77$ ,  $t$  at 0.05 level = 1.96,  $t$  at 0.01 level = 2.56

From Table 6 it is clear that the calculated value of Critical Ratio (CR = 8.69,  $p < .01$ ) is significant at .01 level of significance. It indicates that the students at Standard IV of Experimental and Control Groups differ significantly in their Post-Test scores of Vocabulary in English as they were adjusted to Pre-Test scores. From Table 5.5 it is also clear that the mean scores of Vocabulary in English of students at Standard IV of Experimental Group ( $M = 22.66$ ) is significantly higher than that of the Control Group ( $M = 15.86$ ). It leads to the major inference that Dialogic Learning Strategy is effective than Activity Method on enhancing Vocabulary in English of students at Standard IV. Statistical analysis revealed that there is significant difference between Experimental Group and Control Group with regard to Post-Test Vocabulary scores. Hence hypothesis formulated in this context H(2) is accepted.

This result is clearly depicted in Figure 2.

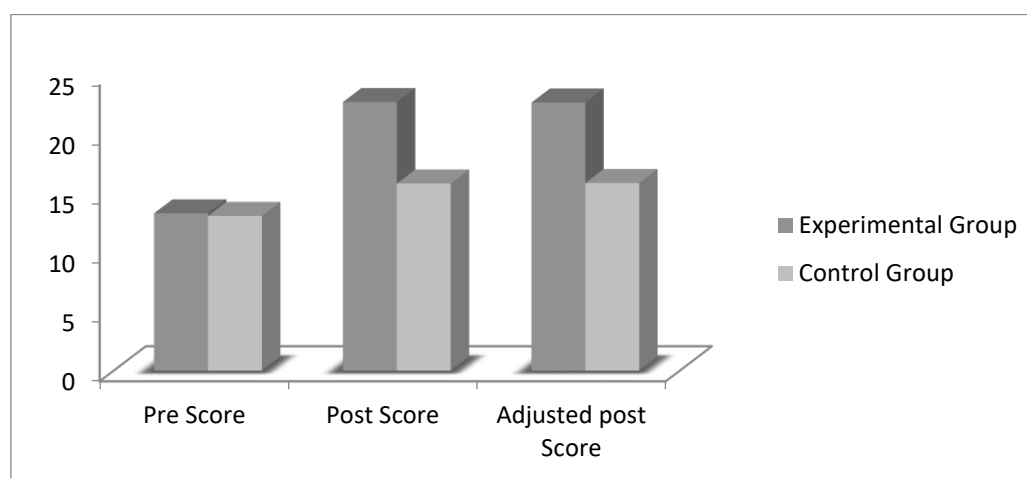


Figure .2 Graphical representation of the comparison of mean scores of Vocabulary in English of primary level

### Comparison of Post-Test Vocabulary Scores of Experimental Group for subsample: Gender

This section of analysis is intended to give details about comparison of Post-Test Vocabulary scores of Experimental Group for subsample on Gender.

### Comparison of Post-Test Vocabulary scores of Male and Female students

The details regarding the comparison of Post-Test Vocabulary scores of Male and Female students are given in Table7

Table 7

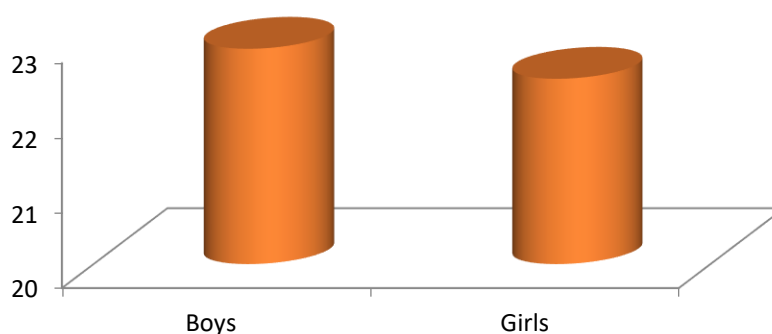
*Test of significance for difference between means of Post-Test Vocabulary scores of Male and Female students*

Gender	N	Mean	SD	CR	Level of Significance
Boys	23	22.9	2.6	0.5	NS
Girls	17	22.5	2.8		p>.05

N = Number ,S.D= Standard Deviation

From Table 7 it is clear that the obtained Critical Ratio (CR = 0.46,  $p > .05$ ) is not significant at .01 level of significance. It indicated that there exists no significant difference in the mean scores of Post-Test scores of Vocabulary in English of students at Standard IV of Experimental Group based on Gender of students. It implies that the mean scores of Vocabulary in English of Boys and Girls are same after the implementation of Dialogic Learning Strategy. Hence it can be concluded that Dialogic Learning Strategy is equally effective for both Boys and Girls on enhancing Vocabulary in English at Standard IV. Statistical analysis revealed that there is no significant difference between Male and Female students when the group is exposed to Experimental teaching using Dialogic Learning. Hence hypothesis formulated in this context H(3) is rejected.

This result is clearly depicted through Figure 3



*Figure 3* Graphical representation of mean scores of Post-Test scores of Vocabulary in English of students of Experimental Group based on Gender

### **Findings of the Study**

(1) Comparison of the overall mean scores of Experimental Group and Control Group on Pre-Test Vocabulary scores revealed that there is no significant difference between the Pre-Test Vocabulary scores of Experimental and Control Groups.

(2) Comparison of the overall mean scores of Experimental Group and Control Group on Post-Test Vocabulary scores revealed that there is significant difference between the Post-Test Vocabulary scores of Experimental and Control Groups. The difference is in favour of mean scores of experimental group. Hence it can be concluded that dialogic learning is effective for teaching vocabulary



(3) Comparison of the overall mean scores of the Male and Female students of Experimental Group on Post-Test Vocabulary scores revealed that there is no significant difference between the Male and Female students.

### **Conclusion**

The major conclusions that emerged from the study:

- (1) Students at Primary level showed less Vocabulary scores in English before the Experimental treatment.
- (2) Students at Primary level showed less Vocabulary scores in English before the Experimental treatment.
- (3) Experimental and Control Group (total sample) differ significantly in Post-Test with respect to Vocabulary scores in English. It shows that the teaching of English Vocabulary through Dialogic Learning Strategy is more effective than Activity Method.
- (4) Among the Subsamples, the Boys and Girls in the Experimental Group do not differ significantly in Post-Test with respect to the Vocabulary scores. It indicates that the treatment using Dialogic Learning Strategy is equally effective for Boys and Girls.

### **Reference**

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