The Effect of Vocabulary Calculative Learning Strategy in Teaching Reading Comprehension for Second-Year Intermediate school Students

By :
Asst. Inst. Taghreed Abd –Al-Razak
Directorate General of Education / Diyala
Specialist in
methodology
wszsdxx@gmail.com

Abstract

To achieve the effectiveness of vocabulary calculative learning strategy ,and work out the result whether or not this learning strategy would affect the mastery of English words for second-Year Intermediate class Iraqi students . The researcher utilized two groups. Mainly, control group and experimental group each one has a numbered(n =30) . The control group was taught according to traditional method, while the experimental group , was taught according to vocabulary calculative learning, both groups were taught for a period of 6 weeks. Through using statistical procedures, the results of data analysis showed that there is a significant difference in words mastery of students' reading comprehension achievement in favor of vocabulary calculative learning strategy. It was suggested that more practice of this strategy caused better outcomes and, bigger word mastery of students' reading comprehension achievement than typical teaching . This training

may give a hopeful adjustment by increasing vocabulary development, which , in turn, affects students' reading comprehension achievement .

Key Words: Vocabulary Calculative Learning Strategy, Reading skill, Reading comprehension

اثر تعلم المفردات بالاستراتيجية التجميعية في تدريس القراءة الاستيعابية لدى طلاب مرحلة الثاني متوسط

م.م. تغريد عبد الرزاق اسماعيل
المديرية العامة لتربية ديالى

الخلاصة

لتحقق من فعالية تجميع المفردات كاستراتيجية لتعلم مهارة القراءة ومعرفة النتيجة سواء أكانت هذه الاستراتيجية التعليمية تؤثر على إتقان الكلمات الإنجليزية لدى طلاب الصف الثاني المتوسط العراقيين. استخدمت الباحثة مجموعتين. بشكل رئيسي، تضم كل من المجموعة الضابطة والمجموعة التجريبية (30)طالبا. تم تدريس المجموعة الضابطة بالطريقة التقليدية، والمجموعة التجريبية تم تدريسها بالاستراتيجية التجميعية للمفردات لمدة 6 أسابيع. ومن خلال استخدام الا جرات الاحصائية قد أظهرت نتائج تحليل البيانات من الدرجات التي تم الحصول عليها اختلافا كبيرا في إتقان الكلمات وفي تحصيل القراءة الاستيعابية وان هذا الاختلاف في صالح المجموعة التي درست بالاستراتيجية التجميعية. وقد تم الاقتراح الى أن المزيد من ممارسة الاستراتيجية التجميعية أدى إلى نتائج أفضل وإتقان أكبر للكلمات مقارنة بالتدريس التقليدي. قد يعطي هذا التدريب املا يبعث على تنمية تطوير المفردات، والذي بدوره يؤثر على تحصيل الطلاب في القراءة الاستيعابية .

الكلمات المفتاحية: الاستر اتيجية التجميعية، مهارة القراءة، القراءة الاستيعابية.

Introduction

Mainly, reading is a tool of communicating information among the writers and the readers. The reader tries to understand thoughts that the writer has put in print (Vacca, et al, 1991:13).Many statistics, reveal that people who want to learn a foreign language are more likely to learn , but those students will not be able to interconnect with a great number of readers, consequently they lose their upgrading to overall school achievement. That is why it is essential to focus on the methods of teaching reading and factors impede learning , in the EFL classes(Ahmed, Puteh—Behak, , & Sidek ,2015:12).

This research paper captured attention on vocabulary learning method for beginners from a public school and the importance of knowing vocabulary whose shortfall would hinder their ability in performing reading comprehension tasks successfully, and its impact on reading comprehension as the main part of learning a foreign language.

Since EFL learners, didn't distinguish many vocabularies in a text, they couldn't advance their reading skill and that caused prevention and made the process even more difficult. Indeed, this feeling of obstruction makes the learners hesitate about their skills, that is why teachers must offer appropriate words instruction in English as a Foreign Language(Moghadam 2012:17).

Consequently, this research concentrated on how readers' absence of words touches their reading comprehension process in a foreign language . The connotation amongst nonexistence of lexis and the reading comprehension process, as an obstacle to apprehend and progress fluency in a foreign language. This struggle, could be a sign of the troubles that a reader can have to reach a well thoughtful of series concepts in a given script .The rapport amongst terms and how to solve these troubles in a reading comprehension process has been calculated and investigated in this project. Earlier studies and linguists have stated up clues and directed that vocabulary knowledge is a critical to ripen reading skill, beside strategies for learning and gaining the successful reading comprehension process(Stahl, 2003:32).

Aim
This research paper aims at investigating the effect of Calculative Vocabulary Learning Strategy in Teaching Reading Comprehension for Iraqi Students.

Significance of the Study
The importance of the research summaries in these points:

1-The study is the main Iraqi work to discover the effect of Calculative Vocabulary Learning Strategy in Teaching Reading Comprehension in EFL.

2- The result of this research will positively show support for academics to review the Calculative as a reading technique of EFL public schooling in Iraq .

3- The outcomes of this research may paid some attention on the effectiveness of this study and the occasion to employ it in all female and male public schools in Iraq.

Limits

The current study is limited to :

1-   Iraqi EFL Second-Year   Intermediate   students   at AL-Sedeyk Intermediate School for boys, Diyala Governorate.

2-   The first course of the academic year 2023-2024.

Literature Review
Reading Skill in EFL Setting

According to my experience as an EFL teacher at a public Intermediate school for 30 years , I have observed that the most intermediate school students are suffering from dyslexia through reading a text ,either in/ out class tasks, and It is not only my private view that I assume ,but all of my colleagues at Intermediate , Secondary and Preparatory schools. Approximately, there is a common agreement that students typically have no desire to read, they have inability to read. While, in   teaching language one of the peak obvious considerations is reading (Noor, 2011:54).

The attainment of reading in   foreign language has been flourished (Karbalaei, 2010:19). Reading got support in academic and higher education context for EFL learners. They receive new information through reading which services them to increase comprehending, reading between lines, make interpretation in order to go ahead in their study field (Grabe, 1991:11; Noor, 2011:23; Richards, 1976:23).

The importance of reading comprehension indicated that it is especially the principal aim for EFL and ESL learners to acquire capturing of the situations, society and of themselves and it enables learners to enrich and interact with what they read (Tierney & Readence, 2005:14).

The skill of reading in EFL view has been enlarged to compress mental and visual skills to get information from digital presentations, computers, tablets and mobile phone tools or from other numerous technical learning situations. Currently the type of reading is illustrated to incorporate the process of learning complex and different set of abilities and knowledge which permit EFL readers to grasp printed and visual material and be able to keep up leap with lively and speedily developing knowledge in an surroundings (Reutzel & Cooter, 2012:23). In addition students have an easy contact to this knowledge either virtually via internet or through large field of printed materials (Rajab & Al-Sadi, 2015:13). Nevertheless learners' reading is doubtful point.

Obstacles of Reading in EFL Setting

English Language was showed a vital part in educational domains and as well as, in social- networking, trade and several fields of study(Altbach et al., 2009:15; Fortanet-Gómez & Räisänen, 2008:12). In Middle East, Iraq is the country where having good talent in English language is documented ,as a significant and central role of education in Universities and schools either in public or private (Wachob, 2009:22).

In reading comprehension, EFL students may expose withe interval comprehending of the selected oral material in course which will hinder the practice of oral comprehension skills enhancement (Alkhawaldeh, 2012:21).

Many writers such as, Murray (1980:32) and Alderson (2000:15) stated the principal part of former knowledge in oral comprehension of EFL learners. It was invested if the readers have more information about the transcribed topics, it supports them to apprehend the needed texts more easily.

Conventionally reading with habituated texts have progressive effect on learners' reading (Dayze, 2004:15; Lin, 2002:22)

a. Post – reading presentation;

b. Reading rapidity – readers read quicker with typical texts;

c. Less mistakes happen while remembering paragraph's' information

d. Reinforce text thoughtfully.

The un familiar script may be considered as a problematic for EFL learners in reading comprehension. For example, Iraqi students could be better apprehend and easier remembering ,if they study topic related to culture and religion like Eid-al-Fitr than other topics which are non- familiar .

Therefore, these topics could be linked with students background knowledge. Another a problem is that .Teacher should be awake of students' practices and preceding acquaintance related to reading skill (Chen, 2003:11).

(Anjomshoa, 2014:13) , assured the importance of vocabulary knowledge in reading comprehension becomes a principal point of second and foreign language projects specially, in the last two decades.

Scholar like Laufer (1998:16) views that most EFL learners have shortage of understanding oral part because of their insufficient size of vocabulary, usually when the text comprehension is probably odd either in learners' native or in a foreign language without picking up the text vocabulary. .

Readers who have poor comprehension generally straggle and have difficulties in acquiring new vocabulary ,Woolley (2010:19). It should be remarked that the harvest of reading is comprehension and vocabulary knowledge is a major necessity.

Calculative vocabulary Reading Strategy

For assisting readers in expanding their oral part of acquiring words was to cheer them ,and generate methods ,in order to know the meaning of a given word , is to build upon contextual information of prior knowledge. This could be done through following calculative vocabulary as a reading strategy which include determining the odd word's part of speech, needed abridging the context, looking at the unfamiliar word in

a larger context, then guessing the meaning of this word, and approving, that the theoretical meaning is accurate. Thus, what is assured by Harida & Eka (2016) adopted form reading strategies concept by Brown (2004).

Since, teaching strategy is a way that teacher could be followed inside the class to achieve the teaching objectives which already have been outlined. The instructor sets up like a game whereby readers had to guess the gist of words as they were learning. He used written cards within given words in a lesson period. Following that, readers had to estimate what the word is meant, and others had to predict whether or not their supposition was correct. This game was concurrently applied by the teacher, so that readers were proactive in the class and they were exposed to new vocabulary to facility their understanding of the text.

Teacher showed that the problematic area of reading is comprehension. So, he started to use a calculative vocabulary , as a reading strategy in helping students to read. Readers have to work out the part of speech of the new word clarifying the context is needed, observing the context of the unfamiliar word, then predicting the meaning of the new word, proving that guessing is correct . Using cards that contain words, readers were asked to guess the meaning of the given word , and others estimated if the reply was acceptably. The lecturer prepared this game to keep students involved in a class , to offer words and make the text more recognizable(Suhartini ,S., K.,2022:3).

Methodology
Sample of the study
In the present study, sixty (only male) second intermediate students aged 13-14 were tested. The participants are native speakers of Arabic, learning English as a foreign language. They all have been learning English for at least eight or nine years .Since the two groups(control and experimental) at the same EFL class. So, It was assumed they have equally educational knowledge.

Validity

To achieve the validity of the tests, two language experts, revised the pretest as well as, the posttest items and their notes are utilized in the main version of the study. The goal of this procedure was to make a judgment weather the applicants have a harmony in their knowledge of English vocabularies.

Reliability

The split-half as a method to compute the reliability was employed , correlation coefficients Pearson and Spearman Brown are calculated and found to be (0.85) , (0.79) respectively , which were properly acceptable (Murad & Selman,2012:19).

Instrumentation

In this study two instruments were employed . Cambridge Proficiency Test (CPT) was used as a pre-test .The t- test formula for one and two samples was also utilized . The pretest contained of 50 multiple-choice test items for (intermediate level). These items were also be reviewed by two experts of the field to ensure the validity. A reading comprehension was the second test was utilized as the posttest. It was consisted of 25 questions from their textbook passages.

Data analysis & Discussion

It was observed from the comparison of the results for the two tests(pre and post–tests), the scores of students in control group who were studied in the traditional learning was increased from 5.0±3.0; Median 4; Range 1-14 to 7.20±3.0; Median 7; range 1-13 and this difference was statistically significant P=0.001.

This significant difference shows better performances between the students' control group who were studied traditionally in both pre and post- tests. Generally, they have fun, and interested with experiment that increase their moods to teaching reading comprehension .Although, participants in the

control group didn't obtain the treatment and they didn't train calculative learning completely . (See Table 1)

From the comparison of data analysis, between the mean pre and the post-test; mean post-test was 10.7±2.4; Median=10 ranging from 6 to 15 which is significantly larger than the pre-test (5.6±3.4; Median=5; Range=1-14) (P=0.0001), it was revealed that the students' scores who were studied in calculative learning strategy have better presentation , since they were learnt in calculative learning rather than typical teaching, as they share their ideas, through their new experiences , watching and guessing the words in cards in an effective class (See Table 1).

The formula t-test was used, for the purpose of the equal of variance for two samples ,(P=0.412) . Thus, there is no significance differences has presented in students' presentation in pre-tests for both experimental and control groups and this indicated that the two groups of learners are approximately have the similar performances, as the performance of participants in experimental group may not have affected in the first week of the experience. They didn't obtain sufficient treatment in the first time. Actually, readers in experimental group did not studied traditionally, and the change in the post-test score was statistically significant reproducing a better presentation when they have been studied in the calculative learning strategy than the typical one (Median10 Vs 7 for the two approaches respectively).

Table 1

Reading vocabulary/comprehension tests' outcome		Calculative Learning Method		Control		P value
		No	%	No	%	
Before	1---4	20	45.5	24	54.5	0.545
	5---9	17	38.6	16	36.4	
	10---14	7	15.9	4	9.1	
	15	-	-	-	-	
	Mean±SD (Range)	5.6±3.4 (1-14)		5.0±3.3 (1-14)		0.412
After	1---4	-	-	8	18.2	0.0001*
	5---9	16	36.4	26	59.1	
	10---14	27	61.4	10	22.7	
	15	1	2.3	-	-	

	Mean±SD (Range)	10.7±2.4 (6-15)	7.2±3.0 (1-13)	0.0001#
	Paired t-test	0.0001^	0.001^	
*Significant difference between percentages using Pearson Chi-square test (χ^2-test) at 0.05 level.				
#Significant difference between two independent means using Students-t-test at 0.05 level.				
#Significant difference between two dependent means using Paired-t-test at 0.05 level.				

Conclusion

It could be concluded from the results of the study that all readers of the experimental group showed a raise in their performance on the reading comprehension achievement posttest. So, using this strategy was helpful for EFL Iraqi reader' vocabulary achievement. The employment of this learning might be considered as a fruitful to progress readers' reading skill . This paper demonstrates the desire of readers to be in the core of the educational development. Iraqi readers are so thrilled with shifting from the usual instruction to an unusual learning such as calculative vocabulary strategy that achieve their requirements in classroom. This research paper, presents an evidence that Iraqi readers have an assurance from the helpful way in teaching reading comprehension . Scholars have to support lecturers to minims typical lecturing and maxims efforts in adapting new teaching methods like calculative learning . Those who works in academic settings, should build rich situations that inspire readers to achieve their reading time, and get responsibility of their learning. Lecturers have to utilize apprentices in learning conditions that expand their comprehension. Even though, still there are numerous struggles should be treated in the integration of reading vocabulary and reading comprehension in effective EFL classes, but It is important to explore other investigational studies in this new strategy learning for the EFL language classes to checked up varied helpings that may be added to the achievement of calculative instruction in language learning.

References

1. Ahmed, H. H., Puteh—Behak, F., & Sidek, H. M. (2015). *Examining EFL Secondary Reading.*

2. Alderson, J. C. (2000). *Assessing Reading*: Cambridge University Press.

3. Alkhawaldeh, A. (2012). The EFL Reading Comprehension Challenges Faced by Secondary School Students in Jordan. *European Journal of Social Sceinece, 35*(2).

4. Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). *Trends in global higher education: Tracking an academic revolution*: UNESCO Pub.; Sense.

5. Anjomshoa, L. (2014). The Effect of Vocabulary Knowledge on Reading Comprehension of Iranian EFL Learners in Kerman Azad University. *International Journal on Studies in English Language and Literature (IJSELL), 2*(5).

6. Brown, H. D. (2004). *Teaching by Principles*. New York: Longman.

7. Chen, I. C. (2003). *Mainstream Teachers' Practices and Accommodations in Prereading Instruction for English Language Learners*: Department of Teaching and Learning, University of Utah.

8. Dayze, F. (2004). *The role of prior background knowledge in the reading comprehension of EFL Brazilian college students and American college students.* (Unpublished PhD dissertation), The Pennsylvania State University.

9. Fortanet-Gómez, I., & Räisänen, C. (2008). *ESP in European higher education: Integrating language and content* (Vol. 4): John Benjamins Publishing.

10. Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly, 25*(3), 375-406.

11. Harida, & Eka, S. (2016). Using critical reading strategies*:* one way for assessing students' reading comprehension. *Proceedings of the Fourth International Seminar onEnglish Language and Teaching (ISELT-4).* 199-206

12. Karbalaei, A. (2010). A comparison of the metacognitive

reading strategies used by EFL and ESL readers. *The Reading Matrix, 10*(2).

13. Laufer, B. (1998). The development of passive and active vocabulary in a second language: same or different? *Applied linguistics, 19*(2), 255-271.

14. Lin, Z. (2002). Discovering EFL learners' perception of prior knowledge and its roles in reading comprehension. *Journal of Research in Reading, 25*(2), 172-190.

15. Moghadam, S. H., Zainal, Z. & Ghaderpour, M. (2012). A review on the important role of vocabulary knowledge in reading comprehension performance. *Procedia Social and Behavioural Sciences,* 66, 555-563.

16. Murray, E. T. (1980). *The effect of two techniques which elicit predictive responses on the comprehension of content area reading material.*

17. Noor, N. M. (2011). Reading habits and preferences of EFL post graduates: A case study. *Indonesian Journal of Applied Linguistics, 1*(1), 1-9.

18. Rajab, H., & Al-Sadi, A. (2015). An Empirical Study of Reading Habits and Interests of Saudi University EFL Learners. *International Journal of Linguistics, 7*(2), pp. 1-16.

19. Reutzel, D., & Cooter Jr, R. B. (2012). Teaching children to read: The teacher makes the difference.

20. Richards, J. C. (1976). *Teaching English for science and technology: selected papers from the RELC Seminar on the Teaching and Learning of English for Scientific and Technological Purposes in Southeast Asia, Singapore, 21-25 April, 1975*: Published by Singapore University Press forSEAMEO Regional English Language Centre.

21. Stahl, S. (1983). Differential word knowledge and reading comprehension. *Journal of Literacy Research, 15*(4), 33-50.

22. Suhartini ,S., Karmini(2022) Teaching Strategies for Reading Comprehension: EFL Teachers' Best Practices . *Faculty of Education and Teacher Training,Institut Agama Islam Negeri (IAIN) Kendari, Indonesia.* ISSNI:2746-6035.IAIN,KEARI.

23. Selman,M,A,A.&Murad,A,S.(2012).*The Testes and Measurements in the Mental and Educational Sciences , the steps and their numbers and characteristics* . Cario:Dar AL-Katab AL-Hadeath Press.

24. Tierney, R. J., & Readence, J. E. (2005). *Reading Strategies and Practices: A Compendium*: Pearson.

25. Vacca, Jo A. L., Vacca, R. T., and M. K. Gove, 1991. Reading and Learning to Read. (2nded.), *Harper Collins Publishers*.

26. Wachob, P. (2009). *Power in the EFL Classroom: Critical Pedagogy in the Middle East*: Cambridge Scholars Publisher.

27. Woolley, G. (2010). A multiple strategy framework supporting vocabulary development for students with reading comprehension deficits. *Australasian Journal of Special Education, 34*(02), 119-132.