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## **Effectiveness of supplemental word vocabulary intervention of kindergarten students who are at risk for word knowledge.**

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### **Abstract**

The purpose of this study was to examine the effectiveness of a vocabulary intervention designed to supplement research based classroom vocabulary instruction, implemented with students, who may be at risk for language and learning difficulties. Participants included 50 kindergarten students, who received research based classroom vocabulary instruction.

This study is truly based on the kindergarten students of private schools only. Checklist has been selected as a tool for collecting data. Researcher found that when children entered in school, they face many activities in the classroom and school. It is inhibited by negative behavior. Language skill support the adjustment. It helps in adjustment with adults, parents, peer group. It is easy in activities and instructions. Supplemental vocabulary intervention is an effective method for knowledge of children.

It is helpful to understand the words and its uses in Word language also. Implications along with limitations of the currently study and directions for further research are discussed.

### **Keywords—**

Supplemental vocabulary, Word knowledge, Kindergarten students, Who are at risk, Literacy difficulties.

### **Introduction—**

Vocabulary knowledge as well as language development is an essential component of both reading success and school achievement (Anderson and Nagy 1992). The ability of a person to function in world is greatly affected by language skill and word knowledge. Vocabulary knowledge is related to the ability to decode words, recognize sight words, and comprehend reading passage (Nation and Snowling 2004).

Teachers, parents, peer group, etc, can use to improve vocabulary instructions to children and develop their vocabulary with the help of playing, singing, activity works, games and other cooperative activities.

It makes fun for children in communication and allow them to think about, talk about, apply and play with the new words. The initial differences in vocabulary knowledge become even more discrepant overtime, thus widening the gap between children with strong vocabularies and children with limited vocabularies (Biemiller and Slonim 2001) examined root word knowledge of children in grades KG and found that the vocabulary gap grows largest before 2<sup>nd</sup> grade.

Additionally, the limited vocabulary instruction that occurs in classrooms in the early grades does not appear to be effective in decreasing this gap (Robbins and Heady 1994). That result highlights the importance of supporting children's vocabulary development in the early grades. The supplemental vocabulary intervention implemented in the present study was designed to increase the word learning of those children who entered school with the low level of vocabulary knowledge and who are unlikely to respond to classroom instruction alone.

### **Scenario of vocabulary intervention—**

One of the ultimate goals of vocabulary instruction is to build student's vocabularies so that they can use new words learning in an appropriate manner to improve their listening or reading comprehension in modern scenario. The subject of intervention is very useful and meaningful in order to achieve this goal. It is necessary for students to enhance their vocabulary knowledge overtime.

### **Review of related literature—**

The researcher conduct the research in meaningful and scientific way. These research also helps to avoid the duplication and replication of research. Researchers solve relevant problems and give a careful review of the research with the help of journals, books, dissertation, articles, etc. These are other sources of information on the problem to be investigated. The survey of related literature may be justified the context and provide firm and ground reality of research. Researchers identify the meaningful questions and their answers with the help of related research.

### **Some pre researches are here—**

At the point when children who had restricted vocabularies at the age of 3 start formal schooling, they still behind their peers in vocabulary learning and once in a while can limit the gap as they move into the higher grades (Biemiller and Boote 2006; Hirsch 2003).

Although numerous children seem to build their vocabulary development quickly without trouble children show generally differing rates of vocabulary development in the prior year grade 3 (Biemiller 2005 Biemiller and Slonim 2001).

A landmark study by Hart and Richley (1995) reported that gap in vocabulary knowledge between children from low and high socio-economic status (SES) when they entered in preschool. Many researchers has examined the importance of interventions for developing children's vocabulary (MC coach and Kapp 2007; Neuman and Dwyer 2011; Silverman and Hines 2009).

In a meta-analysis Marulis and Neuman (2010) observed that on average, vocabulary interventions carried out with pre-kindergarten and kindergarten children resulted in large effect size on children's oral language development. In any case, reviews have demonstrated that intervention given in kindergarten brought about at-risk understudies accomplishing typical pursuing capability in first grade and beyond (Cavanaugh et AL. 2004; O'Connor et AL. 2005 Scanlon et AL 2005 Simmons et al 2008 Valentino ET AL 2006)

The outcomes are examined as far as the educational accuracy expected to structure and give valuable and proficient guidance to understudies who are most at the risk Kautman, Harn et AL 2007.

A suggested approach to kindergarten students reading progress is offered that includes letter. Sound fluency and a measure of word reading skills to provide a comprehensive picture of student growth towards important year end reading outcomes (Willy et. Al, 2017).

Using data from the Early childhood Longitudinal study kindergarten cohort of 2010 2011, the sample included 12,241 children attending 1067 kindergartens in the US findings from a multi-level structural equation mediation model suggest that the frequency of state/ local standardized testing in kindergarten did not have a direct effect on reading achievement near the end of kindergarten after controlling for covariates. However, the amount and type of reading instruction mediated the relationship between the frequency of testing and reading achievement after controlling for covariates. The implications for policy and practices on the use of standardized test in kindergarten are discussed (Haesung 2017).

The role of word reading and words meaning, a substantial number of students read significance below grade level and students with disabilities perform far below their nondisabled peers. Reading achievement data indicates that many students with and at risk for reading disabilities require more intensive reading interventions (Austin and Vaughn, 2019).

## **Effective components of supplemental intervention—**

There are a number of components associated with effective supplemental intervention. One commonly employed intervention strategy is to deliver instruction to small groups of struggling students (Mathes et al.2005; Swanson, 1999, vaughn et al. 2000).

Another common component of supplemental or Tier 2 interventions involves increasing the students amount of time with instructional content (Skinner Belfiare for Watson 2002). Increasing instructional time for students who may be at risk for reading difficulties can help to maximize student learning (Gettinger 1985) Simmons et al. (2007).

Many supplemental interventions involve not only an increase in instructional time, but also a change in how instruction is designed and delivered. For men and Torgeson (2001). The vocabulary intervention evaluated in the current study was designed to incorporate each of these components associated with effective supplemental intervention. For example, at risk students received the supplemental intervention in groups of 3-4 and we're provided with approximately 30 minutes of instructional time in addition to each classroom vocabulary lessons. Additionally, the supplemental Intervention included more explicit instruction with money opportunities for individual responses followed by more instructions fortunate based immediate corrective feedback.

## **Need of the current study—**

1. Language plays a critical role in development.
2. When children enter in a school, they face many activities in the classroom and school it is inhibit by negative behavior.
3. Language skills support the adjustment.
4. Children learn to interpret their environment through language and interaction with adults.

5. Children learn to use self-talk they are both is strengthening and using language to regulate their emotional and behavioral response therefore language development provides essential foundation support for effective school engagement.
6. Self-talks essential to development refer to regulation process related to the regulation of emotion attention focus and behavior.

## **Study area/Delimitation—**

This study is conducted only private school of kindergarten. Sample size is small, so it is not generalized due to small sample size. checklist is based on learning outcome, so tools have their own limitations. There are only one group is present for study due to lack of time.

So, this research was limited to 4-to-5-year children who are at risk. Only one group was taken by the researcher.

## **Objectives of the study—**

To examine the effect of supplement vocabulary intervention on word knowledge of kindergartens student with language difficulties.

To understand the critical features of words vocabulary for kindergarten student

To explore the effects of a supplement vocabulary intervention as promote the intervention for kindergarten student who are at risk for word knowledge.

## **Hypothesis of the study—**

On the basis of the objectives of study, null hypothesis is formulated for the present study.

Ho1 - There is no significant difference in posttest mean score as compared to pre- test mean score of kindergarten student as the result of supplemental vocabulary intervention teaching.

Ho2- There is no significant difference in post test score as compared to pretest mean score of male and female children as a result of supplemental vocabulary intervention.

## **Research methodology—**

There are some steps which are used in this study:

1. Population
2. Sample
3. Pre-test
4. Treatment with supplemental vocabulary intervention
5. Post-test

**Techniques of data collection--**

In the present study, the child word knowledge was administered on kindergarten student of Uttar Pradesh. The researcher had taken off preprimary school's teachers friend association with education and parent for data collection. The researcher had given the proper instruction to students for activities. The data was collected to the instruction and activities after the completion data was collected from the entire sample.

After the data collection, All the tests were checked by the researcher. Incomplete filled up tests were rejected. Collection data were classified according to variables an frequency distribution of each group. Statistically measurement as below was carried out. It was quantitative in nature for research study.

**Analysis and interpretation of data—**

The objective of the study was to study the effect of supplemental vocabulary intervention on kindergarten student who are at risk. It has all dimensions and collected data was analyzed with the help of mean, Standard division, T- test.

The statistical analysis of the data and obtained result has been reported in this research. The following table revealed the analysis data with their interpretation in relation to each of the objectives of the study.

When variable are measured along a scale that indicates 'how much 'of the variables are present. Quantitative data is reported in the term of scores and tabulation. First step is to describe in the form of summary using one or more descriptive statistics and then interpreting such statistics. Inferential statistics is used in this study to interpret the test results and parametric measure is applied.

**Findings of the study—**

1. When children entering the school, they face many activities in the classroom and school. It is inhibit by negative behavior, language skills support the adjustment.
2. It is helpful to interpret their environment through language an interaction with adults.
3. It Helps to develop language and provides essential foundation support for effective school engagement.

**Table - 1****Finding of pre - test and post – test**

<b>No. of students</b>	<b>Pre- test 10</b>	<b>Post- test 10</b>
Mean	14.10	50.50
S.D.	5.238	8.475
St.error of mean	1.656	2.680
Diff. Bet. Mean	36.4	
T. Value	24.895	

**Table 2**

<b>Group Statistics-</b>					
	<b>Gender</b>	<b>No.</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Posttest	Male	6	50.67	9.309	3.801
	Female	4	50.25	8.421	4.211
Pretest	Male	6	14.67	6.377	2.603
	Female	4	13.25	3.594	1.797

After the pre- test and treatment, researchers took a post- test and collected the data through checklist. This activity treatment, the mean value was increased, and it was 50.50 values. These indicated that supplemental vocabulary intervention is effective Method for language and word development.

First null hypothesis was rejected which was taking about the significance difference between mean of pre -test and post -test. But the second null hypothesis was accepted, it’s taking about the significance difference between mean of pre- test and post- test of male and female participants. Second hypothesis was accepted because there was no significance difference in mean of pre-test and post-test.

Level of significance –

The level of significance are normally employed 0.05 and 0.01 levels. Rejection of null hypothesis when it is really true is known as type 1 error. 0.05 level of significance increase the probability of type 1 error. 0.01 level of significance increase the probability of type 2 error. It occurs when we accept the wrong null hypothesis. Researcher wanted to minimize the risk of acceptance of null hypothesis when it is false. So, 0.05 level of significance was selected.

**Discussion—**

The researcher performed some activities, but researcher faced a lot of problems in the process of data collection, Researcher did many activities before the screening questionnaire which is based on grade level assessment of children. They performed many activities in supplemental intervention for development. It was new for children that they become more excited and learn more word than traditional classroom method. They also helped researcher in data collection. Pre- test and post- test are took in same group of students,

## Educational implications—

The finding of this study suggest that primary grade teachers can better support vocabulary learning of the most at risk is students by providing direct vocabulary instruction in the classroom and reinforcing that instruction with the use of additional is small group intervention.

Supplemental vocabulary intervention is additional component that improve capability for vocabulary. Supplemental is added when there is some lack end deficiency. Vocabulary word knowledge deficiency in children so researcher used supplemental vocabulary for enhances their word knowledge.

## Recommendation—

Due to the lack of time frame, the present research is based on private and government kindergarten schools of Uttar Pradesh, but to strengthen the base of kindergarten, in other areas, where there is less development of children's education, there are small and big areas especially. This research can be develop in rural and urban areas.

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