

# **SELF-REGULATED LEARNING AND VOCABULARY IN ENGLISH OF PROSPECTIVE TEACHERS**

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## **MASTER OF EDUCATION**

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### **DECLARATION**

I, do hereby declare that this dissertation entitled SELF-REGULATED LEARNING AND VOCABULARY IN ENGLISH OF PROSPECTIVE TEACHERS submitted to Tamil Nadu Teacher Education University, Chennai for the degree of Master of Education is a record of original research work done by me under the guidance of Dr. V.S. Pavithra Kumar, Assistant Professor of physical Science, N.V.K.S.D. College of Education, Attoor, and this dissertation has not been submitted elsewhere for any other degree or diploma, and fellowship of any university or institution.

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### **CERTIFICATE**

This is to certify that this dissertation entitled SELF-REGULATED LEARNING AND VOCABULARY IN ENGLISH OF PROSPECTIVE TEACHERS submitted to Tamilnadu Teachers Education University, Chennai is a bonafied work carried out by Reshma Christobel C D (Reg.No:10119MED0153) under my guidance and supervision. It is further certified that the work is an original one free from any duplication.

Place: Attoor

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**Dr. V S Pavithra Kumar**

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# INTRODUCTION

- ❖ Introduction
- ❖ Need and significance of the study
- ❖ Statement of the problem
- ❖ Operational definition of the terms
- ❖ Objectives of the study
- ❖ Hypotheses formulated
- ❖ Methodology in brief
- ❖ Delimitation of the study
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# CHAPTER-I

## INTRODUCTION

Education is the most important and powerful instrument of mankind to shape and mold himself in a desirable manner. Any modification brought about in the behavior of an individual, as a result of his interaction with the environment, constitutes learning. Education not only transforms the human animal into a rational human being, but also prepares and develops him to survive and adjust with surrounding so as to lead his personal as well as social life successfully. According to Raymond, “Education is that process of development which consists the passage of human being from infancy to maturity, the process whereby he adopts himself gradually in various ways to his physical, social and spiritual environment”. Education is a lifelong process which starts from the womb and ends in the tomb. According to John Dewey, “Education is the process of living through a continuous reconstruction of experiences”. It is the development of all these capacities in the individual which will enable him to control his environment and fulfill his possibilities. It facilitates learning or the acquisition of knowledge, skills, values, beliefs, and habits. It is the key to success in the future and has many opportunities in our life. Having education helps people think, feel and behave in a way that contributes to their success and improves not only their personal satisfaction but also their community. Main purpose of education is to educate individuals within society, to prepare and qualify them for work in economy as well as to integrate people into society and teach those values and morals of society. According to Radhakrishnan, “Education means training the intellect, refinement of the heart and discipline of the spirit”. According to Pestalozzi, “Education is the natural, harmonious and progressive development of man’s innate power.

Language is the primary source of communication. There are more than thousands of languages spoken around the world. And we all know that English is spoken by millions of people all over the globe. Hence English learning has gained more prominent place in recent times. Learning English can help pursuing and getting more career opportunities. If you know English, you can become a translator, marketing professional or teacher or any jobs that are related to good communication. By learning this language, you can become a better and more confident person in personal and professional role. Those who learn English possess more chances to succeed in their personal as well as professional lives. English has become the major medium of education in this modern education world. English learning is an added advantage in breaking down the barriers to a global communication. English allows you enrich the knowledge of other cultures and to become successful people in your dream



country. It is the main language for studying any subject all over the world. So English is more important for prospective teachers as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities. The job of an English teacher requires a deep understanding of sentence structure, grammar, vocabulary, pronunciation, and literature. At a basic level, a prospective teacher of English should develop oral and written comprehension and problem solving skills. English is not our native language, so many students feel hard to learn English skill effectively. Teacher education programs need to be strengthened for effective oral English instruction and assessment. The use of oral assessment motivates students to practice and improve their English speaking skills.

Self-regulated learning refers to the learning in which students are independent, self-initiative and self-monitor one's own learning. (Linder and Harris,1992) suggested that the self-regulated learner is organized, autonomous, self-motivated, self-monitoring; self-instructing in short behaves in ways designed to maximum the efficiency and productivity of the learning process. (Zimmerman 2001) defines self-regulated learning as the degree to which students are metacognitively, motivationally and behaviorally active in their own learning process. Self-regulated learners are self-motivated to achieve their goals. It enables the students to develop a set of constructive behaviors that can positively affect their learning. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. There are more than a million words in the English language. Learning English vocabulary is a basic and very important part of learning the language. Learning a new vocabulary word means more than just understanding what the word means. A good way to learn English vocabulary is to see and hear many repetitions of the words within a topic or an interesting context like a story or a reading.

## **NEED AND SIGNIFICANCE OF THE STUDY**

English language learning involves a complex process of interacting with linguistic, cognitive, psychological and sociocultural factors. To be successful learner, one has to go through this complex process, one need to establish goals, find appropriate ways of learning and control one's learning process. For learning a language to be more successful, learners are expected to be more self-regulated. (Sahranavard, Miri&Salehiniya, 2018) result revealed that there was significant correlation between self-regulation and educational performance. Self-regulated learning is the self-directive process through which learners transform their mental and physical abilities into task-related skills (Zimmerman, 2001). Self-Regulated learning includes students' metacognitive strategies of planning, monitoring and modifying

their cognition. It is a process through which students activate and sustain cognition, behavior and that will tends students to attain the goals. The self-regulated learning provides students with successful experience in order to enhance their intrinsic motivation and promote their self-regulation learning ability.

Vocabulary is an essential building block of language and learning vocabulary is a very important part of learning a language. The more words we know, the more we will able to understand what we hear and read and the better we will be able to say what we want to, when speaking or writing. 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 like reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Self-Regulated Learning is an important aspect of learning vocabulary. (Choi,Zhang,Lin& Zhang,2018) study revealed that self-regulated learning has a positive influence on vocabulary in English among Korean high school students. (Senturk, 2016) find out that there exists a strong positive correlation between self-regulation and vocabulary.

Self-Regulated Learning is essential for the prospective teachers because they learned to plan, control and evaluate their cognitive, motivational, effective, behavioral or contextual process towards the academic achievement. The prospective teachers have to develop good vocabulary too as they are going to teach the students in the future. This study examined how self-regulated learning influence vocabulary in English among Prospective teachers. Thus the present study entitled as “Self-Regulated Learning and Vocabulary in English of Prospective Teachers has been carried for knowing the level of prospective teacher’s self-regulated learning and vocabulary in English.

## **STATEMENT OF THE PROBLEM**

The problem selected here deals with the influence of self-regulated learning in English vocabulary proficiency among prospective teachers. The good communication and interaction ability only develop a need for the proficiency in the target language. The successful verbal communication determines the nature of the particular individual. It also needed to know, how far self-regulated learning is related to English vocabulary proficiency and what is the level of English vocabulary and self-regulated learning. So it is needed to have a thorough knowledge on these two variables. To find the answers to these questions, present study is entitled as “SELF-REGULATED LEARNING AND VOCABULARY IN ENGLISH OF PROSPECTIVE TEACHERS”

## **OPERATIONAL DEFINITION OF TERMS**

### *Self-Regulated Learning*

In this study the scores obtained by the prospective teachers in the self-regulatory inventory having the dimensions of Meta-cognition, motivation and behavior.

### *Vocabulary in English*

English vocabulary refers to a good command over a large number of English words possessed by the prospective teachers, which is evaluated through the various exercises such as synonyms, antonyms, affixes, new words formation, blending words, rearranging words, missing letters, zigzag words, single word for a phrase, homonyms and sentence making.

### *Prospective Teachers*

Prospective teachers refer to the students studying for B.Ed degree in the colleges of education affiliated to Tamil Nadu Teachers Education University, Chennai.

## **OBJECTIVES OF THE STUDY**

- i. To construct and validate a tools for measuring Vocabulary in English of Prospective teachers
- ii. To compare the mean scores of self-regulated learning of prospective teachers with respect to,
  - a) Gender
  - b) Locale
  - c) Medium of instruction
  - d) Optional Subject
- iii. To compare the mean score of vocabulary in English of prospective teachers with respect to,
  - a) Gender
  - b) Locale
  - c) Medium of instruction
  - d) Optional Subject
- iv. To study the correlation between self-regulated learning and vocabulary in English of prospective teachers for total sample.

## **HYPOTHESES FORMULATED**

1. There is no significant difference in the mean score of self-regulated learning of male and female prospective teachers.
2. There is no significant difference in the mean score of self-regulated learning of rural and urban prospective teachers.

3. There is no significant difference in the mean scores of self-regulated learning of prospective teachers belonging to Tamil and English medium.
4. There is no significant difference in the mean scores of self-regulated learning of prospective teachers with their optional subject.
5. There is no significant difference in the mean score of vocabulary in English of male and female prospective teachers.
6. There is no significant difference in the mean score of vocabulary in English of rural and urban prospective teachers.
7. There is no significant difference in the mean score of vocabulary in English of prospective teachers belonging to Tamil and English medium.
8. There is no significant difference in the mean score of vocabulary in English of prospective teachers with their optional subject.
9. There is no correlation between self-regulated learning and vocabulary in English of male and female prospective teachers for total sample.

## **METHODOLOGY IN BRIEF**

### a) Method adopted

Normative survey method was used for conducting the present study.

### b) Sample:

The present study was conducted on a sample size of 400 prospective teachers from selected college of education in Kanyakumari.

### c) Tools used for the study:

For the present study the following tools were used,

- Self-regulated learning ( M.Sreedevi& Dr. R.P. Deepa. 2016)
- Vocabulary in English constructed and validated by the investigator.
- Personal data sheet.

### d) Statistical Techniques used for the study:

For the analysis of the data following statistical techniques were used

- Mean
- Standard deviation
- t test (test of significance)
- ANOVA (analysis of variance) followed by scheffe's procedure.
- Pearson product moment correlation

## **DELIMITATION OF THE STUDY**

- Geographical area of the study is delimited to selected Teacher Education Institutions in Kanyakumari district.

- The sample size is limited to 400 prospective teachers.

The dimensions of self-regulated learning namely metacognition, motivation and general behavior are delimited.

## **ORGANIZATION OF THE REPORT**

Chapter-I deals with the need and significance of the study, statement of the problem, definition of terms, objectives of the study, hypotheses, delimitations of the study and organization of the report.

Chapter-II deals with the conceptual framework of the study and related studies in the area.

Chapter-III deals with the validation of the tool and the method adopted for the study, tools used and statistical techniques used.

Chapter-IV deals with analysis and interpretation of the collected data.

Chapter-V deals with findings, conclusion, implications and suggestions

**REVIEW OF RELATED LITERATURE**

- ❖ Introduction
- ❖ Purpose of literature review
- ❖ Objectives of literature review
- ❖ Functions of literature review
- ❖ Theoretical overview
- ❖ Studies related to self regulated learning
- ❖ Studies related to vocabulary in English
- ❖ Critical review

## **CHAPTER-II**

### **REVIEW OF RELATED LITERATURE**

The literature review is an integrated part of the research process and makes a valuable contribution to almost every operational step. The literature review serves to enhance and consolidate one's own knowledge base and helps to integrate the findings with the existing body of knowledge (Kumar, R.2011). According to Good, C V. "The keys to the vast storehouse of sources of significant problems and explanatory hypotheses and provided helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking." (Lambert, 2012) defines a literature review as a critical analysis of what is known about the study topic, the themes related to it, and the various perspectives expressed regarding the topic. (Fink, 2010) defines a literature review as a systematic review of existing body of data that identifies, evaluates, and synthesizes for explicit presentation. (Hart, 1998) sees the literature review as producing two products: the presentation of information, ideas, data, and evidence to express viewpoints on the nature of the topic, as well as how it is to be investigated.

The literature review plays an important role in shaping research problem because the process of reviewing the literature helps to understand the subjects' area helps to conceptualize the research problem clearly and precisely and make it more relevant and pertinent to the field of enquiry. Reviewing the literature gives more information given by other researches about the same aspects, what suggestions they have made for further research. It helps to focus on where there are gap in the existing body of knowledge. Another important reason for doing a literature review is that it helps to understand the finding of the study into the existing body of knowledge.

#### **PURPOSE OF LITERATURE REVIEW**

A literature review is part of a report. It provides considerable information on the topic being researched and the various works that had gone on in the field over the year. It synthesizes and organizes the entire information in term of its relevance and appropriateness to the topic of research. It might give a new interpretation of old material or combine new with old interpretations. There are some specific purposes are following below,

1. Provide foundation of knowledge on topic.
2. It makes researcher know what research has already been done in a particular area so as avoid duplication.
3. Many published research studies contain recommendation for future research, from which we can get idea for a new research study.

4. Identify the relationship of works in context of its contribution to the topic and to other works.
5. It is necessary to narrow the problem to be studied.
6. Identify questions a body of research does not answer.

### **OBJECTIVES OF REVIEW OF LITERATURE**

1. It provides theories, ideas, explanations or hypothesis which may prove useful in the formulation of a new problem.
2. It indicates whether the evidence already available solves the problem adequately without requiring further investigation. It avoids the replication.
3. It provides the sources for hypothesis. The researcher can formulate research hypothesis on the basis of available studies.
4. It suggests method, procedure, sources of data and statistical techniques appropriate to the solution of the problem.
5. It locates comparative data and findings useful in the interpretation and discussion of results.
6. It helps in developing experts and general scholarship of the investigator in the area investigated.
7. It contributes towards the accurate knowledge of the evidence or literature in one's area of activity is a good avenue towards making oneself.

### **FUNCTIONS OF A LITERATURE REVIEW**

The literature review has its own function in writing a research. The following are some of the notable functions summated by Kumar, R. (2011) for reviewing a literature

- i. It provides a theoretical background to the study.
- ii. It helps to establish the links between what the researcher proposing to examine and what has already been studied.
- iii. It enables you to show how your findings have contributed to the existing body of knowledge in your profession. It helps you to integrate your research findings into the existing body of knowledge.

The chapter is divided in to two sections.

#### **Section A: Theoretical overview**

#### **Section B: Review of Related studies**



## SECTION A

### THEORETICAL OVERVIEW

This part includes conceptual framework related to Self-regulated learning and vocabulary in English.

#### **SELF-REGULATED LEARNING**

##### **Definition of self-regulated learning**

Self-regulated learning is the self-directive process through which learners transform their mental and physical abilities into task related skills. This form of learning involves Meta cognitive, motivational and behavioral sub processes that are personally initiated to acquire knowledge and skill, such as goal setting, planning, learning strategies, self-recording and self-instruction. According to (Heikkaila&Lonka2006), Self-regulated Learning can be defined as an active process in which students establish the objectives leading their learning trying to monitor, regulate and control their cognition, motivation and behavior. Self-regulated learning results in higher student's achievement. Self-regulated learners are self-motivated to achieve their goals. It enables the students to develop a set of constructive behaviors that can positively affect their learning.

Zimmerman (2001) defines self-regulated learning as the degree to which students are metacognitively, motivationally and behaviorally active in their own learning processes. Self-regulation is essential to the learning processes. It helps the students to create better learning habits and strengthen their study skills. It applies various learning strategies to enhance academic outcomes. Monitor their performance and evaluate their academic progress.

Zimmerman (1989) defined self-regulated learning strategies as “actions and processes directed in acquiring information or skill, purpose and perceptions by learners”. According to Zimmeman and Schunk (1989) self-regulated learning as student's self-generated thoughts, feelings and actions which are systematically oriented towards the attainment of their goals. Pintrich (1995) says that self-regulated learning is a self-initiated action that involves goal-setting and regulating one's efforts to reach the goal, self-monitoring, time management, physical and social environment regulation. Boekaerts (1999) views self-regulated learning as a series of reciprocally related cognitive and affective processes related cognitive and affective processes that operate together on different components of the information processing system. According to Pintrich (2000), self-regulated learning as an active, constructive process whereby learner's asset goals for their learning and attempt to monitor regulate and control their cognition, motivation and behavior, guided and constrained by their goals and contextual features in the environment.

According to Zimmerman (2002), self-regulation “is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform

their mental abilities into academic skills”. Learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching. Self-regulation refers to self-generated thoughts, feelings and behaviors that are oriented to attaining goals.

In addition, Wolters, Pintrich and Karabenick (2003) define self-regulated learning as “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment”. From this point of view, Nuckles, Jubner and Rennkl (2009) affirm that self-regulated learning is the ability to control and influence one’s learning processes positively. The learners take personal initiative, apply powerful strategies to attain individually valued learning goals and monitor their understanding in order to detect and eliminate possible comprehension problems.

### **Characteristics of self-regulated learning**

Zimmerman (2002) stressed the following three characteristics of self-regulated learning;

1. First, self-regulation of learning involves more than detailed knowledge of a skill; it involves the self-awareness, self-motivation, and behavioral skill to implement that knowledge appropriately. For example, experts differ from non-experts in their application of knowledge at crucial times during learning performance, such as correcting specific deficiencies in technique.
2. Second, self-regulation of learning is not a single personal trait that individual students either possess or lack. Instead, it involves the selective use of specific processes that must be personally adapted to each learning task. The component skills include; (a) setting specific proximal goals for oneself, (b) adopting powerful strategies for attaining the goals. (c) Monitoring one’s performance selectively for signs of progress (d) restructuring one’s physical and social context to make it compatible with one’s goals (e) managing one’s time use efficiently. (f) Self-evaluating one’s methods (g) attributing causation to results, and (h) adapting future methods. A student’s level of learning has been found to vary based on the presence or absence of these key self-regulatory processes.
3. Third, the self-motivated quality of self-regulated learners depends on several underlying beliefs including perceived efficacy and intrinsic interest.

Furthermore, Zimmerman (2002) states that contrary to a commonly held belief, self-regulated learning is not asocial in nature and origin. Each self-regulatory process or belief, such as goal setting, strategy use, and self-evaluation, can be learned from instruction and modeling by parents, teachers, coaches and peers. In fact, self-regulated students seek out help from others to improve their learning. What defined them as “self-regulated” is not their

reliance on socially isolated methods of learning, but rather their personal initiative, perseverance, and adoptive skill. Self-regulated students focus on job they activate, alter and sustain specific learning practices in social as well as solitary contexts.

### **Dimensions of Self-Regulated Learning**

Zimmerman (1990) argues that the three dimensions of self-regulated learning are metacognitive process, motivational processes and behavioral processes.

#### **1. Metacognitive Processes**

In terms of metacognitive processes, self-regulated learners plan, set goals, organize, self-monitor and self-evaluate at various points during the process of acquisition. People with high level of metacognition possess.

- Divergent thinking
- Problem solving ability
- Creative thinking
- Decision making
- Planning

#### **2. Motivational processes**

In terms of motivational processes, these learners report highly self-efficacy, self-attributions and intrinsic task interest (Borkowsietal, Schunk 1986; Zimmerman, 1985), to observes, they are self-starters who display extra ordinary effort and persistence during learning. Highly motivated students possess,

- Setting goals
- Innovative method of learning
- In -depth knowledge about particular concept
- Active involvement in learning

#### **3. Behavioral Processes**

In their behavioral processes, self-regulated learners select structure and create environments that optimize learning (Henderson, 1986; Wang & Poveerly, 1986; Zimmerman & Martinez Pons, 1986), they seek out advice, information and places where they are most likely to learn; they self-instruct during acquisition and self-reinforce during performance enactments (Diaz & Neal, Rohrkemper 1989). Students with good behavior possess,

- Self-confidence
- Help seeking
- Goal oriented

- Self-evaluation

### **Characteristics of self-regulated learners**

The following characteristics differentiate students who self-regulate their learning from those who do not (Corno, 2001; Weinstein, Husman and Dierking, 2000; Winne, 1995; Zimmerman, 1998, 2000, 2001, 2002);

1. They are familiar with and know how to use a series of cognitive strategies (repetition, elaboration and organization) which help them to attend to, transform, organize, elaborate and discover information.
2. They know how to plan, control and direct their mental processes towards the achievement of personal goals
3. They show a set of motivational belief and adaptive emotions such as high sense of academic self-efficacy, the adoption of learning goals, the development of positive emotion towards tasks, as well as the capacity to control and modify these, adjusting them to the requirements of the task and of the specific learning situation.
4. They plan and control the time and effort to be used on tasks, and they know how to create and structure favorable learning environments, such as finding a suitable place to study and help-seeking from teachers and classmates when have difficulties.
5. They show greater efforts to participate in the control and regulation of academic task, classroom climate and structure.
6. They play a series of volitional strategies and avoid external and internal distractions, in order to maintain their concentration, effort and motivation while performing academic tasks.

### **Self-Regulated Learning strategies for students**

To promote Self-regulated learning in the classroom teachers must teach students the self-regulated processes that facilitate learning. These processes often include; Goal setting, planning, self-motivation, Attention control, Self-Monitoring, Appropriate help-seeking and Self-evaluation.

The following are the strategies for promoting self-regulation among the learners

1. Goals can be thought of as the standards that regulate an individual action (Schunk, 2001). Teachers should set smart goals to earn good grade in the examination.
2. Planning occurs in three stages, setting a goal for a learning task, establishing strategies for achieving the goal and determines how much time and resources will be needed to achieve the goal (Schunk, 2001). Teacher should insist the importance of planning for detailed understanding of the task.

3. Self-motivation is an important process in self-regulation because it requires learners to assume control over their learning (Corno, 1993).
4. Teachers could help the students to control their attention to become self-regulate learners (Winne, 1995). Attention control is a cognitive process that requires significant self-monitoring (Harnischfeger, 1995).
5. Successful learners are able to implement multiple learning strategies as needed to facilitate their progress towards their desired goals. (Paris & Paris, 2001).
6. To become strategic learners, students must assume ownership for their learning and achievement outcomes (Kishneretal. 2010). Self-regulated learners take on this responsibility by monitoring their progress towards learning goals.
7. Teacher can promote positive help seeking behaviors by providing students with on-going progress, feedback that they can easily understand and allowing students opportunities to resubmit assignment after making appropriate changes (Ryan,.etal2001)
8. Students are more likely to become self-regulated learners when they are able to evaluate their own learning, independent of teacher issued summative assessments (Winne&Hadwin, 1998). So, students' self-evaluations could be promoted.
9. Students with identities consistent with intellectual curiosity may be more apt to engage in Self-regulated learning (Wang & Holcombe, 2010). Ultimately, student's social identities can influence their academic behaviors and educational goals (Montalvo&Terres, 2008). Therefore, the intellectual curiosity could be raised through some thought provoking situation.

### **Theories of self-regulated learning**

Self-regulated learning does not occur automatically; rather, students approach learning with goals and the extent to which they self-regulate depends on motivational factors such as their commitment to their goals, their beliefs about the likely outcomes of their action, and their self-efficacy or personal beliefs about their capabilities to learn or perform actions at designated levels. Although there are various cognitive self-regulated learning theories, three that have been applied extensively to school learning are information processing, social constructivists and social-cognitive theories.

#### **A. Information Processing Theory**

Information processing theory stresses cognitive functions such as attending to perceiving, storing and transforming information which are the basic elements for self-regulation. It is based on the idea that humans process the information they receive, rather than merely responding to stimuli. According to the standard information-processing model

for mental development, the mind's machinery includes attention mechanisms for bringing information in, working memory for actively manipulating information and long-term memory for passively holding information so that it can be used in the future.

### **B. Vygotsky's Social Constructivist Theory**

Vygotsky's theory of development provides a social constructivist account of self-regulation. Lev Vygotsky (1896-1934) believed that people and their cultural environments constitute an interacting social system

### **C. Social-cognitive theory**

According to Bandura's (1977) social-cognitive theory, individuals possess a self-system that enables them to exercise a measure of control over their thoughts, feelings, motivation and actions. This self-system encompasses one's cognitive and affective structure and provides reference mechanisms and a set of sub-functions for perceiving, regulating and evaluating behavior. It results from interplay between the self and environment variables and personal factors.

### **D. Rohrkemper & Corno's intrinsic motivation theory**

Rohrkemper and Corno (1988) suggested that teachers can set the stages for the development of self-regulated learning by emphasizing classroom features that foster intrinsic motivation to learn, use of a variety of activities and teaching methods and frequent provision of student choice to accommodate individual differences in preferences and interests, students discussion of the content, pursuance of topics in depth through related activities that build towards understanding and application of significant networks of knowledge and provision of feedback that is timely, informative, encouraging and oriented towards private support of learning rather than public comparison of performance, within this context, teachers then can promote self-regulated learning more directly by,

1. Clarifying goals, modeling strategies and otherwise working to ensure that the students learning is meaning full and strategic.
2. Withdrawing these learning supports when they are no longer needed and providing opportunities for students to work with increasing autonomy on tasks that challenge them to integrate and apply what they are useful of intrinsic motivation theory because they suggest that in addition to finding ways to capitalize on students exciting intrinsic motivation to engage in other activities, teachers can model and encourage the development in students of intrinsic motivation to engage in academic activities

## **VOCABULARY IN ENGLISH**

Proficiency in English language depends on the knowledge of its vocabulary possessed by the second and foreign language learners and even the native speakers. Though developing the vocabulary is vital, it poses several problems, especially, to non-native students of English. Today a great deal of students struggles to learn huge number of vocabularies in order to pass their exams or have good communication skills with people. While some of them may be successful, but most of them fail to use the acquired words in real world speaking environment. Students with a low vocabulary knowledge show weak academic performance in different courses related to the language skills, linguistics, literature, and translation at the university level of education. In learning a mother tongue or any foreign language, vocabulary is the most significant component. Language acquisition cannot take place without learning its lexis with unlimited shifts in meaning caused by various contextual variables (Yang & Dai, 2012). Vocabulary is one of the most essential parts, along with phonetics/pronunciation and grammar, required to learn a foreign language (Pan & Xu, 2011). In addition, vocabulary is the basis for language skills, namely, listening, speaking, reading, and writing. Without learning the vocabulary, it is difficult to attain any language proficiency. Vocabulary is the basis of acquiring a second language. Rohmatillah (2017) asserts that without learning the vocabulary communication in the second language becomes harder. Further, vocabulary knowledge is an integral part of the language; it is central to communicative competence. Low vocabulary knowledge poses severe problems to its learners, which consequently impedes the learning of English language (Alqahtani, 2015). Schmitt (2002) argues that vocabulary plays a vital role in teaching and learning the second language as lexical knowledge is fundamental to communicative effectively. The language of the human beings depends on the vocabulary used or gained. Thus, without vocabulary, the learners will be demotivated to use the language (Richards & Renandya, 2002).

The term vocabulary has a variety of meanings proposed by teachers. To some, it represents sight-word vocabularies as the immediate recognition of words by students. Others describe it as meaning-vocabularies representing the words understood by students; it is also considered as listening-vocabularies or students' understanding of the heard and spoken words. The content teachers further describe it as an academic vocabulary that reflects the content-specific words or students' understating of the oral and print words (Antonacci & O'Callaghan, 2011). Hiebert and Kamil (2005) provide another definition for the term vocabulary, which is the knowledge that the learners should have about the meanings of words. They argued that words come into two types, oral and print and the knowledge, too, comes in at least two types: receptive (understand or recognize) and productive (write or speak). The oral vocabulary belongs to a set of words for which the learners know the

meanings while speaking or reading orally. The print vocabulary consists of words for which the learners know the meanings when they write or read silently.

Also, the vocabulary has two types as active and passive. The active vocabulary refers to the words taught to students, and they can use these words in speech or writing as oral or written expressions. The passive vocabulary refers to the words that students recognize and understand in a context. Such a passive type of vocabulary occurs in a listening or reading material (Harmmer, 2007). To Neuman and Dwyer (2009), vocabulary refers to the words in spoken (expressive vocabulary) and listening (receptive vocabulary) forms that the learners need for a competent interaction. Hatch and Brown (1995) consider vocabulary as a group of words that the language users use differently. Vocabulary knowledge usually indicates the learners' progress. Learning the vocabulary has always been a skill taught and evaluated in other language skills such as reading, writing, listening, and speaking (Schmitt, 2000). Instead, it promotes the development of language skills (Mart, 2012).

Vocabulary learning helps acquire language, develop the learners' reading proficiency, and is beneficial for reading comprehension (Tozcu&Coady, 2004). Learning the vocabulary encompasses four stages: discrimination, understanding meaning, remembering, and consolidation and extension of the meanings. First, the discrimination stage involves distinguishing sounds and letters. It helps in speaking, listening, reading, and writing because by distinguishing sounds, the learners pronounce words correctly and understand them when they read or hear. Secondly, understanding meaning involves understanding the concept of words by relating them to their referents. Thirdly, the remembering stage consists of the ability to retain the meanings. Fourthly, the consolidation and extension stage refer to learning new vocabulary and its integration in the learners' vocabulary system (Grauberg, 1997). However, learning the vocabulary usually causes a heavy burden on the learners. In other words, languages are productive and they continually create and add new words to their vocabulary stock. Oxford (1990) argues that generally, no rules are followed in learning the vocabulary as used in learning the grammar. Students usually encounter hundreds of words that they need to learn and practice during their studies.

### **Importance of English vocabulary**

The imparting of new words every day defines the importance of English language and its vocabulary. The growth of English vocabulary cannot be seized.

Some of the importance generalized from various studies was presented as follows

1. It helps to understand what others are saying and he or she is learning.
2. It boosts the ability of the person to grasp and thing more logically.
3. It boosts the power of persuasion in a person
4. It helps to create a good impression on others.



5. It makes way to describe things in hundred different ways
6. It helps to easy accessible of the language due to its usage in science and technology.
7. It always engages on to learn new things every day.
8. It provides opportunity to read things in other language.
9. It is commonly used throughout the world.
10. It becomes the language of business in all fields.
11. It provides the means to express what he or she means

### **Learning of words**

Learning of word does not mean knowing the word-meaning. It means learning in terms of its meaning its pronunciation, appropriate usage in different situation, its use as different part of speech, its cultural connotation, the phrases, idioms related to the word and its roots and all that necessary when it is put into use language of words may put forth many problems to face it especially for a non-native English speaker. Gangal pointed out some of the problems faced while learning.

1. Plurality of word meaning make it difficult to use words correctly and appropriately.
2. The extended use of words creates problems for those who not yet linguistically adapt.
3. Different shades of meaning for a word create wrong assumption of meaning due to changing situation.
4. The selection of words to go with other word may act a challenging for the non-native speakers.
5. Use of phrases and idioms is extremely difficult to learn and use it in the communication correctly.
6. Homographs and homophones resemble as yet another factor to create confusion in its meaning/
7. The influence of foreign language interference in the learning English words make it most difficult task.

### **Vocabulary enrichment strategies**

In order to solve the emerging problem in learning English vocabulary various strategies should be adapted. Adapting one word cannot be productive in the area of developing word power. Gangal, J.K. suggested some of the following strategies which are found highly productive.

1. Contextualized bearing

The learning of words has got to be contextualized, when words convey more than one meaning. For that purpose, the context has to be used not only from books, but also from newspaper and magazines.

## 2 Participatory-Interactive Approach

This method denotes learning by groups. The result of working in groups is equally shared by everyone as equal partners of the working team. In this findings about the words to others. Each member of the group also needs to clearly brief about his role in the entire learning operation.

## 3. Etymological Approach

Etymology means the study of the origin of a word. The study of the root word helps to guess the correct meaning of a large number of unfamiliar words without the usage of dictionary. The etymological approach also will enable to learn how to use the same word as different part of speech for the effective use of the English language.

## 4. Programmed learning

The programmed learning involves frequent repetitions and learning of words till it is learned. It also provides reinforcement during learning which is highly useful for learning the newly found words. There are learning books arranged in frames are highly available. These books are interesting and highly used for the purpose of clarity.

## 5. Using Word-Games

The learners can also indulge in learning new found words using word games. The word games are available in plenty in books nowadays it is mostly available in online also.

## 6. One word for a group of words

To be communicated precisely and briefly one word for a group of words type exercise has been found extremely useful.

## **Significance of English vocabulary in Indian curriculum**

In an article which it is quoted as the word of the linguist Wilkins, D that, “without grammar little can be conveyed, without vocabulary nothing can be conveyed: English language teaching and learning are purely skill based. Master in a language requires receptive ability as well as productive ability. In most of the schools the students usually fail to communicate in English fluently. It is not only the inability of the students to learn the things but also the inefficiency of the teachers to teach then correctly to speak in English. The effective communication of the students depends upon the opportunities provided for them to express it. So it is the teachers who make it possible by arranging necessary facilities for the students. And also the institution should facilitate the ample opportunities for the teachers to equip themselves in English language proficiency. The curriculum also needs to update

according to the needs of the teachers and students in classroom transaction. Bharathi, V. and Anuradha summated some of the significance of English vocabulary in curriculum is given as follows.

1. The curriculum helps to create a student with English fluent in an organized way.
2. The prescribed material in the curriculum should be the in same linguistic level on a subject of general interest within their experience
3. It provides various formulated activities to equip themselves.
4. The individual skills of the students can be enlightened by the providing necessary exercises for them.
5. More importance is given for the communicative skills and make the students participates with great efficiency
6. The students have to understand the passages or short talks within th scope of th syllabus in a conversational speed.
7. It helps the teachers to learn new ways to approach the students I learning English vocabulary.
8. The curriculum also provides orientation programmes to enrich their knowledge
9. Activities related to listening, speaking, reading and writing also provided equal importance in the English curriculum
10. The curriculum pays a new tactics to rewind the learned material once again in order to remember the learned vocabulary
11. It helps to equip the students according to their level by constant practice
12. The students can also learn more word according to the emerging new words
13. It helps to express them in writing with relevance and clarity on the chosen topic.

## **SECTION B**

### **REVIEW OF RELATED STUDIES**

#### **STUDIES RELATED TO SELF-REGULATED LEARNING**

Kumar (2020) conducted a study on Enhancing Self-Regulation Skill and Learning Achievement in science through Brain Based Learning (BBL) strategies. This study was executed as an experimental method and a pretest-posttest control group design. The sample consisted of 96 (+2 Science) first – year students, who were selected randomly and were placed in two groups of control and experiment. The researcher taught the experimental group through brain-based learning principles for 12 weeks and achievement test was used for collecting the data. The findings revealed that Brain- based Learning can be used as an intervention therapy for enhancing learning achievement in science of higher secondary students.

Uma V (2020) conducted a study on relationship between Self-Regulated Learning and Academic Achievement among students at the secondary level. Survey method was used. The sample consisted of 381 students at the secondary level. The self-regulated Learning scale (ArchanaKumari and Chamundeswari, 2015) was used to assess self-regulated learning and academic achievement marks scored by students in their quarterly examination were taken for academic achievement scores. The major findings of the study revealed there is significant correlation between self-regulated learning and academic achievement of students

Archana and Chamundesdwari (2015) conducted a study on relationship between parental involvement, self-regulated learning and academic achievement of students. The sample consisted of 300 students at the higher secondary level. The Parental involvement Inventory (Chopra and Sahoo, 2006) was used to study the parental involvement. Self-regulated learning scale was used to assess self-regulated learning of students. Marks scored by students in their quarterly examination were taken for academic achievement. The findings of the study revealed that there was a significant correlation between parental involvement self-regulated learning and academic achievement of students.

Daniela (2015) conducted a study on the relationship between Self-Regulation, Motivation and performance at Secondary school students. The sample consisted of 270 secondary school students selected by random methods. The instruments used for the study academic self-regulation questionnaire and motivational strategies for learning questionnaire. The result of the study revealed that the competence of self-regulated learning had a strong impact on the level of attainment achieved by students enhancing the relationship between motivation and performance.

Chika (2015) conducted a study on self-regulated learning approach on junior secondary student's achievement in basic science. The sample consisted of 100 students from two co-educational schools. Basic Science Achievement Test (BSAT) was the instrument used to collect data. The findings of the study revealed that the Self-regulated learning strategy enhanced higher student's achievement in basic science than the conventional method.

Tuned (2014) conducted a study on self-regulated strategies on academic performance of students in senior secondary school chemistry, Nigeria. The samples consisted of 200 senior secondary school students from four coeducational institutions in Nigeria. The instrument used was chemistry Achievement Test (CAT) and self-regulated Learning Questionnaire (SRLQ). The findings of the study revealed that metacognitive strategy, time

schedule strategy and help seeking strategy are improve the academic performance of students in chemistry achievement test.

Mutua(2014) conducted a study on relationship between academic motivation and self-regulated learning as predictors of Academic Achievement of students in public secondary schools in Nairobi country, Kenya. The sample consisted of 938 students selected from 10 public secondary schools. Purposive, Stratified and Simple random sampling procedures were used. Academic Motivation and Academic Self-Regulated Learning Scales were used. Students' academic achievement was measured by use of examination records obtained from school. The results provided evidence that there was a significant relationship among academic motivation, self-regulated learning and academic achievement.

Sharirfi (2014) conducted a study on comparing the scores of students in academic achievement, self-efficacy, self-regulation and creativity. The sample consisted of 300 students of undergraduate were selected using simple random sampling technique. The instruments used were self-efficacy test, self-regulation and creativity test. The findings of the study revealed that there was a significant difference between the academic achievement of students, between mean scores of self-efficacy, self-regulation and creativity, there is no difference between girls and boys.

Chalachew and Lakshmi (2013) study was to assessing the factors that mainly influence students' self-regulation learning towards their overall academic achievement in undergraduates programs in Ethiopia. The findings of the study revealed that lack of study place and conducive environment, students' lack of confidence, students' inadequacy of planning to their academic tasks and also due to lack of using various teaching methods by the instructors were the factors influenced students 'self-regulation learning towards their overall academic achievement.

Morgan (2013) conducted a study on relationship between self-regulation and cultural orientation on the academic achievement of university students on distance education in Kampala. The tools used for the study were self-regulation and cultural orientation questionnaire. The sample consisted of 467 students were selected randomly. The findings of the study revealed that there was a significant correlation between the extent of self-regulation and degree of cultural orientation on the level of academic achievement.

Gonzalez Martha (2013) conducted a study on learning goals and strategies in the Self-Regulation of learning. The sample consisted of 268 fourth grade secondary students from public and private schools. The instruments were PALS (Patterns of Adaptive Learning

Survey), AVSI (Academic Volitional Strategy Inventory) and MSLQ (Motivated Strategies for Learning Questionnaire). The finding of the study revealed that there was a significant positive correlation between the learning goals and metacognitive strategies.

Banu (2013) conducted a study on the relationship between self-regulated learning of the students in an EFL programme and their academic achievement. The sample consisted of 240 participants were selected from public university in Turkey. The instrument used was Self-regulated learning scale. The result of the study revealed that there was a significant positive correlation between the self-regulated learning and the academic achievement of students in a Turkish EFL setting.

Suthar and Khooharo (2013) examined the relationship between Mathematical beliefs and self-regulated learning strategies in Mathematics". The sample consisted of 86 undergraduate students. The findings of the study revealed that there was a positive relationship among students' Mathematical beliefs and self-regulated learning strategies in mathematics.

Augustiani and Cahyad (2013) conducted a study on relationship among self-efficacy and self-regulated learning and academic achievement. The sample consisted of 101 students from the undergraduates program in faculty of psychology at Padjadjaran University. The instruments used for the study were academic self-efficacy questionnaire, self-regulated learning questionnaire and academic performance (marks obtained in the first semester examination). The findings of the study revealed that self-efficacy, self-regulation of learning and academic achievements were positively correlated which implied that if one of the three variables experience a positive or negative change the other two would also experience change.

Carson Elaine (2012) conducted a study on self-directed learning and academic achievement in secondary online students. The sample consisted of 360 students from secondary students' online program. The instrument used for the study was self-direct learning inventory (SDLI). The findings of the study revealed that there was no significant correlation between self-directed learning and academic achievement in secondary online students.

## **STUDIES RELATED VOCABULARY IN ENGLISH**

Gan and Wang (2020) conducted a study on technology assisted self-regulated English language learning, associations with English language self-efficacy, English

enjoyment and learning outcomes. Data collected from 525 undergraduate students in mainland China through three self-report questionnaires and the performance on an English language proficiency test. Findings of the study revealed that positive relationship between the technologies based self-regulated learning strategies and students' English learning outcomes.

Fukuda (2018) conducted a study on the Japanese EFL learners self-regulated language learning in English and examine the differences in characteristics of self-regulated learning between low and high proficiency learner. The samples collected from 97 Japanese university students of English. Motivated Strategies for Learning Questionnaire (MSLQ) and reported their latest Test of English for International Communication (TOEIC) used to determine their English proficiency. The findings revealed that significant differences in self-regulated learning between low- and high- proficiency learners in their following motivational factors and learning strategy factors are self-efficacy, intrinsic goal orientation, test anxiety, metacognitive strategy, effort regulation and coping with problems.

Choi and Zhang (2018) carry out a study on what are the motivational factors involved in self-regulated learning of vocabulary in English as a foreign language. The sample consisted of 230 Korean high school students in learning English as a foreign language (EFL). Data collected through motivation questionnaire and the questionnaire on vocabulary learning strategy. The findings revealed that both intrinsic and extrinsic motivations are involved in high school students' English language learning.

Strossmayer, J (2018) studied the relationship between learners' self-regulating capacity and attitude towards vocabulary learning. The sample consisted of 368 learners. The main instrument for the present study was self-regulating capacity vocabulary. It consists of 20 items which are grouped into five control facets. Each of the facet includes four items commitment control, metacognitive control and environmental control. The findings of the study revealed that positive relationship between self-regulating capacity and attitude towards vocabulary learning.

Ozowuba (2018) conducted a study on relation between English proficiency and academic achievement of Nigerian secondary school students. The sample consisted of 225 final year senior secondary school students from 2 secondary schools. A correlational design was used for the study. The findings of the study resulted that there existed a strong positive correlation between English proficiency and academic achievement of Nigerian secondary school students.

Farvardin and Leila (2017) conducted a study on probing relationship between Vocabulary knowledge and listening comprehension of Iranian Lower-intermediate EFL

learners. The sample consisted of so lower-intermediate EFL students. The tools used for the study were vocabulary level Test, Word Associates Test and a Listening Comprehension Test. The findings revealed that Vocabulary knowledge had a higher relation with the listening comprehension and also act a predictor for it.

Astika (2016) conducted a study on vocabulary learning strategies of secondary school students. The study involved 706 students from secondary schools. The data were collected using vocabulary learning strategy questionnaire as tool. The result indicated that the students rely more on determination strategies.

Jouzani and Reza (2016) conducted a study on relationship between interpersonal intelligence and intrapersonal intelligence and vocabulary learning strategies. The sample of the study consisted of 161 EFL learners. The tools used were multiple intelligences and vocabulary learning, guessing and retention strategies questionnaire and oral interview. The findings revealed that EFL learners preferred intrapersonal than interpersonal intelligence.

Racca and Ronald (2016) conducted a study on determine the relationship between the English Language proficiency and academic performance in science, mathematics and English of grade VIII students. The sample of the study included 216 grade VIII students. Cognitive Academic Language Proficiency test was selected as a tool. Findings of the study revealed that there was a significant difference in the relation between the English language proficiency and the academic performance of each subject.

Noormohamadi and Zahra (2015) conducted a study on the relationship between proficiency and overall vocabulary learning strategy use among Iranian English translation students. The sample consisted of 100 Iranian English Translation students. A vocabulary learning strategy questionnaire and translation quality assessment model were used as tools for the study. The findings revealed that there was no significance difference between proficiency and overall vocabulary learning strategy use among Iranian English translation students.

Jafari and Kafipour (2013) study investigated the level of vocabulary learning strategies conducted a study on various strategies used in learning vocabularies among Iranian EFL learners in different proficiency levels. The main objective of the study was investigated the level of vocabulary learning strategies. The sample consisted of 110 students as samples. Vocabulary learning strategies questionnaire was administered as a tool for conducting the research. The study revealed that the medium strategy users possessed moderate proficiency level in all strategies.



Javanmard (2012) conducted a study on the relationship between multiple intelligences and their performance on vocabulary test among Iranian EFL learners. The sample consisted of 1000 junior students at Khoraabad Azad University. The study was conducted using two tools namely Multiple Intelligence Development Assessment Scale (MIDAS) and Vocabulary Test. The findings revealed that there was no significant relationship between multiple intelligence and performance on the vocabulary test.

Fan and Kim (2021) conducted a study on enhancing English language vocabulary learning among indigenous learners through Google translates. The sample consisted of fifteen participants with low English language proficiency from rural schools. The data collected by comparing scores in the pre-test and post-test. The findings of the study revealed that Google Translate could be an effective teaching tool to enhance learners' English language vocabulary.

Afzal (2019) conducted a study on vocabulary learning problems encountered by B.A. English majors at the University Level of Education. The sample consisted of 100 students from five different levels of 4- year B.A English programs at Prince Sattum bin Abdulaziz University. The tool used for the study was online questionnaire. The major findings of the study revealed that English majors at PSAU face several problems in learning the vocabulary such as knowing the meanings of new words, pronouncing new words, using new words correctly, memorizing and spelling new vocabulary.

Ghalebi, Sadighi and Sadegh (2021) study investigated the differences between Iranian high and low English Vocabulary learners in terms of vocabulary learning strategies. The sample consisted of 218 students. Schmitt's Vocabulary Learning Strategies Questionnaire (VLSQ) was used for the study. The findings of the study revealed that significant differences between high and low English Vocabulary Learners usage of determination, memory, cognitive and metacognitive strategies.

Boonkongsan, and Intaraprasert (2014) conducted to examine the English vocabulary learning strategies employed by Thai-tertiary level student's different genders and levels of vocabulary proficiency. The vocabulary learning strategies questionnaire was used for the study. The sample consisted of 905 EFL students. The result revealed that student's gender and vocabulary proficiency level affected their overall vocabulary learning strategy use.

Ta'amneh (2014) Investigated Vocabulary Learning Strategies used by pre-service teachers at Taibah University in learning English Vocabulary items. The sample consisted of 98 male and female students. Questionnaire and interviews were used for the study. Findings of the study revealed that students prefer to use the rote learning and ignore other strategies in learning English vocabulary.

## **CRITICAL REVIEW**

The investigator reviewed 32 studies related to self-regulated learning and vocabulary in English. Most of the studies have been conducted based on normative survey method. From the above review of related literature, there exists a positive correlation between self-regulated learning and vocabulary in English and academic achievement. Questionnaires were mostly used as tools for the studies. Statistical techniques were analyzed by using mean, median, mode, standard deviation, F test, t test, pearson's product moment correlation. From the studies reviewed none of them directly deal with self-regulated learning of prospective teachers in relation to vocabulary in English. Further, the present study differs from the studies discussed in terms of population, area of sample. So the investigator has conducted a study on the relationship between self-regulated learning and vocabulary in English of prospective teachers.

# METHODOLOGY

- ❖ Method used in the present study
- ❖ The sample
- ❖ Tools used for the present study
- ❖ Test development
- ❖ Reliability and validity of the test
- ❖ Administration of the tool
- ❖ Statistical techniques

## **CHAPTER III**

### **METHODOLOGY**

Methodology is defined as “The study of methods by which we gain knowledge “. It deals with and analyzing data. (Bowling 2002) explains that methodology is the complete structure of the cognitive procedure imposed on research due to the problem arising from the nature of its subject matter. According to (Polit and Beck 2004) methodology refers to ways of obtaining, systematizing the research study; the size and sample methods, the practices and techniques utilized to collect data and the process to analyze data.

Research methodology is a way to solve the research problem systematically. Methodology occupies a very important place in any type of research as the validity and reliability of the findings depend upon the method adopted.

Research methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusion. The role of the methodology is to carry on the research work in a scientific and valid manner. The method of the research provides the tool and research problem is attacked. The methodology consists of procedure and techniques for conducting a study. Research procedures are of little value unless they are used properly. The tool and technique will not get the work done. The proper use of research method must be learned by the researchers. It is not only of the research method but also consider the logic behind the methods we use in the context of our research study and it showing that the chosen methods and techniques are best fit for the research aims and objectives and will provide valid and reliable results. A good research methodology provides scientifically sound findings, whereas a poor methodology doesn't.

#### **Advantages of Research Methodology:**

1. Advancement of wealth of human being
2. Provision of tools for carrying out the research
3. Develops a critical and scientific attitude, disciplined thinking to observations
4. Enrichment of the research process and provision of chance for in-depth study and understanding of the subject
5. Helps to inculcate the ability to evaluate and use research results with reasonable confidence and in decision making
6. Inculcates the ability to learn to read think critically.

## **I. METHOD ADOPTED FOR THE PRESENT STUDY**

The present study attempts to find out the level of vocabulary proficiency of prospective teachers of Kanyakumari district. Since the problem selected is concerned with survey type, the investigator has selected the Normative Survey Method for conducting the present study.

### **Normative survey method**

According to C.V. Good, survey method may include, present facts or current conditions concerning the nature of objectives or a class or events and may involve the procedure of induction analysis classification and enumeration or measurement.

### **Characteristics of a normative survey method**

1. It is essentially cross sectional
2. It gathers data from a relatively large number of cases
3. It is concerned with generalized statistics of whole population or a representative sample
4. It deals with clearly defined problem and has definite objectives
5. Survey may be qualitative or quantitative
6. It is more realistic than the experiment in that it investigates phenomena in the natural setting.
7. It provides data to form the basis of research of a more fundamental nature
8. Descriptions resulting from surveys may be either verbal or expressed in mathematics symbols.
9. It does not aspire to develop an organized body of scientific laws but provides information useful to the solution of local problems.
10. It does not characteristically penetrate deeply into their relationship

## **II. THE SAMPLE**

The sample may be said to be the small portion of population selected for collecting information. For the purpose of analyzing by observing the characteristics of the sample one can make certain inferences about characteristics of the population from which it drawn. For the present study the investigator used random sampling method.

The sample of this study consisted of students who are studying in the B.Ed. colleges of Kanyakumari district. While selecting the subject the representations were given to factors such as gender, locale, type of family, medium, and optional subject.

## Details of the Sample Distribution

**Table 3.1**

*List of Colleges and the number of sample Selected*

<b>S. NO</b>	<b>SELECTED COLLEGES</b>	<b>TOTAL</b>
1	N.V.K.S.D College Of Education, Attoor	68
2	Christian College Of Education, Marthandam	43
3	St. Joseph's College Of Education, Appicode	39
4	White Memorial College Of Education, Attoor	40
5	Grace College Of Education, Padanthalumoodu	31
6	T.V.N.M College Of Education, Arumanai	40
7	Muslim Arts College Of Education, Thiruvithancode	20
8	Holy Trinity College Of Education, Melpalai	26
9	Siddhartha College Of Education, Manjalumoodu	29
10	Pope John Paul II College Of Education, Mulagumoodu	31
11	Immanual Arasar College Of Education, Nattalam	33
	Total	400

**PERCENTAGE WISE DISTRIBUTION OF THE SAMPLE BASED ON BACKGROUND VARIABLE**

**Table 3.2**

*Gender wise distribution of sample*

---

SL.NO	Gender	Count	Percentage
1.	Male	54	13.50
2.	Female	346	86.50
	Total	400	100

---

The sample consists of 400 prospective teachers of which 54 are males and 346 are female. The percentage corresponding to male and female prospective teachers are 13.50 and 86.50 respectively.

**Table 3.3**

*Locale wise distribution of Sample*

---

SL.NO	Locale	Count	Percentage
1.	Rural	244	61.00
2.	Urban	156	39.00
	Total	400	100

---

The sample consists of 400 prospective teachers of which 244 are rural and 156 are urban. The percentage corresponding to rural and urban prospective teachers are 61.00 and 39.00 respectively.

**Table 3.4***Type Of Family Wise Distribution of Sample*

---

Sl.NO	Type of family	Count	Percentage
1.	Nuclear	293	73.25
2.	Joint	107	26.75
	Total	400	100

---

The sample consists of 400 prospective teachers of which 293 are nuclear and 107 are joint family. The percentage corresponding to Nuclear and Joint family prospective teachers are 73.25 and 26.75 respectively.

**Table 3.5***Subject wise distribution of sample*

---

Sl.NO	Subject	Count	Percentage
1.	Arts	174	43.50
2.	Science	226	56.50
	Total	400	100

---

The sample consists of 400 prospective teachers of which 174 are arts and 226 are science. The percentage corresponding to arts and science prospective teachers are 43.50 and 56.50 respectively.



**Table 3.6***Medium of Study Wise Distribution of Sample*

SL.NO	Medium of study	Count	Percentage
1.	English	363	90.75
2.	Tamil	37	9.25
	Total	400	100

The sample consists of 400 prospective teachers of which 363 are English and 37 are Tamil medium students. The percentage corresponding to English medium and Tamil prospective teachers are 90.75 and 9.25 respectively.

### **TOOLS USED FOR THE PRESENT STUDY**

The instruments which are used to gather new facts are called tools. Tools are essential for the collection of data from the sample. Suitable tools are used for collecting the data required for the study. The selection of suitable tool is necessary for successful research. The investigator can use one or more tools for a single study. The nature of the tools depends upon the nature of the problem under investigation and sample of the study.

By keeping various objectives of the study in mind, here the investigator used the following tools for data collection.

- i. Self-regulated learning questionnaire (developed by M.Sreedevi and Dr. R.P. Deepa, 2016)
- ii. Vocabulary proficiency test constructed and validated by the investigator and the guide.
- iii. Personal data sheet.

## **TEST DEVELOPMENT**

### **1. Planning of the test**

Vocabulary proficiency test prepared by C. D. Reshma Christobel and Dr. V. S Pavithra Kumar aimed measuring the vocabulary proficiency of prospective teachers. The vocabulary in English was prepared with the help of B.A syllabus. It is planned to construct the tool based on the level of the students who were selected as a sample.

### **2. Item writing**

The most important step in the construction of any research tool was writing the suitable item for the tool. After thorough study of literature available on various English vocabulary proficiency test, the investigator collected materials on different aspects of vocabulary proficiency and constructed a large number of questions in different form for preparing vocabulary proficiency test. The questions were framed as synonyms, antonyms, prefix and suffix, blending words, missing letters, homonyms, and sentence formation. The respondent must answer the questions according to instruction given.

### **3. Item editing**

Item editing is the process of checking and scrutinizing items. It needs much care and knowledge of the subject. The items were referred by the guide. By the suggestion, the ambiguous items were rewritten in the simple and meaningful language.

### **4. Arrangement of items**

All the items were grouped arranged in a coherent order to increase the respondents and maintain the attention for responding.

### **5. Preliminary testing**

A preliminary tryout was arranged to find out the weakness and work ability of the items and rough estimate of the time limit for responding the items were noted.

### **6. Draft scale**

The first draft scale was prepared by printing the items with the provision of marks. It consisted 100 questions. It was printed in English. Necessary instruction for the respondent was also printed in the draft scale.

## 7. Scoring

The collected data sheets were scored with the help of a scoring key prepared by the investigator. The response sheets were scored by the investigator. The correct answer is award one mark and the wrong one by null.

## 8. Item analysis

The investigator used the method of Mathew item analysis. For this method, the answer scripts of students in the final try-out conducted were arranged in the descending order, from the top score to the bottom score. 27% of the answer script from the top was designated as upper group and 27% of the script in the bottom constituted the lower group. For every individual item, the number of students who answered it correctly in the two groups should be counted. The Difficulty Level ( $D_L$ ) for each test item could be found out by using the formula

$$\text{Difficulty Level, } D_L = \frac{R_H + R_L}{N_1 + N_2}$$

The average difficulty level was taken as 0.5 and anything less than that is termed as difficult and those higher than 0.5 was termed as Easy. Discriminating power of a test items was the ability to discrimination the high achievers from the low achievers. In good test, number of high achievers who answer the test item correctly would be very high and the number in the low achieving group would be very less. Discriminating power of the test item could be found out by using the formula,

$$\text{Discriminating Power, } D_X = \frac{R_H - R_L}{N}$$

Where,

$R_H$  = Number of correct responses in the upper group.

$R_L$  = Number of correct responses in the lower group.

$N$  = Number of students in the upper and lower group.

## 9. Item selection

Items having difficulty level between 0.2 and 0.6 and discriminating power above 0.25 were selected for the final test.

## 10. Final format of the test

Out of 100 items in the final try out, 60 items were selected for the final test. The final format of the test includes all the selected items arranged in order with necessary instruction. The response sheets for the tool also percentage separately.

### Establishing reliability and validity

Reliability and validity were the two essential criteria to measure the effectiveness of the tool any data gathering procedure. Reliability signified the issues of consistency of measure that is the ability of a measurement instrument to measure the same thing each time it is used. The reliability of the test was found by split-half technique. The calculated value was found to be 0.71. It showed that the test was reasonably reliable one. Validity refers to success of tool in measuring what is meant to be measured. In the opinion of the experts, the vocabulary proficiency test possessed adequate content validity. Hence the tool was reliable and valid one.

**Table: 3.7**

### DETAILS OF THE ITEMS SELECTED AND REJECTED FOR VOCABULARY PROFICIENCY

Item	Rh	Rl	Difficulty Index	Discriminative Power	Selected Items
1	26	24	0.9	0.1	
2	23	13	0.7	0.4	Y
3	25	10	0.6	0.6	Y
4	23	8	0.6	0.6	Y
5	17	18	0.6	0	
6	14	11	0.5	0.1	
7	19	11	0.6	0.3	Y
8	24	18	0.8	0.2	Y
9	28	13	0.8	0.6	Y
10	15	8	0.4	0.3	Y
11	20	15	0.6	0.2	Y
12	23	16	0.7	0.3	Y
13	17	13	0.6	0.1	
14	19	13	0.6	0.2	Y

15	13	14	0.5	0	
16	18	20	0.7	-0.1	
17	25	19	0.8	0.2	Y
18	26	11	0.7	0.6	Y
19	20	8	0.5	0.4	Y
20	17	10	0.5	0.3	Y
21	27	22	0.9	0.2	
22	25	24	0.9	0	
23	27	26	1	0	
24	27	16	0.8	0.4	Y
25	27	21	0.9	0.2	
26	25	16	0.8	0.3	Y
27	25	23	0.9	0.1	
28	27	21	0.9	0.2	
29	26	23	0.9	0.1	
30	27	21	0.9	0.2	
31	27	21	0.9	0.2	
32	26	21	0.9	0.2	
33	26	19	0.8	0.3	Y
34	26	15	0.8	0.4	Y
35	22	18	0.7	0.1	
36	26	17	0.8	0.3	Y
37	26	19	0.8	0.3	Y
38	24	17	0.8	0.3	Y
39	20	8	0.5	0.4	Y
40	25	15	0.7	0.4	Y
41	27	25	1	0.1	
42	27	21	0.9	0.2	
43	27	23	0.9	0.1	
44	16	11	0.5	0.2	Y
45	26	15	0.8	0.4	Y
46	27	23	0.9	0.1	
47	27	22	0.9	0.2	
48	14	15	0.5	0	
49	21	14	0.6	0.3	Y
50	27	19	0.9	0.3	

51	27	20	0.9	0.3	
52	17	13	0.6	0.1	
53	23	13	0.7	0.4	Y
54	24	14	0.7	0.4	Y
55	26	19	0.8	0.3	Y
56	26	4	0.6	0.8	Y
57	18	6	0.4	0.4	Y
58	14	6	0.4	0.3	Y
59	22	14	0.7	0.3	Y
60	26	9	0.6	0.6	Y
61	27	20	0.9	0.3	
62	27	18	0.8	0.3	Y
63	27	17	0.8	0.4	Y
64	27	18	0.8	0.3	Y
65	27	17	0.8	0.4	Y
66	27	18	0.8	0.3	Y
67	27	15	0.8	0.4	Y
68	27	17	0.8	0.4	Y
69	27	20	0.9	0.3	
70	27	15	0.8	0.4	Y
71	27	17	0.8	0.4	Y
72	26	18	0.8	0.3	Y
73	25	18	0.8	0.3	Y
74	27	16	0.8	0.4	Y
75	27	17	0.8	0.4	Y
76	27	20	0.9	0.3	
77	19	13	0.6	0.2	Y
78	25	20	0.8	0.2	Y
79	24	11	0.6	0.5	Y
80	18	17	0.6	0	
81	21	16	0.7	0.2	Y
82	10	13	0.4	-0.1	
83	16	11	0.5	0.2	Y
84	23	21	0.8	0.1	
85	23	21	0.8	0.1	
86	26	16	0.8	0.4	Y

87	23	15	0.7	0.3	Y
88	17	7	0.4	0.4	Y
89	23	7	0.6	0.6	Y
90	7	8	0.3	0	
91	19	9	0.5	0.4	Y
92	21	18	0.7	0.1	
93	25	16	0.8	0.3	Y
94	21	15	0.7	0.2	Y
95	25	14	0.7	0.4	Y
96	27	25	1	0.1	
97	27	24	0.9	0.1	
98	23	24	0.9	0	
99	15	18	0.6	-0.1	
100	0	24	0.4	-0.9	

Items selected – 60

**Note:**

Y indicates selected items

Total items : 100

Selected Items: 60

## RELIABILITY AND VALIDITY OF THE TEST

Reliability and validity are essential to the effectiveness of any data gathering procedure.

### Reliability

Reliability is the accuracy or precision of measuring instrument. The reliability of a test can be measured in different ways, such as test – retest method and split half method.

In the present study, the reliability coefficient was found out by split half method. It measures the degree of homogeneity of the item in a test. For calculating the split half reliability of the test. The scores obtained by a sample of 100 prospective teachers are used. The scores on odd item and even items were taken separately and correlations were calculated. The correlation coefficient of the whole test is then estimated by using Spearman-Brown prophecy formula,

$$r_{tt} = \frac{2r_{hh}}{1 + r_{hh}}$$

Where,

$r_{tt}$  = reliability coefficient of the full test

$r_{hh}$  = reliability coefficient obtained between the two –halves of the test.

**Table 3.8**

*Reliability co-efficient of the communication skills inventory*

Number of samples	100
Number of items	60
Correlation between odd half and even half	0.56
Reliability co-efficient of the test	0.71

### **ADMINISTRATION OF THE TOOL**

For the administration of the tool the investigator has visited the colleges which are situated in Kanyakumari district. The permission for administering the tool was obtained from the principal of the colleges.

Before administering the self-regulated learning and vocabulary proficiency inventory the investigator explained the purpose of the study and gave the direction clearly. The copy of self-regulated learning and vocabulary proficiency tool is given in appendix – A and appendix B

### **STATISTICAL TECHNIQUE S USED FOR THE STUDY**

1. Arithmetic mean
2. Standard deviation
3. t test
4. ANOVA
5. Correlation coefficient

#### **1. Arithmetic mean**

Mean is the most stable and is suitable for statistical calculations.

$$A.M = \frac{\sum fd}{N} \times C$$

Where

A – Assumed mean of the scored obtained

f – Frequency of each class interval

d – Division of scores from the assumed mean

N – Total frequency



C – Class interval of the frequency distribution

## 2. Standard deviation ( $\sigma$ )

Standard Deviation is the most widely used measure of dispersion. It is used in so many statistical operations. Standard deviation is a more accurate and justified measure of dispersion.

$$\sigma = \sqrt{\left(\frac{\sum fd^2}{N}\right) - \left(\frac{\sum fd}{N}\right)^2} \times c$$

Where,

$\sigma$  – Standard deviation

D – deviation of score from the assumed mean

f – frequency of each class

N – total frequency

C – class interval

## 3. t test

The t-test has a wide number of applications in statistics. It can be used to test, the significance of difference between the mean of two independent groups. By using the mean and standard deviation of two groups, t-value is calculated. The calculated t-value is compared with table value of 't' at 0.05 level and 0.01 level.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sigma_1^2}{N_1}\right) + \left(\frac{\sigma_2^2}{N_2}\right)}}$$

Where,

$\bar{X}_1$  – Arithmetic mean of the first sample

$\bar{X}_2$  – Arithmetic mean of the second sample

$\sigma_1$  – Standard deviation of first sample

$\sigma_2$  – Standard deviation of second sample

$N_1$  – Size of the first sample

$N_2$  – Size of the second sample

#### 4. ANOVA

To find out whether there is any significant difference among the means of more than two random samples, we use F-distribution. The analysis of variance leads with variances, rather than with standard deviations and standard error.

$$F = \frac{\text{mean square variance between groups}}{\text{mean square variance within groups}}$$

#### 5. Correlation Coefficient

The most often used and most precise coefficient of correlation is known as the person's product moment correlation (r). Person's product moment correlation coefficient is used to determine the relationship between variables. The raw score method requires the use of five columns, as illustrated below using the same data.

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where

r – Pearson's co-efficiency of correlation

X – Deviation of X from assumed mean

Y – Deviation of Y from assumed mean

$\Sigma$  – Sum

N – Size of sample

**ANALYSIS AND INTERPRETATION OF DATA**

- ❖ Preliminary Analysis
- ❖ Differential Analysis

## CHAPTER – IV

### ANALYSIS AND INTERPRETATION OF DATA

Analysis of the data means studying the organized material in order to discover inherent facts. The data are studied from many angles as possible to explore new facts. Analysis of data is the most skilled task of all stages of the research.

This chapter gives the analysis and interpretation of the data collected through the administration of self-regulated learning and vocabulary inventory to prospective teachers. In this study, Percentage, Mean, Standard deviation, t test and ANOVA are used.

After administering the research tool, the data were collected and organized. The collected data are known as raw data. The raw data are meaningless, unless certain statistical treatment is given to them. Analysis of data means to make the raw data meaningful or to draw same results from the data after the proper treatment.

#### **PRELIMINARY ANALYSIS:**

##### **Self-regulated learning of prospective teachers**

**Table 4.1**

*Descriptive statistics for self-regulated learning*

Category	Count	Arithmetic Mean	Standard Deviation
Prospective teachers	400	76.81	9.39

From the above table it is cleared the total number of samples selected for the present study was 400. The arithmetic means score obtained for the total sample was 76.81 and the standard deviation value was 9.39.

##### **Percentage wise analysis of self-regulated learning**

**Table 4.2**

*Percentage wise distribution of different levels of self-regulated learning*

Self-Regulated Learning	Count	Percentage (%)
Low	58	14.50
Medium	287	71.75
High	55	13.75
Total	400	100

From the above table, it is clear that the numbers of samples according to low, medium and high levels of self-regulated learning were 58, 287 and 55 and the corresponding percentages were 14.50, 71.75 and 13.75 respectively. This indicates that most of the prospective teachers have medium level of self-regulated learning.

## DIFFERENTIAL ANALYSIS

### Comparison of self-regulated based on background variables:

**Table 4.3**

*Comparison of self-regulated learning based on gender:*

Gender	Mean	SD	N	T	P	Remark
Male	76.41	7.47	54			
				0.403	0.687	NS
Female	76.87	9.66	346			

From the table it is clear that the calculated t-value 0.403,  $P > 0.05$  and it is not significant at any level. Therefore the null hypothesis “There is no significant difference in the mean scores of self-regulated learning of prospective teachers based on gender” is accepted. That is self-regulated learning of prospective teachers do not statistically differ with their gender.

**Table 4.4**

*Comparison of self-regulated learning based on Locale*

Locale	Mean	SD	N	t	P	Remark
Rural	76.05	9.28	244			
				2.015	0.045	<i>Sig.At</i>
Urban	77.99	9.46	156			<i>0.05</i>
						<i>Level</i>

From the table it is clear that the calculated t-value 2.015,  $P < 0.05$  and it is significant at 0.05 level. Therefore the null hypothesis “There is no significant difference in the mean scores of self-regulated learning of prospective teachers based on locale” is rejected. That is self-regulated learning of prospective teachers differ significantly with their

locale. Urban prospective teachers (77.99) possess more self-regulated learning than rural prospective teachers.

**Table 4.5**

*Comparison of self-regulated learning based on Type of Family*

Type of Family	Mean	SD	N	t	P	Remark
Nuclear	76.09	9.45	293			
				2.605	0.010	<i>Sig.at</i>
Joint	78.77	8.98	107			<i>0.01 level</i>

From the table it is clear that the calculated t-value 2.605,  $P < 0.05$  and it is significant at 0.01 level. Therefore the null hypothesis “There is no significant difference in the mean of scores of self-regulated learning of prospective teachers based on type of family” is rejected. That is self-regulated learning of prospective teachers differ significantly with their type of family. Joint family prospective teachers (78.77) possess more self-regulated learning than nuclear family prospective teachers

**Table 4.6**

*Comparison of self-regulated learning based on Medium of Study:*

Medium of study	Mean	SD	N	t	P	Remark
English	77.20	9.01	363			
				2.115	0.035	<i>Sig.at</i>
Tamil	72.92	11.97	37			<i>0.05 level</i>

From the table it is clear that the calculated t-value 2.115,  $P > 0.05$  and it is significant at 0.05 level. Therefore the null hypothesis “There is no significant difference in the mean scores of self-regulated learning of prospective teachers based on medium of study” is rejected. That is self-regulated learning of prospective teachers differ significantly with their medium of study. English medium prospective teachers (77.20) possess more self-regulated learning than Tamil medium prospective teachers.

**Table 4.7***Comparison of self-regulated learning based on optional Subjects*

Optional subject	Mean	SD	N	t	P	Remark
Arts	77.17	8.7	174			
				0.687	0.493	NS
Science	76.53	9.90	226			

From the table it is clear that the calculated t-value 0.687,  $P > 0.05$  and it is not significant at any level. Therefore the null hypothesis “There is no significant difference in the mean scores of self-regulated learning of prospective teachers based on optional subject” is accepted. That is self-regulated learning of prospective teachers do not statistically differ with their optional subject.

### **VOCABULARY PROFICIENCY OF PROSPECTIVE TEACHERS**

**Table 4.8***Descriptive statistics for vocabulary proficiency*

Category	Count	Arithmetic Mean	Standard Deviation
Prospective teachers	400	42.56	9.18

From the above table it is cleared the total number of samples selected for the present study was 400. The arithmetic means score obtained for the total sample was 42.56 and the standard deviation value was 9.18.

### **PERCENTAGE WISE ANALYSIS OF VOCABULARY PROFICIENCY**

**Table 4.9***Percentage wise distribution of different levels of vocabulary proficiency*

Vocabulary Proficiency	Count	Percentage (%)
Low	69	17.25
Medium	264	66.00
High	67	16.75
Total	400	100

From the above table, it is clear that the 17.25% prospective teachers possess lower level of vocabulary proficiency and 66% possess medium level of vocabulary proficiency and 16.75% possess high level of vocabulary proficiency. From the above table most of the prospective teachers possess medium level of vocabulary proficiency.

**DIFFERENTIAL ANALYSIS:**

**Comparison of vocabulary proficiency based on background variables:**

**Table 4.10**

*Comparison of vocabulary proficiency based on gender:*

Gender	Mean	SD	N	t	P	Remark
Male	43.31	10.99	54			
				0.548	0.584	NS
Female	42.45	8.88	346			

From the table it is clear that the calculated t-value 0.548,  $P > 0.05$  and it is not significant at any level. Therefore the null hypothesis “There is no significant difference in the mean scores of vocabulary proficiency of prospective teachers based on gender” is accepted. That is vocabulary proficiency of prospective teachers do not statistically differ with their gender.

**Table 4.11**

*Comparison of vocabulary proficiency based on Locale*

Locale	Mean	SD	N	T	P	Remark
Rural	44.07	8.15	244			
				3.986	0.000	<i>Sig.at</i>
Urban	40.21	10.19	156			<i>0.01 level</i>

From the table it is clear that the calculated t-value 3.986,  $P < 0.05$  and it is significant at 0.01 level. Therefore the null hypothesis “There is no significant difference in the mean scores of vocabulary proficiency of prospective teachers based on locale” is rejected. That is vocabulary proficiency of prospective teachers differ significantly with their locale. Rural prospective teachers (44.07) possess more vocabulary proficiency than urban prospective teachers.



**Table 4.12***Comparison of vocabulary proficiency based on Type of Family*

Type Of Family	Mean	SD	N	t	P	Remark
Nuclear	43.32	9.03	293			
				2.701	0.007	<i>Sig.at</i>
Joint	40.50	9.32	107			<i>0.01 level</i>

From the table it is clear that the calculated t-value 2.701,  $P < 0.05$  and it is significant at 0.01 level. Therefore the null hypothesis “There is no significant difference in the mean scores of vocabulary proficiency of prospective teachers based on type of family” is rejected. That is vocabulary proficiency of prospective teachers differ significantly with their type of family. Nuclear family prospective teachers (43.32) possess more vocabulary proficiency than joint family prospective teachers.

**Table 4.13***Comparison of vocabulary proficiency based on Medium of Study:*

Medium of study	Mean	SD	N	T	P	Remark
English	42.42	9.06	363			
				0.895	0.371	NS
Tamil	44.00	10.34	37			

From the table it is clear that the calculated t-value 0.895,  $P > 0.05$  and it is not significant at any level. Therefore the null hypothesis “There is no significant difference in the mean scores of vocabulary proficiency of prospective teachers based on medium of study” is accepted. That is vocabulary proficiency of prospective teachers do not statistically differ with their medium of study.

**Table 4.14***Comparison of vocabulary proficiency based on Subjects*

Optional Subject	Mean	SD	N	t	P	Remark
Arts	42.39	9.00	174			
				0.325	0.745	NS
Science	42.69	9.33	226			

From the table it is clear that the calculated t-value 0.895,  $P > 0.05$  and it is not significant at any level. Therefore the null hypothesis “There is no significant difference in the mean scores of vocabulary proficiency of prospective teachers based on optional subject” is accepted. That is vocabulary proficiency of prospective teachers do not statistically differ with their optional subject.

**Table 4.15***Interpretation of correlation analysis between self-regulated learning and vocabulary proficiency of prospective teachers*

Variables	Pearson Correlation	p	Level of significance
Self-regulated learning and vocabulary proficiency	0.058	0.247	NS

From the table it clears that self-regulated learning and vocabulary proficiency are positively correlated and not significant at any level. Hence the null hypothesis “There is no significant difference in the mean scores of self-regulated learning and vocabulary proficiency of prospective teachers” is accepted.

**FINDINGS AND SUGGESTION**

- ❖ Objectives of the study
- ❖ Hypotheses framed
- ❖ Methodology in brief
- ❖ Major findings
- ❖ Conclusion
- ❖ Educational Implications
- ❖ Suggestion for further study

## **CHAPTER V**

### **FINDINGS AND SUGGESTIONS**

#### **THE STUDY IN RETROSPECT**

Self-regulated learning refers to the learning in which students are independent, self-initiative and self-monitor one's own learning. Self-regulated learning as the degree to which students are metacognitively, motivationally and behaviorally active in their own learning process. Self-regulated learners are self-motivated to achieve their goals. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Relating this idea the present study had been conducted by entitled as the Self-regulated learning and Vocabulary in English of Prospective Teachers.

#### **OBJECTIVES OF THE STUDY**

- v. To construct and validate a tools for measuring Vocabulary in English of Prospective teachers
- vi. To compare the mean scores of self-regulated learning of prospective teachers with respect to,
  - e) Gender
  - f) Locale
  - g) Medium of instruction
  - h) Optional Subject
- vii. To compare the mean score of vocabulary in English of prospective teachers with respect to,
  - e) Gender
  - f) Locale
  - g) Medium of instruction
  - h) Optional Subject
- viii. To study the correlation between self-regulated learning and vocabulary in English of prospective teachers for total sample.

#### **HYPOTHESES FORMULATED**

10. There is no significant difference in the mean score of self-regulated learning of male and female prospective teachers.
11. There is no significant difference in the mean score of self-regulated learning of rural and urban prospective teachers.
12. There is no significant difference in the mean scores of self-regulated learning of prospective teachers belonging to Tamil and English medium.

13. There is no significant difference in the mean scores of self-regulated learning of prospective teachers with their optional subject.
14. There is no significant difference in the mean score of vocabulary of English of male and female prospective teachers.
15. There is no significant difference in the mean score of vocabulary of English of rural and urban prospective teachers.
16. There is no significant difference in the mean score of vocabulary of English of prospective teachers belonging to Tamil and English medium.
17. There is no significant difference in the mean score of vocabulary of English of prospective teachers with their optional subject.
18. There is positive correlation between self-regulated learning and vocabulary in English of male and female prospective teachers for total sample.

### **METHODOLOGY IN BRIEF**

The present study was undertaken to assess the self-regulated learning and vocabulary in English of prospective teachers. The sample consisted of 400 prospective teachers in Kanyakumari district. Normative survey method is adopted in the present study. Tools used in the present study were vocabulary proficiency test, self-regulated learning scale and general data sheet. After collection of the data, the sample were subjected to different types of statistical treatments like arithmetic mean, standard deviation, t test, ANOVA, scheffe's procedure and pearson's product moment correlation.

### **MAJOR FINDINGS**

The following are the major findings emerged from the study.

1. There is no significant difference in the mean scores of self-regulated learning of male and female prospective teachers. The findings is supported by the following result ( $t=0.403, P>0.01$ )
2. There is significant difference in the mean scores of self-regulated learning of rural and urban prospective teachers. The findings is supported by the following result ( $t=2.015, P<0.05$ )
3. There is significant difference in the mean scores of self-regulated learning of nuclear and joint family of prospective teachers. The findings is supported by the following result ( $t=2.605, p<0.01$ )
4. There is no significant difference in the mean scores of self-regulated learning of English and Tamil medium of prospective teachers. The findings is supported by the following result ( $t=2.115, P<0.05$ )

5. There is no significant difference in the mean scores of self-regulated learning of arts and science prospective teachers. The findings is supported by the following result ( $t=0.687, P>0.01$ )
6. There is no significant difference in the mean scores of vocabulary in English of male and female prospective teachers. The findings is supported by the following result ( $t=0.548, P>0.01$ )
7. There is significant difference in the mean scores of vocabulary in English of rural and urban prospective teachers. The findings is supported by the following result ( $t=3.986, P<0.01$ )
8. There is significant difference in the mean scores of vocabulary in English of nuclear and joint family of prospective teachers. The findings is supported by the following result ( $t= 2.701, p<0.01$ )
9. There is no significant difference in the mean scores of vocabulary in English of English and Tamil medium of prospective teachers. The findings is supported by the following result ( $t=0.895, P>0.01$ )
10. There is no significant difference in the mean scores of vocabulary in English of arts and science prospective teachers. The findings is supported by the following result ( $t=0.325, P>0.01$ )

## **CONCLUSION**

From the study it is concluded that prospective teachers possess an average level of self-regulated learning. Also, from the result of the study, it was found that locale, type of family, medium of study had influence on self-regulated learning. Gender, subject had no influence on self-regulated learning.

For vocabulary in English the study concluded that prospective teachers possess an average level of vocabulary in English. Also, from the result of study it was found that locale, type of family had influence on vocabulary in English. Gender, medium of study, subjects had no influence on vocabulary in English

## **EDUCATIONAL INPLICATIONS**

1. The present study shows a significant positive relationship between self-regulated learning and vocabulary in English of prospective teachers. Hence suitable training should be given to develop self-regulated learning and vocabulary in English of prospective teachers.
2. The prospective teachers should be encouraged to read newspaper, books, and group discussion, vocabulary test etc.

3. Colleges should conduct awareness programs, seminars and workshops to inculcate self-regulated learning and vocabulary of the prospective teachers.

#### **SUGGESTION FOR FURTHER STUDY**

1. The present study was confined only to prospective teachers. Similar studies can be conducted among primary, secondary and higher secondary teachers.
2. The variables selected for the study were self-regulated learning and vocabulary in English of prospective teachers. More variables were available based on technology based education can be conducted for further study.

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**APPENDIX-I**

**N.V.K.S.D COLLEGE OF EDUCATION  
ATTOOR, KANNIYAKUMARI DISTRICT**

**(2020-2021)**

**GENERAL DATA SHEET**

**Dear students,**

Read carefully the following information given below, write your name, college name and put a tick (✓) mark on the appropriate choice.

- 1) **Name of the student teacher** :
- 2) **Name of the college** :
- 3) **Gender** : Male / Female
- 4) **Locale of the college** : Rural/Urban
- 5) **Type of family** : Nuclear/joint
- 6) **Medium of study** : English / Tamil
- 7) **Optional Subject** : English / Science / Mathematics /  
Computer Science /Tamil /  
History

N.V.K.S.D. COLLEGE OF EDUCATION

ATTOOR, KANYAKUMARI DISTRICT

(2020-2021)

VOCABULARY PROFICIENCY TEST (Draft)

**Instruction:**

The given test is to check the vocabulary proficiency. Read the instruction for every item and write the appropriate answer in the response sheet. Please answer all questions.

**Time: 45 minutes**

**Total Marks: 100**

**I Find the appropriate synonym**

**(10×1=10)**

1. Vigorously-
  - a) Apathetic
  - b) Steady
  - c) Actively
  - d) Dull
2. Gluttonous-
  - a) Giving
  - b) Benevolent
  - c) Covetous
  - d) Generous
3. Hierarchy-
  - a) Interruption
  - b) Echelons
  - c) Disorder
  - d) Disorganization
4. Futile-
  - a) Unreal
  - b) Practical
  - c) Fruitful
  - d) Useless
5. Predominant-
  - a) Secondary
  - b) Minor
  - c) Inferior
  - d) Prevailing
6. Pejorative-
  - a) Insulting
  - b) Abusive
  - c) Disapproval
  - d) Libelous
7. Analogy-
  - a) Similarity
  - b) Distinction
  - c) Transposition
  - d) Variety
8. Manipulate-
  - a) Display
  - b) Gloomy
  - c) To Manage
  - d) To Mortgage
9. Rebate-
  - a) Gift
  - b) Interest
  - c) Commission
  - d) Discount
10. Chivalrous-
  - a) Crude
  - b) Foreign
  - c) Military
  - d) Handsome

**II Find the appropriate antonyms**

**(10×1=10)**

11. Adulation-
  - a) Youth
  - b) Purity
  - c) Brightness
  - d) Criticism
12. Benign-
  - a) Tenfold
  - b) Peaceful
  - c) Blessed
  - d) Malignant
13. Anonymous-
  - a) Desperate
  - b) Signed
  - c) Denied
  - d) Expert
14. Sadistic-





39. Spanish + English =

40. Transfer + resistor =

**V. Missing letters**

**(5×1=5)**

41 P\_R\_O\_AL\_TY

42 C\_NTR\_B\_T\_D

43 V\_C\_B\_L\_RY

44 D\_S\_R\_B\_

45 E\_F\_C\_E\_TLY

**VI. Give a single word which means the same as the given phrase.**

**(5×1=5)**

46. One who treats the problem of heart.

47. A state of long deep unconsciousness

48. Pertaining to the science of animals.

49. A game in which neither Party wins.

50. A Life history written by somebody else.

**VII. Rearrange the words to make complete sentences**

**(10×1=10)**

51. dog/ Rahul/ with / his /pet/ playing/ enjoys.

---

52. to/ the/ company/ good/ Vietnam/ exports.

---

53. the/ please/ not/ do/ on/ grass/ step.

---

54. brother/ an/ wants/ be/ my/ astronaut/ to.

---

55. you/ where/ have/ this/ all/ while/ been/?

---

56. should/ you/ have/ coming/ seen/ this.

---

57. everything/ will/ sense/ make/ perfect/ someday.

---

58. every/ delicious/ father/ cooks/ evening/ pasta.

---

59. was/ performance/ impressed/ with/ quite/ his/ I

---

60. she/ interested/ that/ was/ in/ proposal/ said/ she/ the.

---

**VIII. Frame at least four Zigzag six letter words (Start the next word with the last letter of the previous word) (5×1=5)**

61. Various, Start,
62. Four
63. Sense
64. Perfect
65. Modify

**IX. Find new words from the given words (at least 4 words) (10×1=10)**

66. Spectacular
67. Matrimony
68. Extravagant
69. Enumeration
70. Deteriorate
71. Backward
72. Retreat
73. Captious
74. Destroyed
75. Vanquished

**X. Fill in the blanks with appropriate homonyms (10×1=10)**

76. Street signs are written with \_\_\_\_\_ letter (Capital/Capitol)
77. Baptisms, weddings and funerals are examples of \_\_\_\_\_ (rights/rites)
78. People stop and \_\_\_\_\_ but I don't care (stare/stair)
79. You \_\_\_\_\_ of onions! What did you eat? (wreak/reek)
80. Cathy was the \_\_\_\_\_ survivor of the plane crash. (sole/soul)
81. Herbert was a \_\_\_\_\_ old bachelor until he met molly. (staid/stayed)
82. The artist made a \_\_\_\_\_ of a party scene. (freeze/frieze)
83. The actor entered the stage right on \_\_\_\_\_ (Queue/Cue)
84. Hoist the \_\_\_\_\_ and head out to sea. (sail/sale)
85. This is a serious \_\_\_\_\_ of security. (breach/breech)

**XI. Frame sentence of your own for the following words**

**(10×1=10)**

86. Aesthetic
87. Empathy
88. Inevitable
89. Prudent
90. Restrained
91. Scrutinize
92. Major
93. Gentle
94. Faulty
95. Cool

**XII Arrange the jumbled letters to make meaningful words.**

**(5×1=5)**

96. Styhailer
97. Werjely
98. Pechal
99. Lernaf
100. Cactetifier-

## SELF-REGULATED LEARNING QUESTIONNAIRE

(M. Sreedevi & Dr. R. P. Deepa, 2016)

### INSTRUCTION

The following statements are related to the dimension of self-regulated learning namely metacognition, motivation, and general behavior. Kindly read the statements and mark your response against the options. Put a tick (✓) mark in the columns; Yes, Neutral (N) and No which is most suitable to you. Please do not omit any statements.

### Section - I

SI No.	Statement	Yes	N	No
1)	I always keep a schedule for my learning			
2)	I use various thinking strategies to learn a concept.			
3)	I try to learn my lessons though they are dull and uninteresting.			
4)	I am aware that I have understood all that I have learned.			
5)	I use excellent study skills to master the subject matter.			
6)	I summarize and rewrite my notes prepare for tests.			
7)	I ensure the correctness of my learning.			
8)	I put my maximum effort to perform the learning tasks in a perfect way.			
9)	I get feedback of my work for its betterment from others.			
10)	I used to make a note of the concepts and terms that I fully understand.			
11)	When I read, I try to connect the things that I already know.			
12)	I know various strategies to overcome my learning difficulties.			

### Section-II

SI No.	Statements	Yes	N	No
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1. I am confident to face the unexpected events.
2. I like to learn the concepts that arouse my curiosity, even if it is more difficult to learn.
3. I try to understand the content thoroughly
4. I listen carefully all concepts form the class.
5. I can do great things even in an uncomfortable zone.
6. I explore innovative ways for better learning.
7. I participate in all kind of competitions with enthusiasm.
8. I search for in depth details
9. I actively involved in my studies even in stressful context
- 10 I am highly motivated through intrinsic instinct.

### **Section-III**

<b>Sl. No.</b>	<b>Statements</b>	<b>Yes</b>	<b>N</b>	<b>No</b>
1.	I seek help from others to understand the concepts.			
2.	I clear my doubts with teachers when studying the new concepts.			
3.	I remain cool when others blame me for none of my mistakes.			
4.	I am never provoked by any external forces.			
5.	I carefully organize my study materials			
6.	I use to do my work systematically			
7.	I think I know a great deal about any subject.			
8.	I do not give up easily, even when confronted with obstacles.			
9.	I believe I am responsible for my own learning.			
10.	I consider myself capable of independent learning.			

**N.V.K.S.D. COLLEGE OF EDUCATION  
ATTOOR, KANYAKUMARI DISTRICT  
(2020-2021)  
VOCABULARY PROFICIENCY TEST (FINAL)**

**Instruction:**

The given test is to check the vocabulary proficiency. Read the instruction for every item and write the appropriate answer in the response sheet. Please answer all questions.

**I. Find the appropriate synonym**

41. Gluttonous-

- a) Giving    b) Benevolent    c) Covetous    d) Generous

42. Hierarchy-

- a) Interruption    b) Echelons    c) Disorder    d) Disorganization

43. Futile-

- a) Unreal    b) Practical    c) Fruitful    d) Useless

44. Analogy-

- a) Similarity    b) Distinction    c) Transposition    d) Variety

45. Manipulate-

- a) Display    b) Gloomy    c) To Manage    d) To Mortgage

46. Rebate-

- a) Gift    b) Interest    c) Commission    d) Discount

47. Chivalrous-

- a) Crude    b) Foreign    c) Military    d) Handsome

**II. Find the appropriate antonyms**

48. Adulation-

- b) Youth    b) Purity    c) Brightness    d) Criticism

49. Benign-

- b) Tenfold    b) Peaceful    c) Blessed    d) Malignant

50. Sadistic-

- b) Happy    b) Quaint    c) Kindhearted    d) Vacant

51. Victorious-

- b) Defeated   b) Annexed   c) Destroyed   d) Vanquished

52. Preliminary-

- b) Final   b) First   c) Secondary   d) Initial

53. Pertinent-

- b) Irrational   b) Irregular   c) Insistent   d) Irrelevant

54. Urbane-

- b) Illiterate   b) Backward   c) Discourteous   d) Orthodox

### **III. Frame new words using prefix (P) or Suffix (S)**

55. Sunny (S)

56. Bacterial (P)

### **IV. Blend the given words to frame a new word**

57. Web + Seminar =

58. Modulator + demodulator =

59. Motor + pedals =

60. Motor + hotel =

61. Smoke + fog =

62. Spanish + English =

63. Transfer + resistor =

### **V. Missing letters**

24. D\_ S\_ R\_ B\_

25. E\_ F\_ C\_ E\_ TLY

### **VI. Give a single word which means the same as the given phrase.**

26. A game in which neither Party wins.

### **VII. Rearrange the words to make complete sentences**

27. the/ please/ not/ do/ on/ grass/ step.

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28. brother/ an/ wants/ be/ my/ astronaut/ to.

---

29. you/ where/ have/ this/ all/ while/ been/?

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30. Should/ you/ have/ coming/ seen/ this.

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31. Everything/ will/ sense/ make/ perfect/ someday.

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32. Every/ delicious/ father/ cooks/ evening/ pasta.

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33. Was/ performance/ impressed/ with/ quite/ his/I

---

34. She/ interested/ that/ was/ in/ proposal/ said/ she/ the.

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**VIII. Frame at least four Zigzag words (Start the next word with the last letter of the previous word)**

35. Four
36. Senses
37. Perfect
38. Modify

**IX. Find new words from the given words (at least 4 words)**

39. Spectacular
40. Matrimony
41. Extravagant
42. Deteriorate
43. Backward
44. Retreats
45. Captious
46. Destroyed
47. Vanquished

**X. Fill in the blanks with appropriate homonyms**

48. Baptisms, weddings and funerals are examples Of \_\_\_\_\_(rights/rites)
49. People stop and\_\_\_\_\_ but I don't care (stare/stair)
50. You \_\_\_\_\_of onions! What did you eat? (Wreak/reek)
51. Herbert was a \_\_\_\_\_ old bachelor until he met molly. (staid/stayed)
52. The actor entered the stage right on \_\_\_\_\_ (Queue/Cue)

**XI. Frame sentence of your own for the following words**

53. Aesthetic
54. Empathy
55. Inevitable
56. Prudent
57. Scrutinize
58. Gentle
59. Faulty
60. Cool