



# Self-Regulated Learning and Vocabulary in English of Prospective Teachers

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## ABSTRACT

Self-regulated learning is a process, where student plan a task, monitor their performance and reflect their outcome. The present study was intended to find out the self-regulated learning and vocabulary in English among prospective teachers in Kanniyakumari district. Normative survey method was adopted for the present study. The study was conducted on a sample of 400 prospective teachers from selected college of Education from Kanniyakumari district. Self-regulated learning scale and vocabulary proficiency test was used to collect the data. The findings of the study revealed that no significant correlation exists between self-regulated learning and vocabulary in English among prospective teachers. The prospective teachers possess moderate level of self-regulated learning and vocabulary in English. And also the study revealed that locale and type of family are influencing factors in self-regulated learning and vocabulary in English of prospective teachers.

Keywords: Self-regulated Learning, Vocabulary in English, Prospective teachers.

## INTRODUCTION

Self-regulated learning refers to the learning in which students are independent, self-initiative and self-monitor one's own 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.

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. According to Heikkaila and Lonka (2006), 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 (1989) defined self-regulated learning strategies as "actions and processes directed in acquiring information or skill, purpose and perceptions by learners".

English language plays an essential role in our lives as it helps in communication. It is the main language for studying any subject all over the world. English is important for prospective teachers as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities. English is not our native language, so many students feel hard to learn English skill effectively. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. 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. 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.

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" Neuman & Dwyer (2009). Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". "In addition, Burns (1972) defines vocabulary as" the stock of words which is used by a person, class or profession. According to Coady and Huckin (1998) 'vocabulary is central to language and of critical importance to the typical language learning. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Marion (2008) and others have realized that the acquisition of vocabulary is essential for successful second language use and plays as an important role in the formation of complete spoken and written text. Ramamurthi, L. (2017) viewed that English act a trade language and a link language to other foreign nations. English is easy to adaptable and have a cosmopolitan outlook. Thus it poised to play an important role in the emerging global village. Recent research indicate that teaching vocabulary may be

problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning Berne and Blachowicz (2008).

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

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.

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. 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. The prospective teachers have to develop good vocabulary too as they are going to teach the students in the future. The researcher wants to know if there is any relationship between self-regulated learning and Vocabulary in English. Hence an attempt made to conduct a study on "Self-regulated Learning and Vocabulary in English of Prospective Teachers".

## **OBJECTIVES OF THE STUDY**

- i. To find the level of Self-regulated learning and Vocabulary in English of prospective teachers
- ii. To find the mean score of Self-regulated learning and Vocabulary in English of prospective teachers with respect to
  - a) Locale
  - b) Type of family
- iii. To find the correlation between Self-regulated learning and Vocabulary in English of prospective teachers.

## HYPOTHESES FORMULATED

1. There is no significant difference in the mean score of Self-regulated Learning of rural and urban prospective teachers.
2. There is no significant difference in the mean score of Self-regulated Learning of nuclear and joint family prospective teachers.
3. There is no significant difference in the mean score of Vocabulary of English of rural and urban prospective teachers.
4. There is no significant difference in the mean score of Vocabulary of English of nuclear and joint family prospective teachers.
5. There is no significant correlation between the mean score of Self-regulated Learning and Vocabulary in English of prospective teachers.

## METHODOLOGY IN BRIEF

The present study was to examine the self-regulated learning and Vocabulary in English of prospective teachers. The sample consisted of 400 prospective teachers of selected colleges in Kanniyakumari district. Random sampling technique was adopted to collect data. Normative survey method was 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 samples were subjected to different types of statistical treatments like arithmetic mean, standard deviation, t test and Pearson product moment correlation.

## RESULT AND DISCUSSION

### Level of self-regulated learning of prospective teachers

**Table 1**

*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

Table 1 revealed 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

**Table 2**

*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>

Table 2 revealed that 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 3**

*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</i>
						<i>level</i>

Table 3 revealed that 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**

*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

Table 4 revealed that, 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.

**Table 5**

*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>

Table 5 revealed that 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 6**

*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 0.01 level</i>
Joint	40.50	9.32	107			

Table 6 revealed that 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 7**

*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

Table 7 revealed that there is no significant correlation between self-regulated learning and vocabulary proficiency ( $p > 0.05$ ). 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

1. Majority of the prospective teachers had moderate level of self-regulated learning and vocabulary proficiency in English.
2. Type of family and locale significantly influenced the self-regulated learning and vocabulary in English of prospective teachers.
3. Urban prospective teachers possessed high self-regulated learning than the rural prospective teachers.
4. Joint family prospective teachers possess more self-regulated learning than nuclear family prospective teachers.
5. Rural prospective teachers possess more Vocabulary proficiency than urban prospective teachers.
6. Nuclear family prospective teachers possess more Vocabulary proficiency than joint family.
7. There is no correlation between self-regulated learning and vocabulary in English of prospective teachers.

## CONCLUSION

From the study it is concluded that prospective teachers possess moderate level of self-regulated learning and vocabulary in English of prospective teachers. Also, from the result of the study, it was found that locale and type of family had influence on self-regulated learning and vocabulary in English of prospective teachers. There is no significant relationship between self-regulated learning and vocabulary in English of Prospective teachers.

## EDUCATIONAL IMPLICATIONS

Think-pair-share can be included in the classroom activity so that they are able to reflect their thought to their peer group.

The prospective teachers should be encouraged to read newspaper, books, and group discussion, vocabulary test.

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

Student teachers should be encouraged to develop vocabulary by making them to participate in the co-curricular activities.

Students should be assigned with more skilled activities such as by making them to take seminars, Reading and reflection of book, by giving them more leadership responsibilities.



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