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Effectiveness of Pre-Teaching Vocabulary through Modified Orthography to Support Sight Word Acquisition on Esl Pupils

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Abstract:

This study investigates the effectiveness of pre-teaching vocabulary through modified orthography to support sight word acquisition on ESL pupils. Participants include two hundred thirty pupils from Year 1 up to Year 4 in Temiang National School. An experimental plan was utilized. Pupils from each year were split into two groups: experimental group which consists of 114 pupils and control group which consists of 116 pupils. The lesson content for both groups is the same but it varies by the year which they are in. Teachers of the experimental group pre-teach vocabulary before the topic and revise every lesson. Findings of this study reveal that there were significant improvement in pupil's performance, where pupils have already known the proper vocabulary before the topic hence their participation has increased in listening and speaking lesson. The findings also show that the experimental group outperformed the control group in reading and writing lessons.

Keywords: Pre-teaching, vocabulary, modified orthography, support sight word acquisition