

Enhancing Students' English Language Vocabulary Skills through an Online Remediation Program

Jean Marie F. Pasicolan¹, Romulo T. Banera²,

Maria Jessamin A. Catabay³, Darin Jan C. Tindowen⁴

¹*School of Education, Arts, and Sciences, University of Saint Louis, Philippines*

²jeanmarieflorespasicolan@gmail.com

³romulojrbanera38@gmail.com

⁴mariajessaminacatabay@gmail.com

⁵dtindowen2015@gmail.com

Abstract: *Vocabulary acquisition is an integral part of learning a language which involves a challenging process. Hence, the implementation of efficient vocabulary learning strategies should be done among different English classes to make it easier for students to enhance their vocabulary skills. While the pandemic made it more challenging for learners to study and master English vocabulary, the rise of online instructional materials is highly appreciated for it is more convenient for the students to learn. This quasi-experimental study was an attempt to determine the effectiveness of an Online Remediation Program in enhancing the vocabulary skills of Junior High School students. A total of 20 Grade 7 students from University of Saint Louis participated in the online remediation program and answered the vocabulary pre-test and post-test. The researchers utilized pre-test and post-test that were consisted of a 30-item multiple choice to measure the vocabulary skills of the participants. This study followed three phases of data gathering: First, a pre-test was administered to the participants before the utilization of the proposed vocabulary development remediation program. Second, the proposed vocabulary development remediation program was implemented to the target participants. Third, a post-test was administered to the participants after the utilization of the vocabulary development remediation program. Frequency and percentage was used to interpret the pre-test and post-test scores of the participants while independent sample T-test was used to test the significant difference between their pre-test and post-test scores. Results revealed that the post-test scores of the students were higher than their pre-test scores. In addition, the findings showed that there is a significant difference on the pre-test and post-test scores of the participants. Finally, the overall evaluation of the participants to the Online Remediation Program is Excellent. Thus, the study concludes that the utilization of Project STRIVE is effective in enhancing the vocabulary skills of Grade 7 students.*

Keywords: *Vocabulary Skills, Vocabulary Learning, Online Remediation Program, Pre-Test, Post-Test, Student*

1. INTRODUCTION:

Language is a vital part of every individual and a key component of communication. It is an actor that both shapes, and is shaped by the social community in which it plays significant role [1]. Without language, it is difficult to express one's idea to other people in the different areas of the world. We are living in a multilingual world that is becoming globalized and therefore, it is important to know more than one language [2]. Being proficient in two or more languages makes an individual a competent one, most especially when mastering the English language. English language proficiency is the ability of an individual to communicate effectively in English. In today's world, where the medium of instruction in almost every university is English, this is a necessary skill [3]. Considering this close relationship between vocabulary knowledge and language learning, one cannot deny the importance of vocabulary knowledge in general language ability, which is to have the necessary competencies in a

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Boris Gindis, Carol Lidz



Group Remediation Of Language Skills:

Group Remediation of Language Skills Zoe Larsen Morgese, Ann Bonifas Snipes, Shelia Taylor Woodfin, 1980

Group CBT for Psychosis Tania Lecomte, Claude Leclerc, Til Wykes, 2016-06-15 Psychosis implies an alteration of one's reality with specific beliefs and sensory experiences that affect one's judgment and capacity to function socially. Previously, medication alone was believed to attenuate or eliminate psychotic symptoms; however, more than two decades of empirical evidence now support the use of cognitive behavior therapy (CBT) for psychosis, including group CBT for psychosis. Group CBT for Psychosis offers the first published group therapy module of its kind and is suitable for a broad range of mental health professionals. Group therapy for people with psychosis is often recommended given its cost efficiency and indirect benefits, such as improved social skills and social support; yet, delivery of this group intervention necessitates specialized skills and knowledge not typically included as part of most clinical training programs. This book offers thorough descriptions of relevant techniques, clinical vignettes, and worksheets for use in group sessions. Individual chapters focus on the basics of CBT for psychosis, essential elements of group therapy, explaining the CBT model in a group context, techniques for various symptoms, measuring change, common obstacles to group CBT for psychosis, and much more. Group CBT for Psychosis will be a valuable resource for psychiatrists, psychologists, psychiatric nurses, occupational therapists, social workers, and graduate students in these fields. Professors and supervisors teaching clinical skills, such as how to run groups or how to conduct CBT in groups with people with psychotic disorders, will also find this book very useful. [The Handbook of Psycholinguistic and Cognitive Processes](#) Jackie Guendouzi, Filip Loncke, Mandy J. Williams, 2011-01-07 This handbook includes an overview of those areas of cognition and language processing that are relevant to the field of communication disorders and provides examples of theoretical approaches to problems and issues in communication disorders. The first section includes a collection of chapters that outline some of the basic considerations and areas of cognition and language that underlie communication processing; a second section explains and exemplifies some of the influential theories of psycholinguistic cognitive processing; and the third section illustrates theoretical applications to clinical populations. There is coverage of theories that have been either seminal or controversial in the research of communication disorders. Given the increasing multi-cultural workload of many practitioners working with clinical populations, chapters relating to bilingual populations are also included. The volume provides a single interdisciplinary source where researchers and students can access information on psycholinguistic and cognitive processing theories relevant to clinical populations. A range of theories, models, and perspectives are provided. The range of topics and issues illustrate the relevance of a dynamic interaction between theoretical and applied work and retains the complexity of psycholinguistic and cognitive theory for readers both researchers and graduate students whose primary interest is the field of communication disorders. *Handbook of Acquired Communication Disorders in Childhood* B. E. Murdoch, 2011-03-01 **Developing a Foundation for Learning with Internationally Adopted Children** Boris

Gindis, Carol Lidz, 2021-11-14 This practice focused guide introduces The SmartStart Toolbox as a remedial program to help mental health professionals and adoptive parents promote the educational and social development of internationally adopted children aged 4-8. Recognizing the cultural, emotional, and cognitive needs of children who have experienced a fundamental change in their social situation of development following international adoption, The SmartStart Toolbox provides a range of family-based remedial activities which stimulate children's thinking and learning while creating scaffolded attachment opportunities during early interactions with their adoptive families. The volume details the notions of psychological tools, Vygotsky, and mediated learning experience, Feuerstein, which form the theoretical foundations for The SmartStart Toolbox and offers step-by-step guidance on conducting activities and adapting them to the individual child. The SmartStart methodology can also be used by professionals for diagnostic purposes. This text will benefit researchers in child psychology as well as clinicians, family therapists, social workers, and educators with an interest in child development, cognitive and language enhancement, and adoption and fostering more broadly. Adoptive parents will also benefit from this book and its focus on themes of attachment parenting and the development of social cognition. *Group Treatment of Neurogenic Communication Disorders: the Expert Clinician's Approach, Second Edition* Roberta J. Elman, 2006-11 This book is the definitive reference guide to clinical models as well as specific clinical techniques for providing client-centered group treatment for aphasia and other neurogenic communication disorders. It provides a wealth of insight and global perspective in the provision of care in aphasia and related conditions for students, clinicians, and professionals in other health-related disciplines. Key Features: The book is designed for day-to-day use for busy practitioners. Expert clinicians are the authors of each of the chapters, giving the reader authoritative guidance. Each chapter follows the same basic outline for quick and accessible reference. Tables, charts, and summaries enhance the text. Child and Adolescent Psychiatry Savita Malhotra, Paramala Santosh, 2016-11-25 This is a comprehensive volume on issues and concerns relating to child and adolescent mental health in Asia, which includes contributions from experts in child psychiatry from Asia and other parts of the world. The chapters provide accurate and detailed accounts of the current state of knowledge, integrating research approaches and findings from clinical studies. Each chapter discusses existing information, emphasizes areas of growth, and provides fresh insights on a particular topic, especially as these might relate to Asian populations. The book integrates various clinical and scientific perspectives on psychiatric disorders in children and adolescents with a focus on Asia. The various sections deal with important topics in child and adolescent psychiatry: the current understanding of mental disorders and the ways in which possible influences might work in the development of psychopathology; substance use disorders; their neurobiological correlates and implications for the developing brain; early environmental influences in the psychopathology of psychiatric disorders in children; issues of parenting, child rearing, and cultural practices in Asia which influence personality development and adaptation; life-long impact of early parental loss; early diagnosis and intervention in recognizing and

treating psychopathology psychopharmacology of neurodevelopmental disorders in children non pharmacological treatments for children mental health gap and telepsychiatry as an innovative model to provide services for children and a pressing need for a comprehensive child mental health policy across nations **Research in Education** ,1974 **Resources in Education** ,1990-04 *Evaluation and Treatment of Neuropsychologically Compromised Children* Darlyne G. Nemeth,Janna Glozman,2020-04-11 Evaluation and Treatment of Neuropsychologically Compromised Children Understanding Clinical Applications Post Luria and Reitan defines what executive functions are discusses differences in executive functioning between normative children and those with special education needs identifies how best to perform neuropsychological assessments of executive function using both qualitative and quantitative measures and presents the best treatment interventions for improvement The book makes special note of the contributions of A R Luria from Russia and Ralph M Reitan from the US as the fathers of modern neuropsychology to help readers understand current advances in theory and clinical applications relating to executive function Describes executive functioning in normative and special needs children Outlines the contributions of Luria and Reitan relating them to current developments in executive function Integrates qualitative and quantitative assessment measures Covers ADHD and executive functioning Includes children of all ages through teens

INT-Integrated Neurocognitive Therapy for Schizophrenia Patients Volker Roder,Daniel R. Müller,2015-06-02 This book contains concrete and step by step information with many practical examples It is in line with the most actual international empirical findings about schizophrenia and contains the most updated therapy approach being available currently The techniques and exercises partly computer based are described in detail Case examples point out specific therapeutic situations and teach the therapist how to cope with complicated group and individual demands Assessment for patient selection differential indication and therapy control within a multi dimensional treatment and rehabilitation system are discussed INT was evaluated successfully in an international randomised multi centre study In the meantime it is implemented in many clinical settings in German speaking countries Integrated Neurocognitive Therapy INT is a cognitive remediation therapy approach INT is the first treatment manual comprising all MATRICS areas Measurement and Treatment Research to Improve Cognition in Schizophrenia The NIMH National Institute of Mental Health USA initiated this MATRICS initiative MATRICS defines 11 neurocognitive and social cognitive areas of functioning being relevant for patients with schizophrenia The improvement of these areas in a group therapy is the main goal of INT INT is based on IPT Integrated Psychological Therapy Roder et al 2010 It is a resource and a recovery oriented intervention to enhance also therapy motivation and self esteem and to reduce negative symptoms Therapy focuses especially on group processes and the exercises augment transfer and generalisation to daily life As a meta goal INT intends to amend life quality and the reintegration of the patients in the community The presented manual offers the clinicians a practically orientated guide for carrying out INT The Cumulative Book Index ,1981 A world list of books in the English language **American**

Rehabilitation ,1988 A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded

Kenneth R. Blessing,1970 International Handbook of Literacy and Technology Michael C. McKenna,Linda D. Labbo,Ronald D. Kieffer,David Reinking,2013-01-11 This Handbook provides a comprehensive and international representation of state of the art research theory and practice related to principal areas in which significant developments are occurring in the study of literacy and technology It offers a glimpse of the commonalities faced by literacy educators around the world together with specific challenges raised by unique circumstances Volume I of this Handbook endeavored to lay essential groundwork for the study of literacy and technology it retains an explanatory value that will not weaken over time Volume II differs considerably in conception It assumes for the most part a higher level of expertise on the part of readers and the projects and applications described by the contributors are characterized by greater sophistication The scope of technology use is broader and the challenges that have emerged are in sharper focus A powerful feature of this volume is the addition of commentaries from experts across the field on the potential of technology in key dimensions of literacy The title of Volume II has changed slightly to reflect the inclusion of contributions on a broad geographic basis It is now a truly international Handbook with chapter authors from six countries and five continents The International Handbook of Literacy and Technology Volume II is organized in five sections The Role of Technology in the New Literacies Technology Applications with Specific Populations Literacy Software and the Internet Teacher Education and Professional Development and The Potential of Technology in Key Dimensions of Literacy The effects of technology on literate activity have been both sweeping and subtle marked by an increasing variety of changes that are difficult to evaluate and project Perhaps the only prediction that can be offered with certainty is that the impact of technology is irreversible Specific changes may come and go but literacy and technology seem inextricably linked This Handbook is dedicated to that linkage and to examining the intricacies that define it International Handbook of Literacy and Technology Volume II is an essential reference for researchers professionals and students in reading literacy education literacy and technology educational technology and related areas and will serve well as a text for upper level and graduate courses on these topics *Assessment Issues in Child Neuropsychology* Michael G. Tramontana,Stephen R. Hooper,2013-11-21 Neuropsychology has its roots in clinical neurology Reading case descriptions by 19th century neurologists such as Wernicke's painstakingly detailed examinations of patients with the aphasic symptom complex makes it obvious that neuropsychology is not a new discipline Even the marriage with psychology is not new the neurologist Arnold Pick for example was fully conversant with the developments in contemporary psychological as well as linguistic research However the primary focus of 19th and early 20th century psychology was on general psychology and only a small number of psychologists ventured into what then was called differential psychology the psychology of individual differences including a few who became attached to neurological research and rehabilitation units after World War I It remained until World War II for psychologists to establish a more solid

working relationship with neurology What psychology had to offer to neurology was its experimental skill the development of a sophisticated methodology and for clinical work the development of psychometrics On the whole the marriage between the two disciplines has been fruitful leading to new insights models and discoveries about brain behavior relationships documented in several textbooks which appeared in rapid succession since the 1960s In clinical practice neuropsychology has been inventive in some respects in others merely introducing psychometric rigor to already existing neurological examinations As described in greater detail in this book developmental neuropsychology is of even more recent origin

Communication and Mental Illness Jenny France, Sarah Kramer, 2001-01-01 This book is for improving understanding of individuals with mental illness It offers theoretical knowledge of the methods of communication commonly adopted by individuals with a variety of diagnoses of mental illness and how information about communication can influence service provision ending with suggestions for future policy and practice

Clinical Management of Articulatory and

Phonologic Disorders Mary Ellen Gordon-Brannan, Curtis E. Weiss, 2007 This revised Third Edition serves as the primary textbook for introductory courses in articulation and phonological disorders The text focuses on articulation and phonological development and disorders their management and the many approaches techniques of current treatment Features of this clear text include chapter subheadings that lead students throughout the material boxed questions about important information case examples to illustrate practical applications chapter content summaries and study suggestions for instructors and 100 illustrations Chapters on treatment feature quick reference protocols of various treatments for students to use in planning intervention for case study projects observations of clinicians or their own clients

Diagnosis and

Revision in the Development of Instructional Materials George Leonard Gropper, 1975 Textbook on the diagnosis and revision of teaching materials includes chapters on the diagnosis of student learning failures and programme design failures together with references and a glossary of terminology

American Journal of Orthopsychiatry, 1973

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