

Improving English Vocabulary of Primary School Students

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Abstract

Investigators conducted the present study for improving English vocabulary of class 5th students. Experimental method was adopted to conduct the study. 12 numbers of class five students were taken as sample. Pre-test was conducted before intervention programme. Treatment was given to the sample for improving the selected vocabulary and post test was conducted to find out the effectiveness of the intervention programme. The innovative strategies taken by the investigators proved effective & the vocabulary power of class 5th students increased to a great extent.

Keywords: Improving, English Vocabulary, Students, Effective

Introduction:

Language is essential for human being. It helps us to think, express our thoughts, communicate with people around us and move out from to the global side. There are around 6000 languages in world and about one sixth of them are from India, English is one of them and it has become the global Language. Randolph Quirk rightly asserts “English is the language on which the sun does not set; whose users never sleep.” It means, it is used in most of the countries in the world in the field of communication. David crystal says any language at the centre of such an explosion of international activities would suddenly have found itself with a global status and English was apparently in the right place in right time (David crystal 2003, English as a global Language Cambridge university press PP10). Surveys reveal that every four on the earth can be reached with English. It is widely used Language in international conferences and international organizations like UNO, WHO, UNESCO & NCF-2005 emphasizes on English language development. In Odisha, ELTI has been established to promote higher studies in the English language.

The National Reading panel (NICHD, 2000) identified vocabulary as one of the five major components of reading. Its importance to overall school success and more especially to reading comprehension is widely documented, 1998: Anderson and Nagy, (1991). The national reading panel (NRP) stated that vocabulary plays on important role both in learning to read and in comprehending text: readers cannot understand text without knowing what most of the worlds mean/ Teaching vocabulary will not guarantee success in treading just identification skills or vocabulary will ensure failure (Biemiller, 2005).

Vocabulary is generally defined as the knowledge of words and word meaning more specially, we use vocabulary to refer to the kind of words that students must know to read increasingly emending text with the comprehension Ckami Hiebert 2005), It is something that expands and deepens over time.

Vocabulary is one of the most important language components in learning English. Learning vocabulary can help the students in studying English and support them in mastering the other language components.

Statement of the Problem:

During supervision of practice teaching lessons in B.S. Nodal U.G High School, Ragadi it was noticed that 12 students could not identify the pictures & they were poor in English vocabulary. They could not able to express anything. This is due to lack of vocabulary knowledge. As vocabulary is the basic of English language the investigators thought it is very necessary to study the causes of their poor achievement and to find out the ways of improving their vocabulary. Hence the investigators had undertaken the study entitled as “Improving English Vocabulary of Students Studying in Class Five”.

Research Questions:

The following research questions rose in the mind of the learners.

- What are the causes of poor English vocabulary of class-5 students?
- Whether the strategies can improve the students’ English vocabulary?
- Whether the strategies proved effective or not?

Objectives:

The present study was undertaken with the following objectives.

- To identify the causes of poor vocabulary of class 5th students.
- To develop innovative strategies to improve poor vocabulary of class 5th students.
- To find out the effectiveness of practiced strategies.

Hypothesis of the Study:

There is no significant difference between the result of pre-test and post-test.

Limitations:

The present study was conducted in B.S Nodal U.G High School, Ragadi. 12 number of class 5th students were taken as sample.

Methodology:

Experimental method was adopted to conduct the present study.

Population and Sample:

12 nos of students out of 30 of class 5th of B.S Nodal U.G High school, Ragadi, Banki, Cuttack, Odisha purposively selected to conduct the study.

Tools:

The following tools were developed and administrated in the present study.

- Pre-teacher made achievement test.
- Post-teacher made achievement test.

Techniques:

The techniques like intervention work sheet, practice, peer assisted learning was followed to conduct the study.

Procedure of the study:

All the activities were under taken under the following stages.

- Identified the learning difficulties of the learners of class 5th through pre achievement test.
- Develop innovative strategies and implement during class room transaction.
- Conduct post-test to identify the effectiveness of the intervention programme.

Result of Pre-Test

| Sl. No | F.M | Secured Mark |
|--------|-----|--------------|
| 01 | 20 | 05 |
| 02 | 20 | 07 |
| 03 | 20 | 03 |
| 04 | 20 | 02 |
| 05 | 20 | 01 |
| 06 | 20 | 03 |
| 07 | 20 | 02 |
| 08 | 20 | 05 |
| 09 | 20 | 02 |
| 10 | 20 | 03 |
| 11 | 20 | 05 |
| 12 | 20 | 03 |

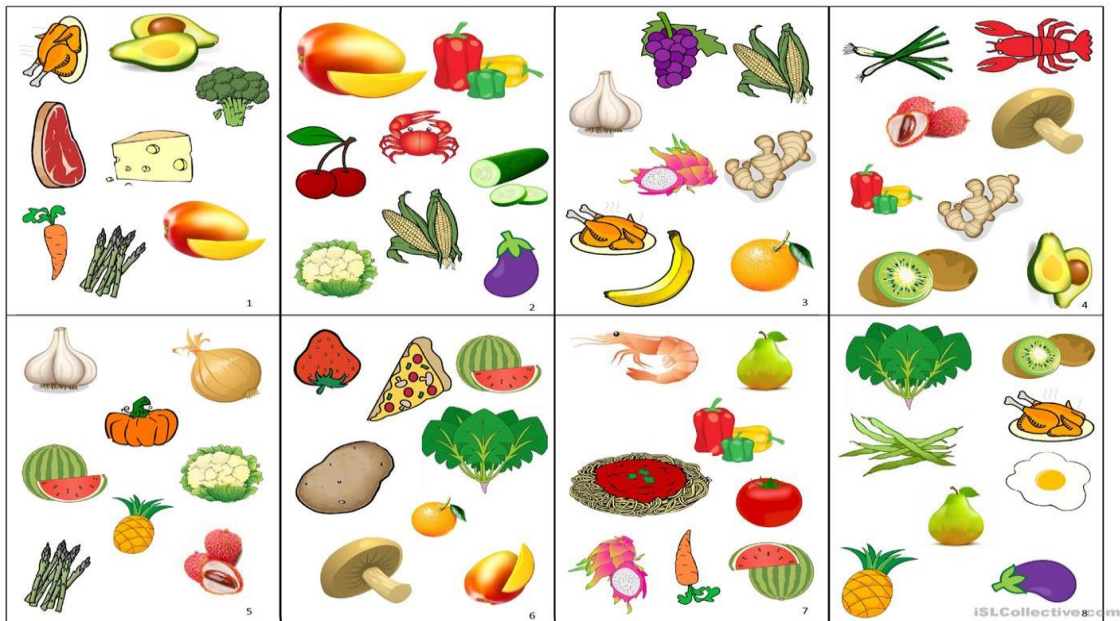
Problem Identification:

From the above result it was found that 12 students secured very less mark in the test. They are unable to express the meaning of common words. They are unable to express class room objects also. The investigators came to know that their parents are illiterate. So, they did not get proper guidance as a result they frequently remained absented in the school.

After identifying the problem, the investigators took some remedial class to enhance the vocabulary power of those students engaging the D. El. Ed students and subject teacher of the school.

Intervention Programme:

(a) Visual display Technique: The students were assisted to identify the classroom objects by visual & display technique. The pictures of Black Board, chair, table, chalk, bench, sofa, brush, pillow, toothpaste, toilet, towel etc. were used during transaction.



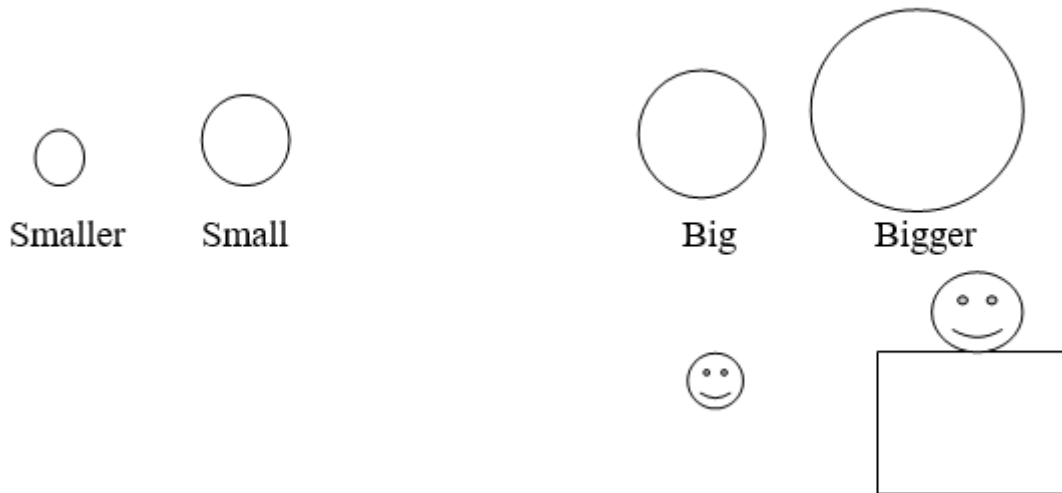
(b) Picture of vegetables: The students were asked to say the names of different vegetables they have seen in the picture.

(C) Picture of Human body: The students were asked about the different body parts of human being. They said one by one like Eye, Intestine, Leg, Ear, Heart, Hair etc.

(D) The students were asked to solve the cross-word puzzle

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| B | L | A | C | K | A | B | C | D |
| E | F | G | O | R | A | N | G | E |
| Y | E | L | L | O | W | H | I | J |
| B | L | U | E | K | L | M | N | O |
| P | Q | R | E | D | S | T | U | V |
| W | X | Y | Z | G | R | E | E | N |

(E) It helped the students to know the comparative degrees



Similar activities were continued for ten days.

Post Test Result

| S.L. No | FM | Secured mark |
|---------|----|--------------|
| 1 | 20 | 18 |
| 2 | 20 | 19 |
| 3 | 20 | 17 |
| 4 | 20 | 20 |
| 5 | 20 | 18 |
| 6 | 20 | 19 |
| 7 | 20 | 20 |
| 8 | 20 | 19 |
| 9 | 20 | 18 |
| 10 | 20 | 18 |
| 11 | 20 | 18 |
| 12 | 20 | 17 |

Statistical Techniques Used:

Statistical techniques like Mean, Standard Deviation, Graph were used to analyze & interpret the collected data with the justification of the level of significance.

Results and Discussion:

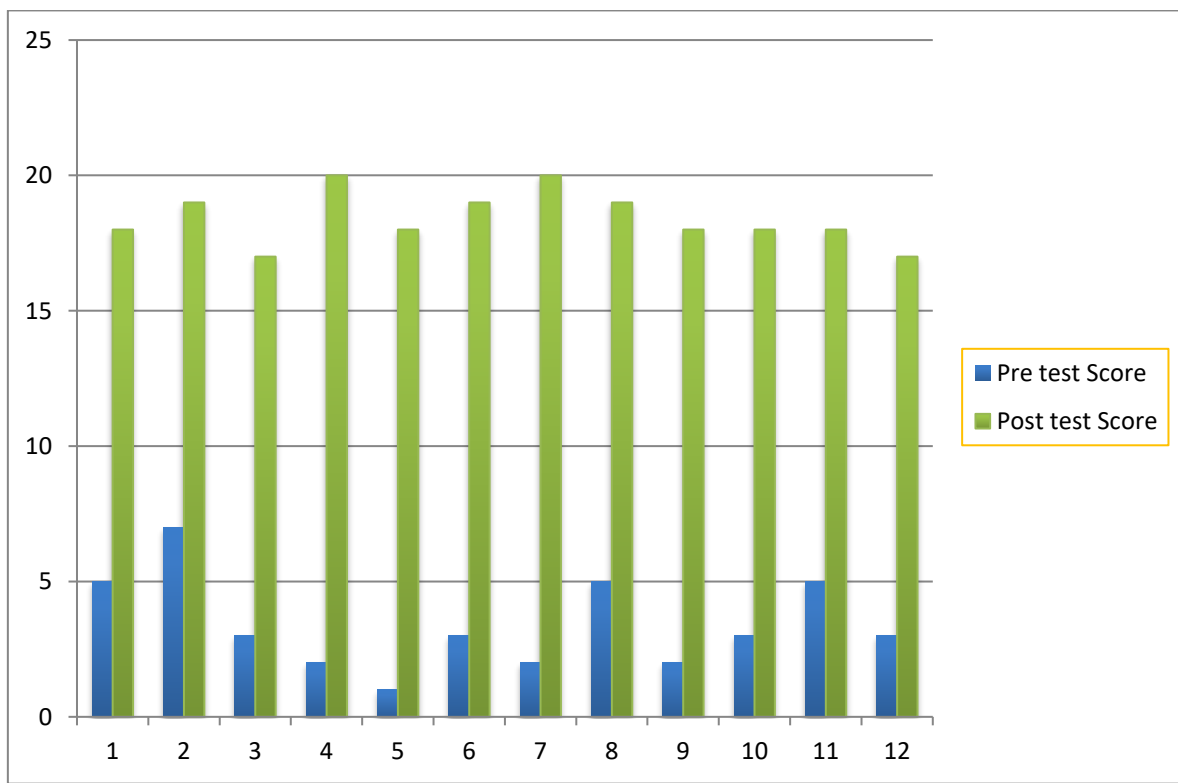
In this Study, according to learning difficulties performance of the sample in per test & post-test was analyzed. The Following table shows the performance of students as a result of strategies intervention of 10 days.

Table-1

| Sl. No | Pre-test result | Post-test result | Differences | % increased |
|--------|-----------------|------------------|-------------|-------------|
| 1 | 05 | 18 | +13 | 65% |
| 2 | 07 | 19 | +12 | 60% |
| 3 | 03 | 17 | +14 | 70% |
| 4 | 02 | 20 | +18 | 90% |
| 5 | 01 | 18 | +17 | 85% |
| 6 | 03 | 19 | +16 | 80% |
| 7 | 02 | 20 | +18 | 90% |
| 8 | 05 | 19 | +14 | 70% |
| 9 | 02 | 18 | +16 | 80% |
| 10 | 03 | 18 | +15 | 75% |
| 11 | 05 | 18 | +13 | 65% |
| 12 | 03 | 17 | +14 | 70% |

Graph

Results of Pre-test and Post-test



The table shows mean & standard deviation of vocabulary scores on pretest & post-test.

| Result | Pre-test | Post-test |
|-----------|----------|-----------|
| Mean | 3.42 | 18.42 |
| Deviation | 1.17 | 9.56 |
| T value | 25.981 | |

t-value > at 0.01 & 0.05 level. The table revealed that the Pre-test mean score and standard deviation of the learning difficulties were 3.42 & 1.17 Post test mean score & standard deviation of the learning difficulties were 18.42 & 9.56 the obtained t-value is 25.981 which is highly significant at 0.01 & 0.05 level. This showed that the intervention taken by the teacher proved to be effective on English vocabulary development of the students.

Findings:

- After analysis the above data, I found that the strategies taken by the investigators proved effective on the students.
- The data showed increase in result in percentage.
- The graph showed the increase result in post-test is more than the Pre-test score.
- The innovative strategies taken by the researchers proved effective & the vocabulary power of class - 5 students increased to a great extent.

Conclusion:

Vocabulary is the most powerful weapon of each language. The findings of the research study show that we should enhance the vocabulary power of the students. A good teacher can apply different types of strategies or techniques to solve the educational problems that he/she faced in life. The study should be carried out in every subject & also in every class. So that most of the poor student should be benefited.

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5. Different surveys and researches conducted by different universities in order to develop the quality of education.
6. Browsing internet.