

Effectiveness of an Activity Package to Develop Vocabulary

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ABSTRACT

Vocabulary plays an important role in learning various concepts of any subjects. If the students are not proficient and understand the use of vocabulary then it creates stress and misconception in the minds of the learners. There are various types of vocabularies in English language. Similarly, there are many techniques and skills to teach vocabulary in English. Keeping this in mind, the researcher carried out a research on developing vocabulary through activity based package. The students were given a pre test prior implementing the package and immediately after the treatment of the package, the students were given the same post test to evaluate the development. The research was experimental in nature and both the qualitative and quantitative data were collected. The single group pre test post test programme design was used for the study. The students were given a feedback sheet to respond upon the researcher's treatment of vocabulary teaching. The students were also observed through observation schedule. The students opined that the techniques of teaching vocabulary were not used by the teachers in regular classes. Further, the findings of the study reflect, the students develop their active and passive vocabulary with their usages in learning the concepts.

1. Introduction

"Action speaks louder than word. Do You agree ? yes but sometimes words speaks louder than anything else the words a person uses or their vocabulary will often tell their story .Vocabulary learning is a vital part of education as part of the languages arts it is consider a CORE subject in formal education vocabulary can be built by two methods: Reading and formal vocabulary drill and practice. Obviously reading is an experience that has own rewards and many students are motivated to enjoy it as a positive however formal vocabulary building is usually not viewed as a fun task and is typically left in neglect Vocabulary much more than grammar is the key to your child understand what is hears and reads in school and to communicating successfully with other people for this reason it is very important to her to quickly build up a large store of words research studies have shown the strong links between having an extensive vocabulary and achieving school success. Research studies have shown that is most causes words have to be met 5% times before they are admitted to long term memory.

2. Rationale of the study

Vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. Wilkins rightly says, "Without grammar very little can be conveyed....but without vocabulary nothing can be conveyed" (p.111, quotes in Lewis, 2000).Therefore the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way.

Activity based learning is a unique method to teach the language. Teachers of English always stand at teaching language directly or indirectly Activity is a piece of classroom work which involves students in manipulating, producing or interacting in target language Activity based learning involves students' participation, it involves every learner to learn the

vocabulary point because it contains many activity to learn the vocabulary point. The activity based study involves different types activities and tasks to understand the vocabulary topic In the method of activity based learning the Teachers role as a Guide, instructor, helper, facilitator, instructor, creator of proper climate, manager, observer, and problem causer –solver, director, so leaner can solve any type of problem or difficulty if they have. In this method Learners' role as a Participants, observer, communicator, listener, speaker, problem solver, thinker, creator, risk taker, presenter, so they can become more facilitator and effective user of language.

1. Activity based Activity Based vocabulary development provides rich exposure for using language using function.
2. Helps in making students develop communication skills /expression skills for real life.
3. Developing values /inculcation of values.
4. Helps in developing thinking skills analytical and social skills.
5. Develops creativity of students /innovation.
6. It helps in language learning which leads to better understanding of other subjects.
7. Makes class interactive, increases students' involvement, active participation, self-learning etc.
8. Self-motivated which leads self-directed language also.
9. They become aware about more vocabulary and fluency in language skills.
10. Limitless use of language, the more we use the more we learn, encounter with the language.
11. Create a scope for thinking, creativity and innovation, variety of activities.
12. Helps in reaching out to the level of students according to their needs, individual attention.
13. Authentic tasks are intrinsically motivating. That is, students attempt them because they see that the task is, in itself, interesting and applicable to their

Vocabulary and word knowledge can contribute to improve comprehension, and it provides a sound rationale for increased emphasis on vocabulary instruction” italics added (p. 299). Bromley (2007) reported, “Vocabulary is a principle contributor to comprehension, fluency, and achievement” italics added (p. 528). Literally, the statement of the problem for this literature review is the words “can” and “is” in the quoted statements above.

3. Objectives of the Study

1. To develop a set of activities to teach vocabulary items
2. To construct a test on grammatical competencies to evaluate students’ vocabulary development
3. To study gender differences with reference to their enhancement of vocabulary development.
4. To study the students’ expressions for the enhancement of the language competencies
5. To scrutinize the errors and identify its causes to enhance vocabulary development.

4. Variables of the Study

Independent variable: Activity based Program
Secondary Independent Variable: Gender (Boys and Girls)
Dependent variable: Vocabulary Competencies
Control Variables: 9th Standard students, Second Language Learners and selected vocabulary items.

5. Hypotheses of the Study

1. There will be no significant difference between the mean achievement score of pre test and post test of students’ vocabulary proficiency.

2. There will be no significant difference between the mean achievement score of male and female students’ vocabulary development.

6. Research Method

The researcher selected a single group pre-test post-test design for the study.

Population of the Study

The population for the study comprised standard 7th and 8th students of all Gujarati medium upper primary schools of Anand district which are affiliated to Gujarat State Education Board during the academic year 2016- 17.

Sample of the Study

The researcher used convenient sampling technique to select the sample of the study. The students of standard 7th and 8th of St. Joseph School Anand, comprised the sample of 80 students.

Research Tools

1. Vocabulary Proficiency Test was constructed to evaluate the basic vocabulary competencies of the students.
2. Activity based Package: An activity based package was constructed to develop vocabulary of the students.
3. Feedback Form: It was conducted to know students’ expressions and opinions on the research activities.

7. Hypotheses Testing and its Interpretation

Hypothesis-01 There will be no significant difference between the mean achievement score of pre test and post test of students’ vocabulary proficiency.

Table 1 Student’s Vocabulary Proficiency in Pre-test and Post-test

	Mean	N	SD	SEM	df	T
Pre-test	17.19	80	6.27	0.70	158	5.21
Post-test	23.39	80	8.61	0.96		

*Significant at 0.01 level

The computed t-value i.e. 5.21 is greater than the table t-value 2.63 at 0.01 level of significance for 158 degree of freedom.

So, the null hypothesis that there will be no significant difference between the mean achievement score of pre test and post test of students’ vocabulary proficiency is rejected.

It means, there was significant difference in the mean achievement score of pre-test and post-test of student-teachers’ vocabulary proficiency.

Hypothesis-02 There will be no significant difference between the mean achievement score of male and female students’ vocabulary proficiency.

Table 2 Male and Female Students’ Vocabulary Proficiency

Post Test	Mean	N	SD	SEM	df	T
Female	25.98	40	9.82	1.57	78	2.83
Male	20.8	40	6.19	1.57		

*Significant at 0.01 level

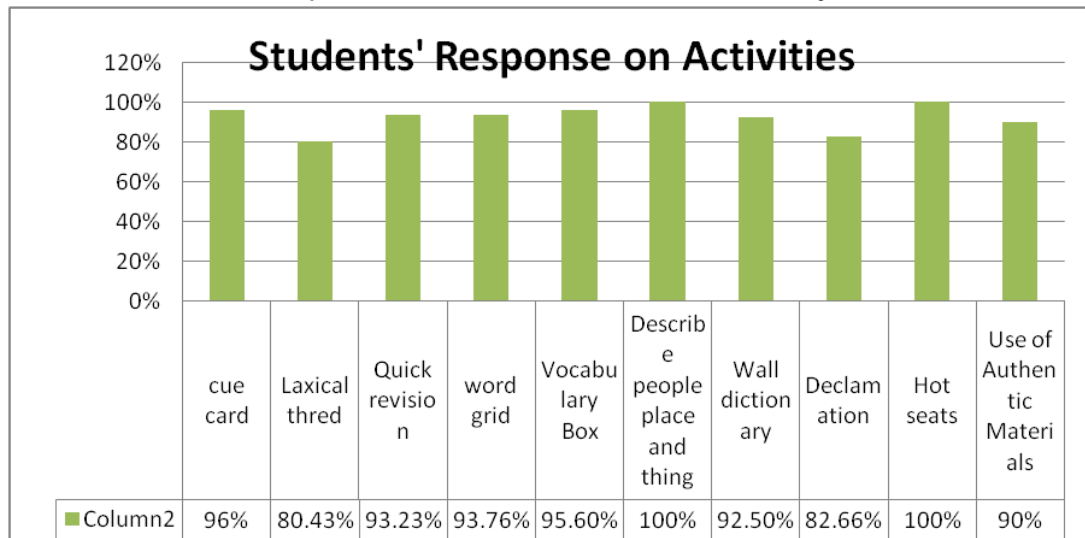
The computed t-value i.e.2.83 is greater than the table t-value 2.66 at 0.01 level of significance for 78 degree o freedom.

So, the null hypothesis that there will be no significant difference between the mean achievement score of male and female students’ vocabulary proficiency is rejected.

It means, there was significant difference in the mean achievement score of male and female students' vocabulary proficiency in pre-test and post-test.

The graphical presentation given below also helps to know the students' response on each activity.

Graph 4.4.1 Feedback of the students' on Each Activity



The students were given a feedback sheet wherein they had to tick mark on the activities they liked. Most of the students have enjoyed the activities of the programme. However, there were some students who found the activities difficult and not interesting. They had not marked on few activities. However, the result explains that there was only one activity whose lowest percentage for unlike activity is 80.43% and there were 8 activities which were graded more than 90%. This shows that the package was interesting and effective to develop vocabulary proficiency of the students.

8. Findings of the Study

- The Activity based Package was effective because the computed t- value (5.21) is greater than the table t-value of 2.64 and 1.99 at 0.01 & 0.05 level of significance for 158 degree of freedom respectively which shows that post-test mean score is higher than the pre-test mean score.
- The Activity based Package was effective because the computed t- value (2.83) is greater than the table t-value of 2.66 and 2.02 at 0.01 & 0.05 level of significance for 78 degree of freedom respectively which shows that the programme was effective in developing vocabulary proficiency among the female students'.

9. Implications of the Study

Following are the educational implications of the present study.

- The Activity based Package could be implemented to higher secondary schools or colleges to enable students enhance vocabulary.
- Proper execution of classroom activities through task based teaching helps students to enhance language proficiency at the target language.

- The activities like role play, simulation, group discussion, dialogue formation and language games help students in their language development
- Teaching English through language games and a set of activities generate interest of learning the language among the learners.
- Learning the language to enhance accuracy through the implementation of tasks and activities really make the learners conscious at the use of the language in daily communication.
- The implications of the study motivate the language teachers' to make the language teaching task oriented.
- Systematic, planned and goal oriented tasks help the learners to enhance grammatical competencies.

10. Conclusion

In a nutshell, it was found that the students are having a major problem of lack of Vocabulary knowledge in the use of English language. Secondly, a lack of exposure in developing vocabulary and language was also found. Third, the lack of interests or motivation of the students and parents in developing English Language. The researcher carried out a research on developing vocabulary and drastic change was found in students' vocabulary proficiency and communication.

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