

Chapter -1

Introduction

1.1 Introduction

“Action speaks louder than word but sometimes words speaks louder than anything else”. The words, Persons use or their vocabulary will often tell their story. Vocabulary learning is a vital part of education as part of the language arts. It is considered a CORE subject. In formal education vocabulary can be built by two methods: Reading and drill. Obviously reading is an experience that has own rewards and many students are motivated to enjoy it, However formal vocabulary building is usually not viewed as a fun activity and is typically left in neglect.

Vocabulary much more than grammar is the key to child’s understanding of what he hears and reads in school and to communicate 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 strong links between having an extensive vocabulary and achieving school success. Research studies have shown that most causes words have to be met 5% times before they are admitted to long term memory. This is how through reading we learn the words of our own languages. Words are also more easily learned if child is active drawing a picture of the words, writing their own definition of it in English or the mother tongue thinking of an example sentence to use it. This is better than simply writing the words and its native languages equipment. People use spoken and written words every single day to communicate ideas, thoughts and motives to those around them.

Sometimes people use communication successfully and sometimes they are not quite so successful.

English vocabulary is complex with three main aspects related to form meaning and use as well as layers of meaning connected to the roots of individual words is next about words. It involves basically phrases and knowledge of English vocabulary, Child often struggles with vocabulary or order words in addition with phoneme weaknesses in oral language. According to the reading linguists the core component of reading include phonetic awareness phonics and word study fluency vocabulary and reading comprehension. Children were using their natural curiosity and showing an interest in the vocabulary The development of good oral skill not only leads to success in reading but also the development of communication skills. Allowing children time for development of reading with dictionary helps build up vocabulary knowledge. Each person's response here will vary because vocabulary knowledge is very personal.

Some teachers are good at the grammatical functions of particular words or phrases, and others have a strong knowledge of English word parts. Teacher should begin with students' strengths, because every person has some vocabulary knowledge that is relevant to English, even if it derives from his or her own native language. Aim is to build on learners' strengths and also recognize various weaknesses. For example, many students read in English and thus may be adept at recognizing meaning in terms of concepts and referents, but if they have not heard the words and phrases they are reading, then they may be weak at recognizing them when they hear them spoken or weak at pronouncing them when they read something out loud. Sometimes students learning English as a foreign language (EFL) are weaker at recognizing particular constraints on vocabulary usage, such as the

fact that only young people use a particular word or expression, which might be colloquial and not usually deemed appropriate in more formal contexts such as speeches. Yet if teachers are aware of their students' strengths and weaknesses in English vocabulary, they have a place to start to expand students' knowledge and strengthen weaker areas. There is much that teachers and students need to learn to understand and use words and phrases correctly in different situations. It will also help to reflect on vocabulary teaching in particular context and ways that one might improve one's vocabulary teaching.

For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. If one does not wish to lean completely on non-verbal skills, mastering vocabulary is not just important, but crucial in a language environment vocabulary is fundamental. The good news is that improving vocabulary has a direct, positive impact on capacity to build up language proficiency as a whole. A leading linguist researcher Paul Nation notes: "Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform." When one's working memory is not loaded with hesitation about the correct spelling, pronunciation and contextual use of the words, one can concentrate fully on higher level aspects of language such as using precise sentence structures and appropriate expressions for the type of conversation that is going on. All in all, instead of contrasting vocabulary with the rest of the language skills, it would be more useful to consider it as solid bedrock upon which to build the overall language proficiency. Vocabulary is learned through focused, conscious study, but even more commonly in an indirect manner through listening and more one learns reading, using context clues to figure out the meaning. However, this kind of incidental learning is only

possible if the amount of unknown words remains low. That is, one must have a significant vocabulary to be able to learn new words from the context in which they appear. This obviously constitutes a clear disadvantage for learners with less vocabulary, but also means that “Learners who know more words are able to use those known words to learn even more”.

In studying, one should keep in mind that improving vocabulary means improving capacity to learn more. Hard work will pay off later in the form of more efficient and effortless vocabulary learning. The teacher’s role is to set activity that helps students arrive at an understanding of the concepts, make learning challenging and motivating by selecting appropriate material, decide teaching tools, design activities, prompt and ask questions that make learning challenging and motivating. Learning should be constructive and self motivated. It should engage students actively for children are naturally curious and like to explore their environment. Teacher should create an environment that is conducive for gaining knowledge. Learning happens through activities. Learning becomes fun, an enjoyable process. Learning is contextual, so, easy to grasp and meaningful. Classroom activities are more student-centric. Interactive teaching provides sample practice in speaking and listening skills. Interacting with a group with similar skill helps remove inhibition and develops confidence and fluency in the use of language. Collaboration and exchange of ideas enriches the learner’s mind. Role plays, skits create natural situations to think and gain new perspectives. The activity-based learning methods have advantages as it appeals to a wide range of different senses and also appeal to individual’s varied learning styles. Different activities can be identified and can be tried in the skills thereby increasing the students’ interest in learning process. The Activity Based Learning plays a key role in developing the critical and

creative mind of students. Activities help students to reinforce the grammar techniques in their mind and also later relate them into real life situations. In the present education system, the position of English as a global language is being strengthened day by day with the advent of modern communication systems and the concept of globalization gaining ground in the recent past. Existing learning theories such as behaviorism, cognitive, and constructivism, have been in vogue before technology like computer and internet had come. The role of the teacher now is of a facilitator. Innovative methods are employed to make learning more interesting. The activity-based learning methods allow the learners learn in an optimum environment. Nunan (1995) has described Activity Based Learning as “A range of work plans which have the overall purpose of facilitating language learning from the simple or brief exercise to more complex or lengthy activities.” Activities in which language is used for carrying out essential tasks promotes learning” Real communication– connected with day to day life interaction use of authentic material- made real life like situation–read and say–listen and do–focused students involvement- use of language for communication.

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. 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”. 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. It is noteworthy to mention here that vocabulary items are imparted mostly by translation: either a list of words with their translation at the beginning of the lesson or the translation of the content having new words or glossaries at the very end. This is an erroneous practice as it leads to a state of confusion for the learners.

On the teaching skills of vocabulary items, Frisby (1957) commented that "While the teacher is not, himself, concerned with the actual selection of vocabulary for text book purposes since practically all the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection". Thus it signifies that a language teacher should be innovative and proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation.

Following are the major methodologies for teaching vocabulary items in an English language classroom.

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions." (Robert Lado: 121) Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful.

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

Grasping methods

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may

not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

Some of the key strategies to unfold the information and meaning of a new word to a class are as follows:

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

Self defining context

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

Antonyms

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

synonym

synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

Dramatization

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

Examples are

Sing [Sing a song], Open [Open a book], Close [Close the book]

Drawings and pictures

Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic.

Examples

into [Raj goes into the circle.]

in [Rahman is in the circle.]

Drawings can be used to explain the meaning of things, actions, and qualities,

Realia

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

Series, Scales and systems

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers etc. that form part of well-known series can be made clear by placing them in their natural order in the series.

Innovative Ways of Teaching Vocabulary

Different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing children and college students' vocabulary in L2 environments. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhances children and adult students' vocabulary. The prominent role of

vocabulary knowledge in second or foreign language learning has been recently recognized by the theorist and researcher in the field. Accordingly, numerous types of approaches, techniques, exercises and practice to teach vocabulary. Nation properly states that teaching vocabulary should not only consist of teaching specific words but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge.

Showing actual objects and showing models is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. It is neither possible nor necessary to bring all the things in the classroom. Therefore, some words are to be taught by showing models and using demonstrations and showing pictures. Teacher can perform some words. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. Many situations can be dramatized or demonstrated. After explaining new vocabulary, a teacher can then ask the students to perform the actions. Charts, pictures and maps can be used to develop students' understanding of a particular concept or word. There are some good picture dictionaries available in the market. Teacher should make use of such dictionaries. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent. Teaching words in the context- Most people agree that vocabulary ought to be taught in context words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for

vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary. Therefore, in selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Learning the etymology of a word will certainly promote students' comprehension of new words. By drawing pictures- It is an easy and quick technique of introducing vocabulary to the learners. Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Drawings can be used to explain the meaning of things, actions, qualities, and relations. Associated vocabulary- If one topic consists of number of words, it is easy to teach these entire words altogether. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Collocation it's a widely accepted idea that collocations are very important part of knowledge and they are essential to non-native speakers of English in order to speak or write fluently. The term collocation generally refers to the way in which two or more words are typically used together. A synonym may be used to help the student to understand the different shades of meaning, if the synonym is better known than the word being taught. The students could make crosswords, word snakes or other puzzles for each other using these synonyms.

Antonyms

The students were asked to make lists of opposite words.
by lay way method they can learn new words.

Homonyms

Homophones are words of the same language that are pronounced alike even if they differ in spelling, meaning, or origin, such as "pair" and "pear".

Word Map

Students work in small groups to learn connections among words by brainstorming and organizing words According to a map that they design or a blank one that is provided by the teacher.

Idioms

Teaching idioms by topic can make it easier for students to remember. An idiom is a phrase or expression in which the entire meaning is different from the usual meanings of the individual words within it.

Phrasal verbs

Teachers should include phrasal verbs in their classroom language as much as possible – and draw attention to these from time to time.

Crossword puzzles offer an entertaining way of reviewing vocabulary.

Word formation

Teacher should encourage students to enrich and expand their vocabulary.

Series, scales, systems

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series..

An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners. There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words.

1.2 Rationale of the Study

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 of activities and activities to understand the vocabulary topic. In the method of activity based learning, the Teachers' role is as a Guide, instructor, helper, facilitator, instructor, creator of proper climate, manager, observer, and problem causer –solver, director, so learner can solve any type of problem or difficulty if they have. In this method Learners' role as Participant, observer, communicator, listener, speaker, problem solver, thinker, creator, risk taker, presenter, so teachers can become more facilitator and effective user of language.

1. Activity based Activity Based vocabulary development provides rich exposure for using language.
2. It helps in making students develop communication skills /expression skills for real life.
3. It develops values /inculcation of values.
4. It helps in developing thinking skills analytical and social skills.
5. It develops creativity of students /innovation.
6. It helps in language learning which leads to better understanding of other subjects.

7. It makes class interactive, increases students' involvement, active participation, self-learning etc.
8. It makes class 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. It creates a scope for thinking, creativity and innovation, variety of activities.
12. It helps in reaching out to the level of students according to their needs, individual attention.
13. Authentic activities are intrinsically motivating. That is, students attempt them because they see that the task is, in itself, interesting and applicable in their life.

To create an interactive atmosphere a language teacher can use varied activities in the classroom and this will make teaching and learning of language easy and spontaneous. The learners have the opportunity to construct their own conceptualization and find solutions to problems. When the learner is exposed to a problem solving situation, meaningful learning takes place and the learner is able to identify, justify and defend his ideas. Teacher acts as a facilitator of learning who creates an environment for learners to question, exchange personal views and critically evaluate others' views and ideas. Here the role of the teacher in activity based learning is to develop the strategy of education by:

- The planning and preparation to identify outcomes.
- Having noted the outcomes of learning using proper strategies such as the agenda report or wish to evaluate the stairs

- Select the appropriate activities to stimulate the learners.
- Mechanisms within the group
- Promote cooperation in carrying out activity
- Participate in educational objectives
- Collaborate with others to develop good organizational skills.
- Demonstrate enthusiasm for seeking new knowledge

Vocabulary and word knowledge can contribute to improve comprehension, and it provides a sound rationale for increased emphasis on vocabulary instruction”. Bromley (2007) reported, “Vocabulary is a principle contributor to comprehension, fluency, and achievement”.

1.3 Statement of the Problem

Effectiveness of An Activity Based Package To Develop Vocabulary At Upper Primary Level

1.4 Operationalization of the Terms

A. Effectiveness

The extent to which a specific intervention, procedure, regimen or service, when deployed in the field, does what it is intended to do for a defined population.

In the present study Effectiveness means enhancement in the achievement score that students obtain after implementing activities.

B. Activity based Programme

It means various communicative language learning activities to develop vocabulary competencies of the students in the package.

C. Upper Primary level

The education system in Gujarat with respect to schooling is divided into four distinct stages. 1) Primary Level 2) Upper Primary Level 3) Secondary Level 4) Higher secondary Level. In this research Upper primary level means Class 6 to 8. Teacher conducted research in Std 8.

1.5 Objectives of the Study

1. To develop a set of activities to teach vocabulary items.
2. To construct a test on vocabulary proficiency to evaluate students' vocabulary knowledge.
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 causes to enhance vocabulary .

1.6 Variables of the Study

Independent Variable: Activity based Programme

Secondary Independent Variable: Gender (Boys and Girls)

Dependent Variable: Vocabulary Proficiency

Control Variables : 8 th Standard students, Second Lanaguage Learner and selected vocabulary items.

1.7 Hypotheses of the Study

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

2. There will be no significant difference between the mean achievement scores of male and female students in vocabulary development in pre test and post test.
3. There will be no significant difference between the mean achievement score of male students in vocabulary development in pre test and post test.
4. There will be no significant difference between the mean achievement score of female students in vocabulary development in pre test and post test.

1.8 Delimitations of the Study

- The study was conducted on second language learners of English.
- Selected vocabulary items were included in the package.
- Textbook based vocabulary items were included in the test and the package.

1.9 Scheme of Chapterization

Chapter - 1 Introduction

This chapter begins with conceptual details related to the problem, an introductory note and states the problem of the study with the explanation of key terms. It also states the objectives, hypothesis, variables and delimitations of the study as perceived by the researcher.

Chapter - 2 Review of Related Literature

The chapter includes the objectives of review of related literature, National and International studies and research articles published in various journals were reviewed in this chapter.

Chapter -3 Research Methodology

The chapter focuses on the methodology adopted in the present study. It describes in detail about the research design selected for the presented study. This chapter also talks about the basic information about the preparation of the test and a vocabulary development activities.

Chapter - 4 Data Analysis and Interpretation

In this chapter the collected data has been analyzed and presented in a tabular form. Interpretations based on findings have been presented and discussed in the light of the present study undertaken. It also explains the student-teachers' feedback about all the activities.

Chapter - 5 Findings, Implications and Suggestions

The last chapter of the thesis deals with the conclusions drawn from the present study. It also presents the summary of the entire research and suggestions of the study.

Chapter -2

Review of Related Literature

2.1 Introduction

Any worthwhile research study in the field of knowledge requires an adequate familiarity with the work which have already been carried out in the respective area. A summary of previous research provides evidence that the researcher is familiar with what is already known/ found and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestions for significant investigations. To understand the related literature and to review the related research are inevitable part of the research. A researcher gets the right path to carry out an accurate research by reviewing the research carried out in the respective area.

2.2 Significance of Review of Related Literature

The review of related literature and past research play a role of a light house for the researcher to carry out research in an accurate direction. The detailed study of related research gives the complete information to the researcher for further research. Researcher comes to know which tool should be used, how to arrange the information, how to collect and analyze the data.

- It enhances creative aspect of experience.
- It gives reality for learning.
- Uses all available resources.
- Provides varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values.
- Builds the student's self-confidence and develops understanding through work in his/her group.
- Gets experiences, develop interest, enriches vocabulary and provides stimulus for reading.
- Develops happy relationship between students and students, teachers and students.
- An activity is said to be the language of the child. A child who lacks in verbal expression can make up through use of ideas in the activity.
- Subjects of all kind can be taught through activity.
- Social relation provides opportunity to mix with others.

Research is clear regarding implications for instruction that will ensure the development of large, useful vocabularies: wide reading plays a critical role in developing knowledge, and teachers facilitate this process by teaching strategies for learning words independently, including teaching morphological units, the use of dictionaries and other reference works, and exploring the link between spelling and learning words. Teachers should also directly teach important specific words, and they should develop and sustain students' interest in and curiosity about words.

Reviews are classified in two types

1. Reviews of Studies on Vocabulary
2. Reviews of Books and Article

2.3 Reviews of Studies on Vocabulary

- **Das M.**, (CIEFL, Hyderabad, 1977) studied on 'the Need for English in Orissa' an Investigation into the English Language Requirements and Related Instructional Programmes at the Post-Secondary Level of Education'. The objectives the study were to investigate the roles and functions of English in the socio-economic setup of Orissa. To identify and analyse the needs for English felt by persons belonging to various professional categories in the State and to assess how effectively they were able to perform certain activities in English. To evaluate the effectiveness of existing programmes of instruction in English at the post-secondary level and to judge how far. These programmes were relevant to the actual needs of the various professional categories and students preparing for those professions. The sample of the study was fifty-seven persons belonging to seven selected professional categories, namely, doctors, engineers, lawyers, high school teachers, bank clerks, nurses and pharmacists. The research tools were Questionnaire, interview, observation, and analysis of English syllabi, textbooks and test papers. The major findings of the study were English was used by the members of all the professional categories in the performance of language activities related to their professions. The elite professions made frequent use of English in performing language activities related to their professions. The language proficiency in English of most of the subjects was adequate for their professional needs. In the opinion of the subjects,

the existing programmes of instruction in English were instrumental in imparting the required proficiency in English to them.

- **Srivastava, A. K. and Khatoon, R.**(CIIL, MYS Uni. 1980), studied ‘Effect of Difference between Mother Tongue and Another Language as Medium of Instruction on Achievement, Mental Ability, and Creativity of the Eighth Standard Children’. The objectives of the study were to compare the differential effects of mother tongue as a medium of instruction and a language that is not mother tongue, as a medium of instruction on intelligence, achievement and creative abilities. The sample of the study was sixty-five girls and fifty boys from five English medium schools and forty-one girls and forty-three boys from five Kannada-medium schools in the city of Mysore. The research tools the Standard Progressive Matrices and Mehdi’s Tests of Creativity, both verbal and non-verbal, were used for data collection. The data was analyzed through t-test. The findings of the study were the different group was significantly higher on non-verbal intelligence than the same group. This was true when the analysis was done separately for boys, girls and also the combined sample. The achievement of boys and the combined sample of the different group was significantly superior to their counterparts from the same group and there was no such difference among girls from the same group. However, when the influence of intelligence was controlled, no such differences existed. The achievement in the first language of the combined sample from the different group, after adjusting for the influence of intelligence, was significantly superior to that of the same group and girls were considered separately. The achievement in the second language of boys, girls and the combined sample from the

different group was significantly superior to that of their counterparts from the same group even after adjusting for the effect of intelligence. As regards the fluency and flexibility dimensions of verbal creativity, the boys, the girls and the combined sample of the different group were superior to their counterparts from the same group. When intelligence was controlled, such differences continued to exist except with girls and the combined sample on the fluency dimension.

- **Charles, D. L.** (MSU, 1981), studied on ‘Developing Language Skills in Adults Attending English Improvement Classes’. The objectives of the study were to prepare auto-instructional and support material in English for the development of language skills. To sequence the course with lecture, tape-recorder, discussion, practical work, unit tests and feedback sessions. To study the effectiveness of the course as a whole in terms of students’ performance. To study the effectiveness of different techniques used in the study in terms of students’ reactions. To compare the achievement of students of higher and lower levels of intelligence and of higher and lower academic qualifications. The sample of the study was all the adult learners who attended the English improvement class run by the Department of Adult and Continuing Education of M. S. University, Baroda. The research tools used in the study were programmed learning material, support material, criterion referenced test, reaction scale, Raven’s Progressive Matrices and SES Scale. The data were analyzed through standard deviation, percentiles, chi-square and t-test. The findings of the study were the mean differences between the pretest and the posttest scores of the experimental group were significant. The course, in general, with all the particular techniques used therein was found to

be effective in terms of learners' reactions. Highly intelligent as well as less intelligent adults gained significantly from the course. Both graduates and undergraduates gained significantly from the course. However, a comparison between their gains revealed that the graduates gained significantly more than the undergraduates.

- **Hanseen, K. (1981)** studied on Vocabulary Instruction, Reading Comprehension and Student Retention: A Review of Literature, Northern Michigan University. Hypotheses tested were: student instruction will show a "difference in favour [sic] of the context group in terms of expressive but not receptive vocabulary score" when compared to the definitions method and "reading comprehension of the passage containing taught words should be significantly better at post-test for the context group than the definitions group. Students from each intervention group were given two vocabulary post-tests, one immediately after teaching and then three months later. Vocabulary Scores Pre-test – Expressive Vocabulary (maximum score = 48) Post-tests – Expressive Vocabulary Post-test #1 (maximum score = 48) Post-test #2 (maximum score = 48) Definition Group 2.17 11.08 8.41 Context Group 1.92 12.50 13.58 Nash and Snowling determined there was a "significant difference [$p < 0.05$] between the two groups" on post-test 2 and "a significant decline in expressive vocabulary knowledge from post-test 1 to post-test 2 for the definitions group but a non-significant increase for the context group" Pre- and post-tests were administered to all students to determine skills for words in isolation and words in context. Two pre-tests were given; one required students to write synonyms or definitions for words in isolation, the other required students to write synonyms or

definitions for words given in context. With a maximum score of 20, students on the pre-test scored 0.73 on the words in isolation assessment, and 1.12 on the pre-test for words in context. On the post tests, students from all three levels of practice for individual meanings instruction outscored students from all three levels of deriving meaning instruction. The students from the high practice individual meanings group outscored (10.05 – words in isolation, 13.24 words in context) all other students on the post-tests. “There was no significant difference between the three deriving meaning groups” students’ vocabulary gains following two different methods of vocabulary instruction. The study took place over the course of three weeks during the 45-minute social studies block. Observation will occur during four sessions. The sessions included conducting a formal teacher interview and collecting student background information, including benchmark assessment data. Interest surveys were completed by five students. Additionally, a student panel interview was conducted with five students to find out which vocabulary strategies they are familiar with and which strategies they are comfortable using.

- **Kudchedkar, S.**(SNDT, 1981) studied on ‘The Development of Course in Spoken English at the College Level and the Study of Its Effectiveness’. The objectives of the study were to develop course in spoken English, and study its effectiveness. To determine the principles on which the course in spoken English should be designed To determine whether greater attention to speech in the language resulted in improving the proficiency in other language skills. The sample of the study was 300 students divided into ten

groups from colleges located in Bombay. The tool of the study were Cassette recorder, tape recorder and language laboratory. Special tests were prepared to assess the result of the experiment. The data were analyzed through t-test and F-test. The findings of the study said that four pairs out of seven, the experimental groups obtained higher progress marks than the control groups in the subtest in writing. The students taught by traditional methods failed to acquire mastery over the language as a system.

- **Saraswathi, V.** (CIEFL, 1982) studied on ‘Towards a Communicative Course Design in EOP: A Study in Applied Linguistics’ The study explored the nature of communicative competence in relation to learning a language for specific purposes and on that basis, suggested guidelines for designing a course in English for Official Purposes (EOP) for undergraduates in Tamil Nadu, India. In the first part of the thesis, theoretical perspectives in applied linguistics-both linguistic and pedagogical-are examined. In the second part, learner needs are established through a practical investigation. The specific questions answered in the part are: 1 What are the shared conventions of EOP in Tamil Nadu? 2 What are the expectations of the official community in Tamil Nadu regarding EOP? 3 What is the level of our potential learners’ communicative competence in EOP? In order to answer question (i) 30 business letters, 15 each, chosen randomly from a set of letters written by business people in their day-to-day lives and from those written by third year degree students as part of a test designed for the study, were revised into better versions and the changes introduced were analysed and evaluated. In order to answer questions (2)a questionnaire was administered to 125 business people at

different levels of the official hierarchy. The areas covered by the questionnaire were a personal profile of the informants, the place of English at the work place, the need for a course in EOP and the nature of the English used for official purposes. Question (3) was answered through the administration of a diagnostic test in written communication in EOP to 60 final year B.A/B. Sc. students and 40 final year B.Com students of Madras University. The third part of the study presents the final outcomes of the theoretical discussions in the first part and the practical investigations in the second. A definition of EOP is attempted. The designing of a new course in EOP is justified on the basis of critical examination of the currently available materials on EOP.

- **Brahmbhatt, J.C. (SPU, 1983)** studied on ‘A Study of Preparation of Language Programme in English for Pupils of Class VIII and its Effect on Achievement in Relation to Some Psycho-socio Factors’. The objectives of the study were to examine the efficacy of the language programme in comparison with the language material of the textbook of Lower Level (L.L.) English for Std. VIII, to readjust the structures of the syllabus taking into consideration some of the salient features of T. G. Grammar to find its effectiveness in language acquisition, to develop an effective language programme based on simple inversion, substitution, deletion, addition and replacement of words and phrases and to measure thereby its learn ability for pupils of Std. VIII. The sample of the study was one hundred and thirty students were in the experimental group and an equal number in control group. The tool of the study was Intelligence Test of K. G. Desai, SES Scale by A. S. Patel, Anxiety Scale by H. K. Nijhavan,

Emotional Stability Scale by A. S. Patel and n-Ach Test by Prayag Mehta. The collected data was analyzed by covariance to draw conclusion. The major findings of the study were the language programme prepared by the investigator produced better results so far as English language learning was concerned. The difference between the adjusted means of scores of the experimental group, and the control group was 23.30 which was in favour of the experimental group showing that the new programme was more effective than the usual materials. The main effect of treatment was significant. The main effect of sex was not significant. It was found that the programme proved to be more effective than the usual material without being affected by sex, pre-achievement in language, I.Q., SES, n-Ach, emotional stability, anxiety and area.

- **Kapadia. S. T.** (Guj. Uni. 1988) studied on 'Development and Try-out of Programmes for Remedial Teaching in English for the post HSSC level'. The objectives of the study were to identify grammatical errors in the written expression of students who have passed the Higher Secondary School Certificate examination and who were studying in the first year degree class of arts, science or commerce faculties. To select areas of errors for remedial teaching in English on the basis of frequency and suitability. To develop programmes learning material (PLM) for remedial teaching in the selected areas of errors in English. To observe effectiveness of the programmes for remedial teaching (PRT) in English on subgroup from urban and rural areas in terms of the scholastic ability. The sample of the study was 160 students at HSSC examination, The data was analyzed through 't' test technique. The findings of the study were the Programme was found very

relevant and had the instructional potential as aimed at Programme II consisting of 100 frames was more difficult to learn than the first one, concord could be mastered not only through the production of the language but more so by listening and reading. Programme III having 108 frames the largest chunk of the programme material required revision and restructuring of the frames.

- **Baskaran, H. S.** (Alagappa Uni. 1989) studied on ‘The Impact of the Remedial teaching programmes on the common errors committed by the students of Standard XII in written English. The objectives of the study were to identify and categorise the errors committed by the students of Standard XII in written English. to design some suitable remedial teaching programmes for the students of Standard XII to minimize these errors in written English. to implement the designed remedial teaching programmes for the students of Standard XII to minimize these errors in written English. The sample of the study was XII Higher secondary students of both the English and Tamil-medium sections. The collected data was analyzed through ‘t’ test, and Percentages. The findings of the study was the students of the control group did not differ significantly with the experimental group in committing orthographical errors in written English in the Pre-test. The students of the control group did not differ significantly with the experimental group in their mean scores in the pre-test. The students of the experimental group did not differ significantly with the control group in committing orthographical errors in written English in the post-test.
- **Kelu. P.** (Uni. of Calicut, 1990), conducted a study on some socio-familial variables Correlates of basic language skills in the Mother

tongue of Secondary School Pupils of Kerala. The objectives of the study were to explore the nature of the correlation of each of the socio-familial selected with each of the basic language skills for a representative sample of secondary school students and for the relevant sub-samples, to compare the correlations obtained in the case of pairs of relevant sub-groups, to compare the mean scores of each of the nine socio-familial variables obtained by high-achievers, average-achievers, and low-achievers in the sample. The sample of the study was 1,000 pupils of Std IX was drawn through stratified sampling procedure. The tools were A test of Listening Comprehension in Malayalam, a test of Reading Comprehension in Malayalam, Handwriting scale in Malayalam, test of Handwriting speed in Malayalam, test of Spelling Ability, test of Vocabulary in Malayalam, Kerala Socio-economic scale, Kerala university Verbal Group Test of Intelligence. The data were analyzed through 't' test regression analysis. The major findings of the study were Parental income, occupation and education, Socio-economic status, family acceptance of education and socio-familial status were positively correlated with listening comprehension, reading comprehension, handwriting speed, vocabulary and total language skills in Malayalam in the total sample. Parental educational level and family cultural level were the socio-familial variables facilitating handwriting speed. Achievement in handwriting quality was facilitated by parental income, parental occupation, family acceptance of education, facility for learning at home and total socio-familial status. Socio-familial status, cultural level of neighbourhood, family acceptance of education, learning facilities at home and parental occupation were found to be

significantly differentiating high, average, and low-achievers in language skills.

- **Ramamoorthy (1992)** investigated the problem of the children's spelling ability in English by remedial teaching program. The study proved that remedial teaching programme involve the teaching in such oral drill, intense practice teaching, gesticulation, dramatization, correlation, mimicry, picture, flash card, phonetic method effective in teaching misspell of the words. The common cause for poor spelling was the length of the word and words with the consonant cluster.
- **Marjorie Bingham Wesche (2000)** studied on university English as a Second Language (ESL) learners' responses to 5 different types of text-based vocabulary study exercises were examined. The objective was to understand better how such exercises may promote different kinds of lexical processing and learning and to compare these outcomes with those from thematic reading for comprehension. The results support a view of vocabulary acquisition as an elaborative and iterative process and demonstrate the primary role of the tasks learners carry out with new words that they encounter. Tasks provide learners with varied and multiple encounters with given words that highlight different lexical features, promoting elaboration and strengthening of different aspects of word knowledge. The findings also provide insight into the nature of the advantages, of using text-based vocabulary exercises together with a reading text as opposed to using multiple reading texts for the learning of particular words and their lexical features.
- **Penno, Wilkinson, and Moore (2002)** studied on Incidental vocabulary learning occurs when young students are repeatedly

exposed to the same text and what effect a combination of vocabulary instructional techniques has on students' word learning. Forty-seven students were selected to participate in this study. Young students were selected to participate to ensure any gains were due to listening to the texts rather than through reading the texts. The students were from two classrooms within the same school in New Zealand. Class A (mean = 6 years 6 months) was comprised of 15 boys and 8 girls (23 students total), all of whom spoke English as their first language. Class B (mean = 5 years 8 months) had 9 boys and 15 girls (24 students total), some of whom did not speak English as their first language. All instruction in both classrooms was primarily English. One to two months prior to the experiment, all students were given the Renfrew Action Picture Test (RAPT) and the Word-Finding Vocabulary Scale (WFVS) to "provide pretreatment measures of language and vocabulary skills. The RAPT is a measure of expressive Vocabulary, Comprehension. Retention, 24, language through the use of pictures, questions, and the structure of the subject's response. Students named objects in pictures presented to them while taking the WFVS test. Words on the pre-tests did not appear in the stories used during the experiment. Multiple choice tests were developed for each of the two stories and were used as pre and post-test measures. Examiners said a word and students chose from one of four pictures. Thirty words were selected from the stories (15 from each), with 10 words from each designated as target words and the remaining 5 from each being generalization words. The first test was administered one week before the reading of the first story. A retelling task was used after the reading of each story. "The retelling task was designed to

measure the children's use of the target and generalization words. Student retention While many methods of vocabulary instruction exist, how well students can retain and apply these strategies in future reading tasks is important. Understanding how students retain and then transfer information is critical for teachers to recognize and then apply in student learning tasks. The level at which students understand, recall, and store words is an essential piece of teacher knowledge.

- **Bratina and Lipkin (2003)** conducted an experimental study on a word wall to emphasize the importance of precise English vocabulary, allowing the students to creatively design the words. They looked at how students progressed in the English classroom when they were taught specific English vocabulary and sentences and asked to give speaking and oral solutions to their problem-solving processes.
- **Connor, Morrison & Slominski (2006)** examined the language engagement of preschoolers with their teachers in relation to emergent literacy learning activities (alphabet, letter word recognition, and vocabulary growth). The researchers examined the content of literacy activities across four dimensions teacher managed versus teacher-child managed versus child-managed, code focused versus meaning focused, explicit versus implicit, and student versus classroom level instruction. Teacher and parent questionnaires, as well as video-taped classroom visits were used to obtain data on student background and language skills.
- **Nash and Snowling (2006)** conducted an experimental study on vocabulary instruction which of two methods of vocabulary instruction was more effective in increasing vocabulary knowledge in

students with poor existing vocabulary knowledge. Their purpose was to determine if one method of vocabulary instruction also caused an increase of students' reading comprehension scores. The two vocabulary instruction methods were a definition program, where students were given the definitions of words and then wrote these words on paper, and a context program, where students were given a few sentences for each word in context and then discussed context cues. This experimental study began with 71 participants (41 females and 30 males) from a primary school in York, England. Students were screened using tests of receptive vocabulary, narrative skills, and reading. After the screening, 24 children (ten females and 14 males) were determined to be the bottom third of the sample and were then placed into one of the intervention groups. "Children were ranked and assigned in closely matched pairs to one of the two teaching 10 programs" (p. 339). To ensure only the method of instruction varied between groups, several factors were carefully controlled. Both groups had the same instructor, amount of time per lesson, days of instruction, vocabulary words, and number of students. Hypotheses tested were: student instruction will show a "difference in favour [sic] of the context group in terms of expressive but not receptive vocabulary score" when compared to the definitions method and "reading comprehension of the passage containing taught words should be significantly better at post-test for the context group than the definitions group" Students from each intervention group was given two vocabulary post-tests, one immediately after teaching and then three months later.

- **Cain (2007)** in experimental design research study investigated whether or not the use of explanation facilitates children's ability to derive accurate word meanings from story context. Students read short stories containing different novel words. Each of the 16 stories contained contextual clues that students could use to infer the meaning of the novel word. Students were asked to define the novel word at the end of each story. Group assignment based on student scores on British Picture Vocabulary Scales (BPVS) and the Neale Analysis of Reading Ability. All students improved in the quality of their word definitions, but the greatest gains were made when children explained their own definitions or the experimenter's correct definition. This study found that explanation is a useful instructional technique that facilitates children's ability to derive word meanings from context.
- **Martin-Chang, Levy, and O'Neil (2007)** conducted a study on Comparing students' abilities to retain and transfer skills in future tasks after two separate methods of vocabulary instruction. Second grade students from schools using mainly whole language instruction were screened for this experiment. Some students were not included in the sample, including English as a Second Language (ESL) students or those with developmental delays. 25 After obtaining parental permission, 69 students took the reading screening subtest. Forty-eight students' scores fell within the normal range and were then asked to read two different passages. Students making fewer than ten errors were not chosen to participate. Those making ten or more errors were part of the final sample, which consisted of 28 children (16 boys and 12 girls). Individualized instructional materials were created for each student. Subjects participated in both types of

instruction; isolated word training and context training. Sessions lasted for 15-20 minutes over two weeks, for each training program. Program schedules were: day one was a pretest, days two through four were training days, days five through eleven were a retention period, and on day twelve a retention task and transfer task were given. During the isolated word training, students read words from personalized sets of cue cards. Students were given 1.5 seconds to respond. If the student was correct, no feedback was given and the experimenter showed the next card. If the student was incorrect or did not respond in the allotted time, the experimenter said the word correctly and then moved on to the next word. Twelve repetitions, “2 word repetitions per list x 2 trials x 3 days = 12 word repetitions in total,” of each word occurred over the three day training period. During the context training, students read individualized reading passages with the experimenter. Each story contained target vocabulary words, which the students would read, while the experimenter read the rest of the story aloud to the student. Following the same procedure as the isolated word training, students were given 1.5 second to respond. Correct responses meant the experimenter continued reading. Responses taking longer than 1.5 seconds or incorrect responses resulted in the experimenter saying the word and then continuing to read the rest of the passage. Eight days after training, students were given a retention task and then a transfer activity. Retention activities used the same materials used in training, while the transfer task used the original screening passage, which students had only seen one time twelve days earlier. Words used during both conditions were words students were not able to read

during the pretest. Isolated word training mean scores were obtained after each of the six trials. From trial one to trial six, the mean went from 40.93 percent accuracy to 95.61 percent accuracy.

- **Leung (2008)** explored young children's learning of scientific vocabulary. This study focused on the effectiveness of retelling and hands-on science activities related to concepts presented in a book. All children participated in book reading sessions using informational text on the science topic of light and color. Half of the children immediately retold the book. All children were provided with hands-on activities after the retellings. Thirty-two targeted words were selected from the three books used for the study. Children who participated in the book retellings were better able to explain the meanings of the targeted words. Study findings indicate that young children can learn scientific names for complex concepts.
- **Silverman & Hines (2009)** compared the effects of traditional and multimedia enhanced read-aloud vocabulary instruction on word learning for English Language Learners and non-English Language Learners. A questionnaire was used to gather information on each student's primary language. English language learning students spoke a wide range of languages. There were two intervention conditions, one non-multimedia and one multimedia. The content of learning for both was habitats. One hundred tier-2 words were taught during the 12-week intervention. In the multimedia group, four videos were used. The results of the study indicate there was no effect of the use of multimedia on word knowledge for non-ELLs. Among children who experienced the multimedia enhanced vocabulary intervention, the gap between non-ELL and ELLs in knowledge of words targeted

during the intervention was closed, and the gap in general vocabulary knowledge narrowed.

- **Laurie F. Johnson(2015)** conducted a study on Vocabulary Strategies in an Elementary Classroom in a Third World .The setting for this study was a small private parochial school in rural Honduras. It was a private rural school and the majority of the students came from a home for children located on the same property as the school. The academy had an enrollment of 118 students in preschool through ninth grades. Approximately 27.5% of the total enrollment was made up of students from around the community. The total number of students in 2 nd grade was 16 and 3 rd grade was 15. The total number of participants in this study was 31. This study took place over a 6-week period and a convenience sample was used due to the fact, as noted by Creswell, (2003) that the students were already assigned to their grades or “naturally in groups” and the population chosen would only affect the academy Table 1 explains the characteristics of the sample chosen The study hypothesis was restated in the null hypothesis that there would be no significant difference between the traditional vocabulary group and the vocabulary strategy group in terms of the number of vocabulary words mastered following training. An independent t test was used to compare the differences in gain scores between the two groups. The independent variable was the vocabulary strategy used, and the dependent variable was the vocabulary gain score. Posttest scores were compared with the pretest scores. The gain score was calculated by subtracting the pretest score from the posttest score.

2.4 Reviews of Books and Articles

- **Jenkins, Matlock, and Slocum (1989)**, in their articles compared the effects of two types of vocabulary instruction on learning individual words and on deriving word meaning from context for 135 fifth grade students. Six fifth-grade classrooms from different schools in the same school district were selected to participate in the experiment. Three classrooms were randomly assigned to the 12 two different instruction methods: individual meanings and deriving meaning from context. Each of the six classrooms was then randomly assigned to low, medium, or high amounts of practice for their respective instruction method. Using the California Achievement Test as a baseline, on both vocabulary and reading comprehension, there was “no significant difference between classes for achievement test scores in either vocabulary or reading”. Using teacher scripts to ensure proper implementation of the experimental technique, students in the individual meanings received instruction for 45 words. Students in the low practice group received nine days of instruction with only one exposure to each word. The medium practice group received three exposures to each word over eleven days of instruction. During twenty days of instruction, the high practice group was exposed to each word six times. Students that participated in the deriving meaning instruction groups were taught how to use a strategy to gain understanding of an unfamiliar word. Emphasis was placed on context to gain meaning. Teachers also followed a strict format for this instruction
- **Widdowson (1998)**, in his article argued that the ‘criteria do not in themselves distinguish the linguistic exercise and the communicative

tasks' He also argues that 'exercise' and 'tasks' differ with regard to the *kind* of meaning, goal, and outcome they are directed towards. An exercise is premised on the need to develop linguistic skills as a prerequisite for the learning of communicative abilities, while tasks are based on the assumption that linguistic abilities are developed through communicative activity.

- **Natraj S. (2005)**, in her book “Developing Communication Skills” said that everyone is impressed by a fluent speaker with correct pronunciation and everyone wishes to become fluent speaker but one is frustrated because this does not seem to happen easily. They should try to understand the importance of the fluency in pronunciation but how they can become fluent speaker and what role the teacher has to play in helping learners so that they can develop. There are some myths related to the fluency that a fluent speaker always speaks fast and able to talk on any subject as an excellent orator and who does not make grammatical errors. She has also mentioned that the skill of speaking is ‘active’ in nature and thus ‘productive’. Speaking in second language involves the development of a particular type of communication skill. According to her a successful act of speech communicates something to someone. Speech is successful when it produces the desired response.
- **Eneida Rivera Colón Gurabo, Puerto Rico(2013)**, in their article the development of character education through vocabulary instruction for the enhancement of oral communication of high school seniors. This study followed a quasi-experimental design with a pre-test and post-test. The experimental design was mostly used in Education to explore possible fundamental causal effects in

independent variables and dependent variables (Creswell, 2005, 2010). The selection of experimental and control groups existed in classroom settings. The participation of students in a study occurred according to teachers' contributions and school choice. According to Creswell (2010), the random selection of students was a procedure that influenced the education process that was normally observed at schools. Even though, the selection presented risks to the external validation of the process, a reduction of the possibility to generalize conclusions was to be derived from the study. Developing the English language vocabulary of native Korean speaking students through guided language acquisition design by Sara Leigh-anne Hahn Presented to the Department of Educational Leadership and the Graduate School of the University of Oregon in partial fulfillment of the requirements for the degree of Doctor of Education June 2009 Sampling_total 16 students, 10 boys and 6 girls, participated in the study. 11 students were in the first-grade and 5 students were in the second-grade. According to self-report data, 9 spoke only Korean or mostly Korean at home, and 7 spoke Korean and English at home. Eight classroom teachers, who were working with these native Korean-speaking students in their classes, were recruited for the study, 4 first-grade and 4 second-grade teachers. One second-grade teacher had one student in her class who qualified for the study but did not give consent to participate. As a result, the teacher did not participate in the study. The remaining 4 first-grade and 3 second-grade teachers participated and completed the research study. All of the teachers had received the two-day GLAD training during the previous school year and had completed a five-day GLAD training

during this school year, prior to implementing the lessons for this study.

2.5 Learning Value for the Researcher

All the above studies and theoretical views stated the importance of oral communication and focuses on vocabulary studies. The studies reveal the success of the activities to develop vocabulary and communication moreover, also focuses on the relevant findings of the experimental studies. The reviews of related literature enlightened the researcher to the importance of language, communication and experiments.

The review of related research, conceptual articles and related reference books helped the researcher to broaden his/her perspectives in the respective topic. This also helped to prove the distinguish features and the need of the study at the present scenario. These reviews helped the researcher get in-depth ideas about importance of vocabulary competencies in today and also ways to prepare the tasks on developing vocabulary.

2.6 Conclusion

All the above mentioned aspects suggest that review of related literature is an inevitable step for researcher. The review of related research, conceptual articles and related reference books help researcher to broaden his/her perspectives in the respective topic. This also helps to prove the distinguish features and the need of the study at the present scenario. The review of the related literature also helps the researcher to understand the uses of different types of tests, methodology, activities, programmes and to increase the effectiveness of the study. Thus this chapter contains reviews of related literature. This is followed by the third chapter methodology of research methodology.

Chapter -3

Research Methodology

3.1 Introduction

Research methodology is an essential step in the research process. It plays a crucial role in the success of the study and also provides supports to the researcher. Research methodology is a blue print on the paper like an architect's plan. The purpose of a research methodology is to impose controlled restrictions on observations of natural phenomena. It guides the researcher throughout the study. The factor that most often differentiates between a good and a poor research not the size of sample or sophistication of the statistics, but it is the care and thought that goes into the research plan.

3.2 Research Type

This research is both Qualitative and Quantitative.

Qualitative research gathers information that is not in numerical form. Qualitative data is typically descriptive data and as such is harder to analyze than quantitative data. Quantitative research uses statistical techniques. This research is quantitative as the researcher used 't' test to compare means. It is qualitative as the feedback is analyzed qualitatively.

3.3 Research Method

Experimental research method was used as the researcher conducted pre-test and post -test.

3.4 Research Design

The researcher selected a single group pre-test post-test design for the study. According to Kothari C.R. (1985), In such a design a single test group or area is selected and the dependent variable is measured before the introduction of the treatment. The treatment is then introduced and the dependent variable is measured again after the treatment has been introduced". The effect of the treatment would be equal to the mean score of the Vocabulary Proficiency Test after the treatment minus the mean score of Vocabulary Competencies.

The procedure of the study is as under.

1. The researcher administered O1, pre-test to measure the vocabulary proficiency of a group before exposure to the Activity based Package.
2. Then researcher exposed the subject to X, the Activity based Package.
3. Then researcher administered O2, the post-test to measure the mean score of vocabulary proficiency after exposure of the Activity based Package. The post-test was given to measure the effect of the Activity based Package.

In short, research method for the study can be described in brief as below.

Table 3.4.1 Research Design

Pre –test	Treatment (Independent variable)	Post- test
O1	X	O2
Vocabulary Proficiency Test	Activity based Package	Vocabulary Proficiency Test
Mean Score 'P'		Mean Score 'Q'
Q-P =Effect of the Treatment		

3.5 Population of the Study

The population for the study comprised standard 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.

3.6 Sample of the Study and Sampaling Procedure

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

Table 3.6.1 Sample of the Study

	Male	Female
St. Joseph School, Anand	40	40
Total	80	

3. 7 Research Tools

1. Vocabulary Proficiency Test: 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.

3. 8 Construction of the Test

A Vocabulary Proficiency Test was constructed to know the vocabulary development of the students. In all 50 multiple choice questions were prepared. In all, five types of Vocabulary points were used to prepare the

test. Initially the researcher prepared a test of 50 MCQs and then gave it to the research guide and experts. The experts suggested to prepare the questions based on vocabulary points they study at upper primary level. The researcher modified the draft and gave it to some experts at schools and colleges. The experts' comments were discussed with the research guide and some rationale suggestions were incorporated to construct the test. The evaluation of the test became constructive with the kind support of the experts and guide.

The following steps were used to construct the Vocabulary Proficiency Test.

- Review of some sample tests on language and vocabulary development
- Identifications of components to construct the test
- Informal interaction with the school teachers and friends
- Designing the tentative draft of Vocabulary Proficiency Test
- Getting expert opinions from the Experts
- Discussion with the research guide on experts' opinions and suggestions
- Finalizing the answer key of the test
- Planning for the instructions and executions of the test
- Final draft of the test

3.9 Classification of the Statements

A Vocabulary Proficiency Test was constructed using the following vocabulary points. The MCQs on various vocabulary points were placed randomly in the test. The following components were included in preparing the test.

- Basic Grammar rules
- Making Sentences
- Vocabulary Clues
- Finding Hard words
- Finding Synonyms
- Finding Antonym

3.10 Experts' Suggestions on the Test

The research experts put the following suggestions to construct an effective vocabulary proficiency test. They are as under.

1. Mix all types of questions so that the students will think and answer.
2. Follow simple to complex maxim to decide the order of the questions.
3. Give simple and proper instructions in the beginning of the test.
4. Give one example in the beginning of the test.
5. There were some similar questions in the test. It spoils the beauty of the test. Remove such questions.
6. Also make use of some new vocabulary in the test itself. Let them think for the meanings. You may help indirectly to facilitate them.
7. Increase the timing of the test. They would require some more time to answer properly.
8. Some options are not relevant to the answers. Options must be near to the answers which confuse the students to decide.

3.11 Construction of the Program

The researcher prepared some activities based on the vocabulary points taken for the study. Secondly, the research guide short listed some activities and suggested to turn into specific format of activity and specify the

teaching learning materials as well. In all, 10 activities were prepared and given to the experts for their valuable inputs. The experts were informed in advanced about the selected vocabulary points and objectives of the study which as a result helped them to provide rationale inputs to make an effective activity package. The activities were placed in a simple to complex way so that the learners can enjoy the programme. After the implementation of each activity, the students had to share their expressions on the activities they involved in it. Each activity carried more than one activity which made each one active and energetic while studying.

3.12 Experts' Suggestions on the Package

The experts gave many constructive and rationale suggestions to construct an effective activity based package on vocabulary development. The researcher included almost all the suggestions in the package. A list of the suggestions are mentioned below.

- There should be some activities on language games. Language game is the most effective in developing vocabulary of the students.
- There should be more or less fix time for each activity of the package.
- Bring innovations in the activities.
- Keep some pair and group activities also. Each individual requires personal attention of the teacher. This idea of peer learning would help to facilitate the slow learners.
- Arrange simple to complex activities in the package so that the students would be motivated to learn.

- Keep some visuals, auditory and symbols in the activities of the package.
- Include some activities on self learning. This will inspire them to work hard.
- Carry out some other activities based on the activities included in the package at the school.
- Make sure each one participates in the all the activities. Design the activities in such a way so that highly attentive and non attentive students get engaged.

3.13 Implementation of the Programme

- The researcher gave pre-test to the students in the 2nd week of August. The activities of the activity based package were being implemented in ten days. To know the significance of the activities of activity based package the post-test was given after ten days.
- Students' performance during the activities and presentation was observed by the researcher.
- Feedback was collected from the students at the end of the intervention of the programme.

3.14 Conclusion

This experiment is a crucial part of the present work. Researcher did experiment in school. Researcher constructed test for students. Researcher carried out Vocabulary Proficiency Test, then used Activity based package to develop vocabulary of the students and prepared feedback form to know students' opinions on the research activities. The experts gave many suggestions. Thus this chapter contains research methodology. This is followed by the fourth chapter data analysis and interpretation.

Chapter-4

Data Analysis and Interpretation

4.1 Introduction

Data collection, data analysis and interpretation are the most important steps in research. If the data collected is not calculated accurately and comprehensively then it is difficult to present the accurate findings. Here, the qualitative as well as quantitative data was analyzed and interpreted to understand the effect of the Activity based package Program.

4.2 Data Collection

The data was collected before and after the implementation of the package through a Vocabulary Proficiency test. In the beginning of the pre test several instructions were given to the students after that, the activity based package was implemented to the students of 8th in a group. At the end of the implementation of the package, feedback was taken from the students on researcher's teaching and activities and then post test was given to the students to know the effect of the programme. Following Programme presents the day by day activities here.

Day -1

Objectives

To enhance questioning skills and thereby enrich vocabulary .

To ask questions and respond rationally to answer the questions.

Procedure

Researcher gave set of cards to one pair. Instruct students to speak the dialogues in response to the cue cards. Restrict students to speak about the

cues and situations only. Motivate students to use prompt for vocabulary development. The students and researchers share their ideas at the end of the activity.

Day 2

Objectives

To enable the students to develop vocabulary new words.

To enable the students to use of vocabulary in day to day life.

To reflect and respond to the opponent for better communication.

Procedure

First researcher split the students up into two groups. Have one student give teacher a letter from the alphabet (make sure they don't say Z or X though). Then have each group call out a verb, in its infinitive form that begins with the letter chosen. Each group calls out a new word and you record it on the board. The group who can't think of anymore loses. . It helps them recall words they may have only seen once or twice and aids memory.

Day 3

Objectives

To enable the learners to different place, thing and name

To enable the learners to be used to elicit from the student what they already know about a certain topic.

To identify the place, thing and name and follow the instructions

Procedure

Researcher divided the class in two teams. Give each team a set of slips with five (or three or two, depending on their level) things they have to name. The teacher chooses a category (animals, colors, school objects, kitchen gadgets...) and each student has to say a word that belongs to that category. The teacher chooses another category the following student starts

again. In the following round, the student who's standing have another chance. If he/she can say a word that belongs to the new category.

Day 4

Objectives

To enable the students to remember words and what they mean.

To enable the students to use the words in a sentence.

To enable students useful to highlight the problem and to move students' knowledge of the word

Procedure

Reaecher collected together a list of words students have learnt recently and some quick definitions of the word. Researcher draw a large grid on the board. Then puts the students into pairs or small groups and get each group to choose two of the words from the grid. She tries to make sure that each group had different words and that as many of the words as possible from the grid are chosen. Once the groups have chosen their words, told them that they must write a single sentence that uses both words and that you award points for the most interesting sentences. At this point it's better to focus them on the creativity rather than accuracy of the sentences. Once all the groups have written their sentences she gets a volunteer to write each sentence on the board, or asks to read the sentences out. At this point she should award points for the sentences for their creativity and good use of the words.

Day 5

Objectives

To enable the learners to help kids learn and review their vocabulary

To enable the learner to reflect over the content

To enable the learner helps them with the alphabet and spelling.

Procedure

Researcher divided the class into three or four groups. They listen to words and then choose letters from the pockets to spell the words. Researcher prepares a colourful piece of paper which can be used as a background for the wall dictionary. Sew 26 pockets on it (or use glue/sticky tape) and label each pocket with a letter of the alphabet. She asks the children to prepare sets of letter cards by writing the 26 letters on some small pieces of paper. They put their letters into the pockets as soon as they can. We can use this wall dictionary at any time to practise spelling.

Day 6

Objectives

To enable the students to describe the things in their language.

To use more adjectives and flowery language.

To enable the students to appreciate the given objects and respond.

Procedure

First the researcher forms the groups of the students and then shows them the objects such as, Pictures of famous personality, Objects, and Place (Historical, any local place). The researcher was allot one thing to each group. Students are given 5 minutes to discuss with one another in group. After that the researcher randomly calls one or two students from each group to describe and respond the thing.

During the presentation and at the end of the presentation researcher facilitates students by putting additional information.

Day 7

Objectives

To enable the students to speak on the spot over the given strips.

To enable the students to classified thing according to their name.

To enable the students to write definition of word.

Procedure

Researcher instructs students simply pick words from the box at random, give the definition and ask for the word. And tell students not to write anything in their notebook. all these cards divided into nouns, adjectives and verb want all these cards divided into lexical sets' Each corner of the room is a different lexical set- that one's furniture, that one's medicine, that one is food and that one is sport. Put the cards in the right corner, you have one minute to do this. This could also be done in teams, giving each team a handful of words to sort.

Day 8

Objectives

To enable the learners to speak empathetically and favors the topic.

To quote more examples, situations and events in support to the topic.

To enhance people commune skills by addressing the audience and convincing them.

Procedure

The researcher announces the topic for declamation before three day and on the same day. She tell the rules of declamation to all the students. The students are randomly for the presentations and 3 minute are given to them. It is totally oral presentation. The researcher keeps some students to judge and reflect at the end of all presentation. The researcher also adds the information which help them to inculcate values.

Day 9

Objectives

To enable the learners to arrange the alphabets and prepare words and two sentence following the word.

To enable the learners to build/construct sentences.

To enable the learner to find synonyms antonyms.

Procedure

Researcher, splits the class into different teams. Students set facing the board. Then she takes an empty chair - one for each team - and put it at the front of the class, facing the team members. These chairs are the 'hot seats' then gets one member from each team to come up and sit in that chair, so they are facing their team-mates and have their back to the board. As the teacher, has a list of vocabulary items that you want to use in this game. She takes the first word from that list and write it clearly on the board. The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions etc. to develop vocabulary.

Day 10

Objectives

To enable the learners to communicate over the authentic materials.

To read understand and pass the information.

To enable the learners to share their views even the materials and respond to them.

Procedure

The researcher brings various types of authentic materials and from pairs of students. After forming pairs the researcher provides one authentic material to each pair and gives 5 minutes to decide questions and extract information. The researcher gives 5 minutes for the presentation. The other students are

also asked to add the information or raise questions. The news paper cuttings gives them life like experience about the routine affairs. The researcher reflects at the end of the session and note down the observation.

4.3 Data Analysis

The collected data were analysed through t-test technique and percentage analysis technique. The score of pre test and post test were analyzed through ttest technique and the responses on the feedback were analysed through percentage analysis technique.

4.4 Hypotheses Testing and its Interpretation

Keeping in mind the objectives of the study, the researcher framed null hypotheses. The analysis and interpretation of all the hypotheses are given as under.

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

Table 4.4.1 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. It can be observed from the result that post-test mean achievement score was higher than the pre-test mean achievement score which indicates that the activity based package was effective in developing vocabulary proficiency among the students.

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

Table 4.4.2 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 of 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. It can be observed from the result that post-test mean achievement score of female students was higher than the post-test mean achievement score of male students which indicates that an activity based package was effective in developing vocabulary proficiency of the students.

Hypothesis-03 There will be no significant difference between the mean achievement score of male students' vocabulary proficiency in pre test and post test.

Table 4. 4.3 Male Students' vocabulary Proficiency in Pre-test and Post-test

Male	Mean	N	SD	SEM	df	T
Pre-test	15.92	40	5.48	0.87	78	3.78
Post-test	20.8	40	6.19	0.98		

***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 of freedom. So, the null hypothesis that there will be no significant difference between the mean achievements score of male students' vocabulary proficiency in pre test and post test. is rejected. It means, there was significant difference in the mean achievement score of male students' vocabulary proficiency in pre-test and post-test. It can be observed from the result that post-test mean achievement score of male students was higher than the pre-test mean achievement score which indicates that an activity based package was effective in developing vocabulary proficiency of the students.

Hypothesis-04 There will be no significant difference between the mean achievement score of female students' vocabulary proficiency in pre test and post test.

Table 4. 4.4 Female Students' vocabulary Proficiency in Pre-test and Post-test

Female	Mean	N	SD	SEM	Df	T
Pre-test	18.45	40	6.75	1.07	78	4.00
Post-test	25.98	40	9.82	1.55		

***Significant at 0.01 level**

The computed t-value i.e.4.00 is greater than the table t-value 2.66 at 0.01 level of significance for 78 degree of freedom . So, the null hypothesis that there will be no significant difference between the mean achievements score of female students' vocabulary proficiency in pre test and post test is

rejected. It means, there was significant difference in the mean achievement score of female students' vocabulary proficiency in pre-test and post-test. It can be observed from the result that post-test mean achievement score of female students was higher than the pre-test mean achievement score which indicates that an activity based package was effective in developing Vocabulary Proficiency among the students.

4.5 Analysis of the Students' Feedback on Researcher's Teaching

There were in total 10 activities planned in the Activity based Package. During the implementation of the activities the researcher maintained an observation diary and at the end of the programme collected feedback from the students.

Table No. 4.5.1 Students' Feedback on Researcher's Teaching

Sr. No.	Details	Feedback
1	Are you inspired by the researcher's teaching ?	97%
2	Have you been constantly interested during the activities?	96%
3	Has the researcher taken enough time to conduct the activity?	98%
4	Facilitators facilitation	
	Good	95%
	Fair	5%
	Insignificant	00
Feedback on the question answer session		
1	Have you got enough time for the question answer?	93%
2	Have you derived points from the discussion?	98%

3	How was the question answer session?	
	Interesting	97%
	Irrelevant	02%
4	Have you got satisfactory answer from the discussion?	99%
5	Use of Authentic Materials	90%

The above mentioned table explains the feedback of the students in percentage wise. There were a few students who found difficulty in remembering the words and meaning. Most of the students understood the new words and their contextual use in language. Here the students' feedback on researchers teaching shows that 97% students were inspired by researchers teaching. 96% were interested during activities. During this activities researcher take enough time to conduct the activity. Facilitators Facilitations was 95% good. Feedback on the question answer session was also done. 93% students got enough time for the question answer. 98% students derived points from the discussion. The question answer session was 97% interesting according to students feedback. 99% students got satisfactory answer from the discussion. The feedback explains that the students were quite happy and satisfied with the teaching of the researcher.

4.6 Feedback of the Students' on Each Activity of the Programme

The students were given a feedback sheet wherein they had to give their response on the implementation of each activity. This table explains which activity they liked the most and which activity they didn't like the most.

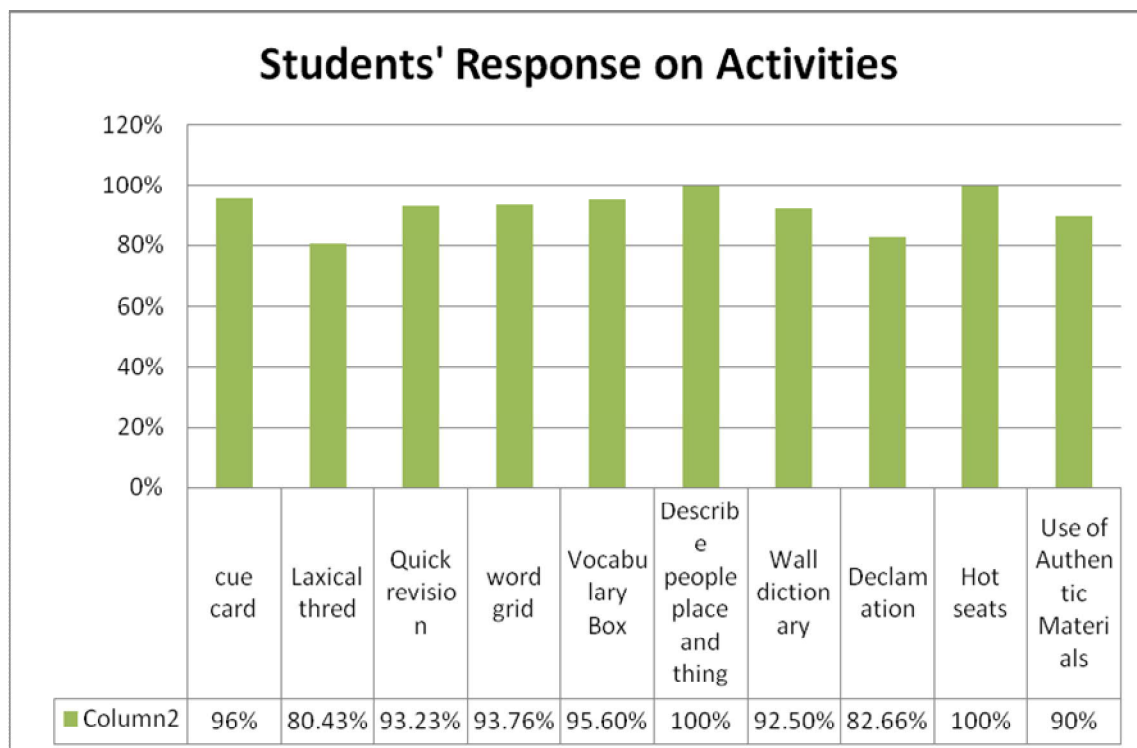
Table: 4.6.1 Students' Feedback on Each Activity

Sr. No	Activity	Their liking in Percentage
1	Cue cards	94%
2	Lexical thread	80.43%
3	Quick revision	93.23%
4	Word grid	93.76%
5	Vocabulary Box	95.60 %
6	Describe people place and things	100%
7	Wall dictionary	92.50%
8	Declamation	82.66%
9	Hot seats	100%
10	Use of Authentic Materials	90%

The students responded in the feedback sheet which was given to them. The responses were classified into percentage. The percentage shows that they like describing the people, place and thing activities the most. The activity on lexical thread was found little difficult for the students.

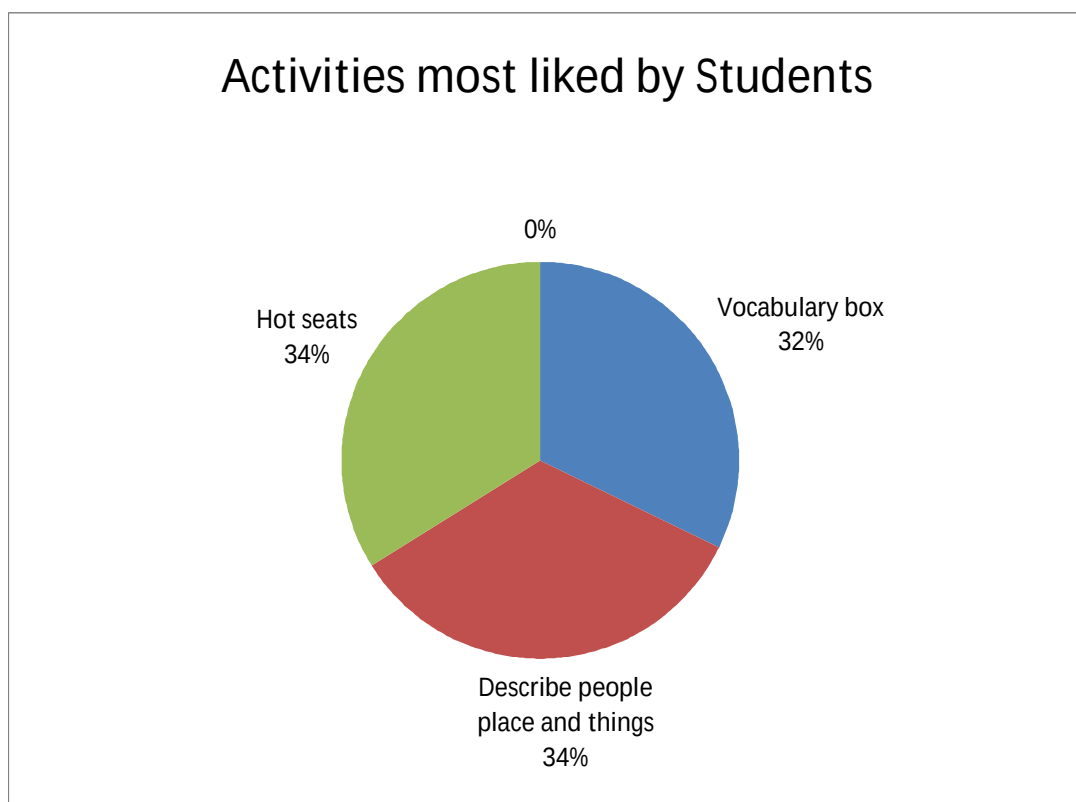
The graphical presentation given below also helps to know the students' response on each activity.

Graph 4.6.1 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, 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.

Graph: 4.6.2 Activities most liked by students



The above graphical presentation explains that the students liked Describing place, people and thing, hot seats and vocabulary box activities the most in the package. There was an equal number of the students who responded the describing thing, place and people and hot seats were the most effective. The second most effective activity was vocabulary box for the students. The reason they liked word building activities because they were simple and they had to speak less. All those who didn't like to speak long may found this activity effective to begin communication from small words and structures.

4.7 Conclusion

The collected data was analyzed qualitatively and quantitatively. The t-test technique was used to analyze the quantitative data. The qualitative data

collected through observation and Feedback were analyzed by percentage analysis and content analysis techniques. The chapter explains in detail about the researcher's observations and students' feedback conducted during the research and at the end of the research activities. This chapter is followed by the next chapter.

Chapter-5

Findings, Suggestions and Implications

5.1 Introduction

Vocabulary development helps in making students develop communication skills/expression skills for real life. Developing value/inculcation of values. Helps in developing, thinking, skills, analytical and social skills. It develops creativity of students /innovation. It helps in language learning which leads to better understanding of other subjects. It makes class interactive, increases students' involvement, active participation, self-learning etc. It makes students self-motivated which leads self-directed language also. They become aware about more vocabulary and fluency in language skills. Teachers should create a scope for thinking, creativity and innovation and use, variety of activities. Activity Based vocabulary development provides rich exposure for using language using function. The purpose of the study was to construct and evaluate the effectiveness of the Activity based Package in developing students' Vocabulary. A big number of the students were evaluated individually and certain responses of feedback are mentioned in this chapter. This chapter helps to get overview of this research study. In the present, chapter the summary of the report has been presented along with the findings, implications, observations and recommendations for prospective research studies.

5.2 Title of the Study

Effectiveness of An Activity Based Package To Develop Vocabulary At Upper Primary Level

5.2.1 Objectives of the Study

- To develop a set of activities to teach vocabulary items.
- To construct a test on vocabulary proficiency to evaluate students' vocabulary knowledge.
- To study gender differences with reference to their enhancement of vocabulary development.
- To study the students' expressions for the enhancement of the language competencies.
- To scrutinize the errors and identify its causes to enhance vocabulary.

5.2.2 Variables of the Study

Independent variable: Activity based Program

Secondary Independent Variable: Gender (Boys and Girls)

Dependent variable: Vocabulary Proficiency

Control Variables: 8th Standard students, Second Language Learners and selected vocabulary items.

5.2.3 Hypotheses of the Study

- There will be no significant difference between the mean achievement score of pre test and post test of students' vocabulary competencies.
- There will be no significant difference between the mean achievement score of male and female students' vocabulary development.
- There will be no significant difference between the mean achievement score of male students' vocabulary development in pre test and post test.

- There will be no significant difference between the mean achievement score of female students' vocabulary development in pre test and post test.

5.2.4 Population of the Study

The population for the study comprised standard 8th students of all Gujarati medium secondary schools of Anand district which are affiliated to Gujarat State Education Board during the academic year 2015- 17.

5.2.5 Sample of the Study

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

5.2.6 Research Type

This research is both Qualitative and Quantitative research .

5.2.7 Research Method

Experimental research method was used.

5.2.8 Research Tools

- Vocabulary Proficiency Test: Test was constructed to evaluate the basic vocabulary knowledge of the students.
- Activity based Package: An activity based package was constructed on developing vocabulary of the students.
- Feedback form: It was used to know their views and opinions in the form of feedback.

5.2.9 Research Design

A single group pre-test post-test design was selected for the study. A Vocabulary Proficiency Test was administered before and after and the implementation of the an Activity Based Package.

5.2.10 Data Collection and Analysis Technique

The Vocabulary Proficiency Test was implemented by to the students of St. Joseph School Anand, as well as pre-test and post-test were also implemented to study the effectiveness of the Activity Based Package to develop vocabulary. The Activity based Package was implemented after the administration of test. The feedback was collected at the end of the research. The collected data were analyzed quantitatively and qualitatively by using t-test, content analysis technique and percentage analysis.

5. 3 Findings of the Study

After testing the hypotheses, obtained findings are as given below

- The Activity based Package was effective because the computed t-value (5.21) is greater than the table t-value of 2.64 at 0.01 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 more effective for female students 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 more effective in developing vocabulary proficiency among the female students' than the male students.

- The Activity based Package was effective for male students because the computed t- value (3.78) 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 It shows that post-test mean score of male students is higher than the pre-test mean score.
- The Activity based Package was effective because the computed t- value (4.00) 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 post-test mean score of female students is higher than the pre-test mean score.
- The Activity based Package was effective because students feedback on activity shows the interest towards vocabulary. Most of the students were interested in activities. They liked the question, answer and discussion sessions. Most of the students understood the new word and their use. Students were quite happy and satisfied with the teaching of the researcher.

5.4 Implication 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.

5.5 Observations by the researcher

The researcher observed the learning styles, responses and behavior for the students during the research activities and identified some of the major following observations.

- Most of the students participated enthusiastically in all the activities conducted under the Activity based Package.
- A few students faced difficulties in writing correct spellings of the new words.
- Most of the students learnt the meaning, spellings and use of new words and their the use in daily communication.
- The activities like role play, simulation, group discussion, dialogue formation and language games helped the students in their language development.
- Some students faced difficulties in pronouncing the new words. The repetition of words enabled them to know the spelling and pronunciation.

- Some students were more interested in using the new words rather than understanding their meanings.
- Highly attentive students helped the low attentive students in the activities to develop their vocabulary.
- Due to having a diverse learning group, individual attention was required to pay to teach vocabulary to the students.

5.6 Suggestions for Schools and Colleges

- The schools should provide more exposure to the students by organizing various language oriented activities and games which help students to develop their vocabulary skills.
- The schools should carry out more literary activities at the school and let each one participate in one or the other way.
- Innovative activities to develop vocabularies among the students should be carried out.
- Schools should make students to form habit of learning new words everyday.
- The teacher education colleges should celebrate the activities like value week celebrations, declamation, teacher's day celebrations, national and religious festivals etc for the holistic development of the students.
- Language games and activities should be planned and executed among the students to develop their language and vocabulary.
- The teacher education colleges should involve student-teachers in planning and organizing activities to make them competent and committed at the profession.

- The education institutions should diagnose and give remediation to develop vocabulary among the rural students.
- Group and individual activities by field visit, debate, celebrations, sports and other such activities should organize to draw out the latent skills of the student-teachers.
- The regular assembly sessions can be made more fruitful by keeping certain thought provoking vocabulary activities.

5.6.1 Suggestions for Further Studies

- Effectiveness of an Activity based Package to Develop Vocabulary at Higher Secondary level.
- Effectiveness of an Activity based Package to Develop Vocabulary among First Language Learners of English.
- Developing Vocabulary through Task based Vocabulary Development Programme.
- Study the Effect of Language Games in Developing Vocabulary at Upper Primary Level.
- Effectiveness of Task based Programme to Develop Functional Vocabulary at Secondary Level.
- Evaluate the Effectiveness of Vocabulary Development Programme at Graduate level.
- Evaluate the Effect of Vocabulary Development Programme in Developing Writing Skills at Upper Primary Level.
- A Comparative Study on Proficient use of Vocabulary among the Students of EFL and ESL.

- Evaluate the Effectiveness of an Activity based Package in Developing Functional Vocabulary among EFL and ESL.
- Study the Effect of Vocabulary Development Programme in Developing Lexical and Grammatical Competence among the Graduate Students.
- Evaluate the Effect of Communication Development Programme in Developing Vocabulary among the Upper Primary students.
- Developing Vocabulary Competencies at Upper Primary Level.
- Evaluate the Effectiveness of a Programme on Language Functions at Upper Primary Level.

5.7 Conclusion

In a nutshell, it was found that the students have 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. Most of the students learnt the meaning, spellings and use of new words and the use of it in daily communication. The researcher carried out a research on developing vocabulary and drastic change was found in students' vocabulary proficiency and communication. Due to having a diverse learning group, individual attention was required to pay to teach vocabulary to the students. The activities carried out under the package boosted the confidence of the learners and helped them to develop their basic vocabularies.

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Appendix No.01
LIST OF EXPERTS

Sr. No	Name	Designation	Place
1.	Dr. Bharti Rathore	Asst. Professor, Waymade College of Education	VVNagar
2.	Mr. Kirit Vaniya	Asst. Professor Waymade College of Education	VVNagar
3.	Dr. Jignesh B. Patel	Children's University	Gandhinagar
4.	Dr. Rohini Trivedi	JG College of Teacher Education	Ahmedabad
5.	Mr. Fredrick Mecwan	Christian College of Education	Anand
6.	Mr. Nikunj Mecwan	Western English School	Petlad
7.	Mr. Sejal Jadav	St. Joseph School	Anand

Appendix No.02

Vocabulary Proficiency Test

Dear Student,

Here, some multiple choice questions are given. Each question carries four options. You are requested to choose the correct option. You can tick mark on any one of the options which you feel appropriate. This test will be used for research purpose only.

Name of the Student: _____

Name of the School _____

1. Which one is a phrase_____.
 - (A) Our dog's name is Ruby
 - (B) In the garden
 - (C) I like chocolate
 - (D) Where is it?
2. Which of these is not of a car?
 - (A) Wheel
 - (B) Door
 - (C) Mug
 - (D) Window
3. Which sentence is not correct?
 - (A) Have you got a brother?
 - (B) I've got a cold.
 - (C) My house has got three bedrooms
 - (D) I've always got a time in my English lesson.
4. The answer is "I am listening to music" what is the question ?
 - (A) What are you doing ?
 - (B) What do you do?
 - (C) What do you to relax?
 - (D) What do you like doing?

5. Which sentence is not correct?
- (A) I am making a cup of coffee.
 - (B) Can you make the bed, Please .
 - (C) The book made me sad.
 - (D) she made a photo of the baby.
6. Which phrasal verb means “make something louder”?
- (A) turn off
 - (B) turn on
 - (C) turn down
 - (D) turn up
7. Which one is correct?
- (A) He told me ‘ Goodbye’
 - (B) He said me ‘ Goodbye’
 - (C) He said ‘ Goodbye’
 - (D) He told ‘ Goodbye’
8. Which of these can’t you tell?
- (A) A story
 - (B) A joke
 - (C) The time
 - (D) A question
9. Which conjunction answer the question why?
- (A) Because
 - (B) So
 - (C) If
 - (D) But
10. Which is the sixth month of the year?
- (A) July
 - (B) June
 - (C) January
 - (D) May

11. Which word is not an Adverb?
- (A) Good
 - (B) Well
 - (C) Fast
 - (D) Slowly
12. Which of these verbs has a past form that ends in 'ed'?
- (A) Keep
 - (B) Drive
 - (C) Choose
 - (D) Open
13. Add two other uncountable kinds of food to this list... .rice, bread, water.
- (A) Apples
 - (B) Milk
 - (C) Tomatoes
 - (D) Chocolate
14. Which word means the same as easy going?
- (A) Happy
 - (B) Lovely
 - (C) Relaxed
 - (D) Kind
15. Which of these verbs is not correct?
- (A) Look of
 - (B) Look after
 - (C) Look at
 - (D) Look for
16. Which of these words has the wrong prefix?
- (A) Impolite
 - (B) Unpossible
 - (C) Unsafe
 - (D) Incorrect

17. Which question is correct?
- (A) When you were born?
 - (B) When were you born?
 - (C) When are you born?
 - (D) When do you born?
18. Which one is not part of your leg?
- (A) Thumb
 - (B) Toe
 - (C) Knee
 - (D) Foot.
19. Which sentence is not correct?
- (A) I've got a headache.
 - (B) He's got a heart attacks.
 - (C) Do you get hay fever?
 - (D) she's got toothache.
20. When do you say 'Congratulations' !
- (A) It's your mother's birthday?
 - (B) Your friend passed her exam.
 - (C) Your sister missed her plane.
 - (D) Your friend is taking her driving test tomorrow.
21. First we saw some lightning then we heard loud _____ .
- (A) Thunder
 - (B) Fog
 - (C) Snow
 - (D) Rain
22. Which place has lots of trees?
- (A) A village
 - (B) A field
 - (C) A forest
 - (D) A river

23. When you finish university you_____ .
- (A) Give a lecture
 - (B) Do a course
 - (C) Get a degree
 - (D) Take notes
24. What type of film is about ghosts or dead people?
- (A) A horror film
 - (B) A musical
 - (C) A comedy
 - (D) A western
25. Which sentence is wrong ?
- (A) I like relaxing after dinner.
 - (B) I often listen to music.
 - (C) I see TV every evening for an hour.
 - (D) I enjoy reading.
26. What type of programme is often on TV every day and is about people's lives?
- (A) A talk show
 - (B) A cartoon
 - (C) A documentary
 - (D) A soap opera
27. Can you repair my TV?
- (A) It's untidy.
 - (B) It's dying .
 - (C) It isn't working.
 - (D) It's out of order.
28. When you are unemployed you?
- (A) Do not have enough food.
 - (B) Do not have a job.
 - (C) Have a new job.
 - (D) Do not have home.

29. Which of the following does not make a fixed expression with by?

- (A) My own
- (B) Mistake
- (C) Hand
- (D) Accident

30. Which of these expression is the odd one out?

- (A) I don't mind this film.
- (B) I can't stand this film.
- (C) I quite like the film.
- (D) I'm really into this film.

31. The food was_____.

- (A) Very delicious
- (B) Absolutely delicious
- (C) A bit delicious
- (D) Quite delicious

32. Which word means 'rain for a short period of time'?

- (A) A shower
- (B) Drizzle
- (C) Heavy rain
- (D) It's pouring

33. What is the opposite of generous?

- (A) Mean
- (B) Honest
- (C) Tense
- (D) Pessimistic

34. Don't eat too many cream cakes they are very_____ .

- (A) Fattening
- (B) Spicy
- (C) Chilled
- (D) Healthy

35. Which of these jobs is not a skilled manual job?

- (A) Plumber
- (B) Pilot
- (C) Electrician
- (D) Mechanic

36. Which of the following verbs is the odd one out?

- (A) Hit
- (B) Throw
- (C) Kick
- (D) Whistle

37. Where is the film _____?

- (A) Take place
- (B) Happening
- (C) About
- (D) Set

38. Which word means the same as the latest?

- (A) The last
- (B) The best
- (C) The oldest
- (D) The newest

39. The Police have arrested a man and _____ .

- (A) Charged him with murder
- (B) Investigated crime
- (C) Broken the law
- (D) Proved he is guilty

40. Which phrased has the wrong preposition?

- (A) At midnight
- (B) For ages
- (C) During two hours
- (D) By 8 O'clock

41. Which of the compound adjective below does not exist?
- (A) Worn out
 - (B) Hard up
 - (C) Well up
 - (D) All-out
42. Which of the following English words comes from Spanish?
- (A) Patio
 - (B) Piano
 - (C) Ghetto
 - (D) Casino
43. Which word is the odd one out?
- (A) Clink
 - (B) Splash
 - (C) Clang
 - (D) Tinkle
44. Which phrase is not correct?
- (A) A world of difference
 - (B) Poles apart
 - (C) A great divide
 - (D) A yawning discrepancy
45. Which word is always used in the plural?
- (A) Payjama
 - (B) Tracksuit
 - (C) Glove
 - (D) Sock
46. Which word is the odd one out?
- (A) Breeze
 - (B) Flood
 - (C) Drizzle
 - (D) Downpour

47. Which of these objects does not belong in the kitchen?

- (A) Grater
- (B) Dust pan
- (C) Corkscrew
- (D) Remote control

48. Which of these words is not disease?

- (A) Rabies
- (B) Cholera
- (C) Poison
- (D) Leprosy

49. What is the opposite of bitter?

- (A) Sour
- (B) Spicy
- (C) Sweet
- (D) Salty

50. Which of these people is not connected with a trial?

- (A) Judge
- (B) Member of a jury
- (C) Detective
- (D) Witness

Appendix No.03
Vocabulary Proficiency Post Test

Dear Student,

Here, some multiple choice questions are given. Each question carries four options. You are requested to choose the correct option. You can tick mark on any one of the options which you feel appropriate. This test will be used for research purpose only.

Name of the

Student: _____

Name of the School

1. Which word best describes the word analyze?

- a) To look at
- b) To study
- c) To study something closely
- d) None of the above

2. The author of a play is called:

- a) An author
- b) A poet
- c) A playwright
- d) A composer

3. Choose the correct spelling.

- a) Satelite
- b) Satellite
- c) Sattelite
- d) Satalite

4. CONCEPT means

- a) Price
- b) Idea
- c) Free
- d) End

5. Which word means "a written request for a government or leader to take action"?

- a) Debate
- b) Support
- c) Application
- d) Petition

6. Choose the word that is spelled correctly.

- a) Evaluate
- b) Evauate
- c) Evaluite
- d) Evalate

7. DOCUMENT means

- a) Construction
- b) Papers
- c) Comment
- d) Mode

8. Which of the following is another word for remember?

- a) Repress
- b) Recall
- c) Forget
- d) Misunderstand

9. Which word means "a meeting"?

- a) Party
- b) encounter
- c) Discussion
- d) None of the above

10. I _____ the piano since the age of five.

- a) Played
- b) Am playing
- c) Play
- d) Have played

11. Managers set objectives, and decide _____ their organization can achieve them.

- a) What
- b) How
- c) Which
- d) Because

12. Choose the correct spelling of the word.

- a) Antaseptic
- b) Antaseptac
- c) Antiseptic
- d) Antisaptic

13. He wants to get a better _____ and earn more money.

- a) Employ
- b) Job
- c) Work
- d) Employment

14. Managers who are ambitious are _____ -oriented managers.

- a) Socially
- b) Success
- c) Well
- d) Non

15. Warning! No unauthorized personnel _____ this point.

- a) About
- b) From
- c) Beyond
- d) On

16. When do you say 'Congratulations'!

- a) It's your mother's birthday?
- b) Your friend passed her exam.
- c) Your sister missed her plane.
- d) Your friend is taking her driving test tomorrow.

17. The food was.

- a) Very delicious
- b) Absolutely delicious
- c) A bit delicious
- d) Quite delicious

18. Nonverbal means

- a) Vocal
- b) Quiet
- c) Refrain
- d) Silent

19. Choose the correct spelling.

- a) Carrier
- b) Carier
- c) Cerrier
- d) Careier

20. What is the opposite of bitter?

- a) Sour
- b) Spicy
- c) Sweet
- d) Salty

21. As long as _____ have needs that need to be represented they'll need trade unions.

- a) Employees
- b) Employers
- c) Managers
- d) Partners

22. Which word does not belong to the below word?

- a) Scream
- b) Shout
- c) Sleep
- d) Yell

23. Choose the correct spelling.

- a) Calculateon
- b) Calculetion
- c) Celculation
- d) Calculation

24. Hangar means ?

- a) Storage area for planes
- b) Used for clothes
- c) Person who hangs
- d) Hidden, undercover

25. Find out the odd one.

- a) Pleased
- b) Delighted
- c) Happy
- d) Naughty

26. Without aim means.?

- a) Aims
- b) Aimless
- c) Aimness
- d) Aimfully

27. Who is crawling?

- a) Deer
- b) Turtle
- c) Mouse
- d) Rabbit

28. Which word is correct?

- a) Impresion

- b) Empresion
- c) Empression
- d) Impression

29. Which of the following are ceremonies?

- a) The swearing in of a president
- b) A wedding
- c) The election of a president
- d) A birthday

30. Choose the odd one.

- a) Meter
- b) Centimeter
- c) Kilogram
- d) Kilometer

31. Without use means?

- a) Uses
- b) Useness
- c) Used
- d) Useless

32. Find out the odd one.

- a) Touch
- b) Paint
- c) Whitewash
- d) Colour

33. Which is spelled correctly?

- a) Colleague
- b) Colleegue
- c) Coleeague
- d) Coleague

34. Excellent means?

- a) Superb
- b) Not good
- c) Disagree
- d) Poor

35. Find out synonyms of perfect.

- a) Inferior
- b) Second rate
- c) Ideal
- d) Imperfect

36. Which is spelled correctly?

- a) Classification
- b) Classification
- c) Clasification
- d) Classifification

37. Can you repair my TV?

- a) It's untidy.
- b) It's dying.
- c) It isn't working.
- d) It's out of order.

38. Find out odd one

- a) Proud
- b) Particular
- c) Careful
- d) Attentive

39. Which is spelled correctly?

- a) Argue
- b) Argeu
- c) Arguee
- d) Arrgue

40. Find out odd one.

- a) Brush
- b) Toy
- c) Playing
- d) Marble

41. Which word does not belong to the below word?

- a) Carriage
- b) Apple
- c) Basket
- d) Barrel

42. Find synonyms of revenge.

- a) Pardon
- b) Requit
- c) Grace
- d) Mercy

43. Wings of swan colour is?

- a) Black
- b) Pink
- c) White
- d) Red

44. Don't eat too many cream cakes they are very_____ .

- a) Fattening
- b) spicy
- c) chilled
- d) healthy

45. Choose the odd one.

- a) Idea
- b) Plan
- c) Thought
- d) Bright

46. Choose the odd one. .

- a) Well
- b) Properly
- c) Proudly
- d) Rightly

47. Choose the word that is spelled correctly.

- a) Identefing

- b) Identifing
- c) Identefying
- d) Identifying

48. Cuddle means what? .

- a) Caress
- b) Hold
- c) Shrink
- d) Reeases

49. A synonym for receive is:

- a) Pick up
- b) Reject
- c) Sensible
- d) Stay

50. Script means what?

- a) Written text of a drama
- b) Long speech by a single character
- c) Stage representation of a story
- d) A division or unit of drama

Appendix No.04

Activity based Package

Name of the Activity: Cue cards (Making Inquiries and Responding to them)
Objectives 1. To enhance questioning skills 2. To ask questions and respond rationally to answer the questions 3. To collect and forward the information
Materials: Cue cards with imperative sentences, Situations and prompts like Paper, pencil, pen etc.
Instructions 1. Give a set of cards to one pair. 2. Instruct students to speak the dialogues in respond to the cue cards 3. Restrict students to speak about the cues and situations only. 4. Motivate students to use prompt for vocabulary develoment..
Methodology The researcher prepares eight cue cards of four situations and then gives cards randomly to any eight students. The card holders have to read the words mentioned in the cards and try to relate the card with suitable situations. The researcher calls them on the stage and asks them to communicate on the given situations. The students and researcher share their ideas at the end of the activity.
Content Copy/Text A. A talk between a patient and a doctor B. A talk between a clerk of a college and a student about admission procedure. C. A talk between two students about preparation for exam. D. A talk between a two friends.

Activity No-2

Name of the Activity: Lexical thread
Objectives 1. To enable the students to develop vocabulary. 2. To enable the students to use of vocabulary in day to day life. 3. To reflect and respond to the opponent for better communication
Materials: the board and a pen
Instructions 1 .First split the students up into two groups. 2. Have one student give you a letter from the alphabet (make sure they don't say Z or X though). 3. Then have each group call out a verb, in its infinitive form that begins with the letter chosen. 4. Each group calls out a new word and you record it on the board. The group who can't think of anymore loses.
Methodology With this activity students find they can write a lot of language on the board. It is highly motivating when learners see how much they know. For this activity language emerges from the knowledge of the students and teaching is kept to a minimum. Researcher finds that if someone shouts out a word the others don't know, instead of having to teach the word, the students usually tell each other what the word means as the games goes on. It helps them recall words they may have only seen once or twice and aids memory.
Content Copy/Text Other words we can use.

Activity No.03

Name of the Activity: Quick revision game
Objectives 1. To enable the learners to different place,thing and name 2. To enable the learners to be used to elicit from the student what they already

know about a certain topic. 3. To identify the place, thing and name and follow the instructions
Materials: cards of name of animal name of drink etc.
Instructions Divide the class in two teams. Give each team a set of slips with five (or three or two, depending on their level) things they have to name.
Methodology This activity used as a review. Students usually get very excited. The teacher chooses a category (animals, colors, school objects, kitchen gadgets...) and each student has to say a word that belongs to that category. If a student doesn't know, he / she stands up. Then, the teacher chooses another category the following student starts again. In the following round, the student who's standing will have another chance. If he / she can say a word that belongs to the new category. It's a great game for revision and to get students tuned into the lesson topic
Content Copy/Text Name five things that move Name five drinks Name five things you would be doing if you weren't here Name five ways to get rich Name five animals

Activity No.04

Name of the Activity: Word grid
Objectives 1. To enable the students to remember words and what they mean, 2. To enable the students to use the words in a sentence. 3. To enable students useful to highlight the problem and to move students' knowledge of the word
Materials: List of words
Instructions 1. Collect together a list of words students have learnt recently and some quick definitions of the word. Draw a large grid on the board. The size depends on the

number of students, but limit to a maximum of twenty as beyond this their concentration is likely to lapse.

Methodology

Researcher reads out one of the definitions and sees if the students can remember the word. As students guess the words write them up on the board in one of the spaces on the grid. She can make this stage more competitive by putting students into groups and awarding points. She keeps reading out definitions and getting the students to guess the words until the grid is completely full of words. Then puts the students into pairs or small groups and get each group to choose two of the words from the grid. She tries to make sure that each group has different words and that as many of the words as possible from the grid are chosen. Once the groups have chosen their words, tell them that they must write a single sentence that uses both words and that she awards points for the most interesting sentences. At this point it's better to focus them on the creativity rather than accuracy of the sentences. Once all the groups have written their sentences she gets a volunteer to write each sentence on the board, or asks to read the sentences out. At this point you should award points for the sentences for their creativity and good use of the words. She tries to involve the class in voting for the sentences that they like the most and awarding points. She could even make this more fun by having number cards for you or the students to hold up giving marks out of ten

Content Copy/Text

give them other words so they can make different sentences.

Activity No.5

Name of the Activity: Wall dictionary

Objectives

1. To enable the learners to help kids learn and review their vocabulary
2. To enable the learner to reflect over the content
3. To enable the learner helps them with the alphabet and spelling.

Materials: paper of alphabet

Instructions:

Divide the class into three or four groups. They listen to words and then choose letters from the pockets to spell the words.

Methodology

Researcher prepares a colourful piece of paper which can be used as a background for the wall dictionary. Sew 26 pockets on it (or use glue/sticky tape) and label each pocket with a letter of the alphabet. She asks the children to prepare sets of letter cards by writing the 26 letters on some small pieces of paper. They put their letters into the pockets as soon as they can. We can use this wall dictionary at any time to practise spelling.

Content Copy/Text

Practice different spelling.

Activity No.06

Name of the Activity :Describing people, places, things and processes

Objectives

1. To enable the students to describe the things in their language
2. To use more adjectives and flowery language
3. To enable the students to appreciate the given objects and respond

Materials: Objects, Pictures of famous personality and Different places

Instructions

1. Form groups of the students.
2. Instruct students to discuss in group about the given materials.
3. Call any one student from the group to describe.
4. Motivate the other students to raise questions for the further discussion.
5. Facilitate students putting additional information about the materials.

Methodology

First the researcher forms the groups of the students and then shows them the objects such as, Pictures of famous personality, Objects, and Place (Historical, any local place). The researcher will allot one thing to each group. Students are given 5 minutes to discuss with one another in group. After that the researcher randomly calls one or two students from each group to describe and respond the thing.

During the presentation and at the end of the presentation researcher facilitates students by putting additional information.

Content Copy/Text

Download the pictures.

Activity No.7**Name of the Activity:** Vocabulary Box**Objectives**

1. To enable the students to speak on the spot over the given strips
2. To enable the students to classified thing according to their name
3. To enable the students to write definition of word.

Materials: A small box, A small box

Instructions

1. Simply pick words from the box at random, give the definition and ask for the word.
2. Tell students not to write anything in their notebook.

Methodology

This vocabulary box there are quite a lot of cards in there, resercher say to the students 'OK, collectively researcher want all these cards divided into nouns, adjectives and verbs ... Go! You have three minutes'. Or, you might say 'OK. Researcher want all these cards divided into lexical sets ... Go!'. Or, you might say 'Each corner of the room is a different lexical set - that one's furniture, that one's medicine, that one is food and that one is sport. Put the cards in the right corner, students have one minute to do this...Go!'. Then they're all running around trying to get their words in the right corner. This also done in teams, giving each team a handful of words to sort

Content Copy/Text

Strips on various vocabulary items will be prepared.

Activity No.08**Name of the Activity:** Declamation(Narrating Events and Stories)**Objectives**

1. To enable the learners to speak empathetically and favors the topic
2. To quote more examples, situations and events in support to the topic
3. To enhance people commune skills by addressing the audience and convincing them

Materials: Topic: kindness
Instructions 1. Discloses the topic to the students before three days. 2. Instructs the students about the rules i.e. 3 days for preparation, 3 minute for presentations. 3. Not allows keeping any pages any other literature while presentation. 4. Tells students to evaluated on content, language and expression. 5. Tells students to take the given time and avoid repetition.
Methodology The researcher announces the topic for declamation before three day and on the same day She will tell the rules of declamation to all the students. The students are called randomly for the presentations and 3 minute are given to them. The students are not be allowed to keep any piece of paper/literature. It is totally oral presentation. The researcher keeps some students to judge and reflect at the end of all presentation. The researcher also adds the information which will help them to inculcate values.
Content Copy/Text Kindness

Activity No.09

Name of the Activity: Hot Seats
Objectives 1. To enable the learners to arrange the alphabets and prepare words and two sentence following the word 2. To enable the learners to build/construct sentences 3. To enable the learner to find synonyms antonyms.
Materials Chairs,
Instructions 1. Sit the students facing the board. Then take an empty chair - one for each team. Put it at the front of the class, facing the team members. 2. These chairs are the 'hot seats 'Then get one member from each team to come

up and sit in that chair, 3. They are facing their team-mates and have their back to the board. As the teacher, have a list of vocabulary items that want to use in this game
Methodology First, splits the class into different teams (two is best, but if there is a large class, any number could be used).Students set facing the board. Then she takes an empty chair - one for each team and put it at the front of the class, facing the team members. These chairs are the 'hot seats' Then gets one member from each team to come up and sit in that chair, so they are facing their team-mates and have their back to the board. As the teacher, has a list of vocabulary items that you want to use in this game. She takes the first word from that list and write it clearly on the board. The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions etc. to their team-mate who is in the hot seat - that person can't see the word there !The student in the hot seat listens to their team-mates and tries to guess the word. The first hot seat student to say the word wins a point for their team .Then change the students over, with a new member of each team taking their place in their team's hot seat. Then write the next word .This is a very lively activity and can be adapted to different class sizes.
Content Copy/Text Discribe situation picture etc..

Activity No.10

Name of the Activity: Use of Authentic Materials Brochure/invitation discussion (Talking about them and accepting and rejecting invitation)
Objectives: 1. To enable the learners to communicate over the authentic materials 2. To read understand and pass the information 3. To enable the learners to share their views even the materials and respond to them
Materials: Brochure/invitation, Menu card, Wrappers of some products, Empty boxes

of cosmetics
Instructions 1. To bring authentic materials in the class. 2. Form pairs and provide authentic materials. 3. Also provide 5 minutes to discuss in pairs. 4. The one will raise questions and the other will provide the information. 5. Don't interfere while students presentation. Also the researcher will present additional information's for further discussion.
Methodology The researcher brings various types of authentic materials and from pairs of students. After forming pairs the researcher provides one authentic material to each pair and give 5 minutes to decide questions and extract information. The researcher gives 5 minutes for the presentation. The other students are also asked to add the information or raise questions. The news paper cuttings give them life like experience about the routine affairs. The researcher reflects at the end of the session and note down the observation.
Content Copy/Text Pictures of authentic materials

Appendix No.05

Vocabulary Items Thought by Researcher				
	Demand	Horizontal	Pour	Tablet
Advertisement	Department	Hydroponics	Praise	Tasty
Attraction	Deposit	Humph	Preservation	Tease
Absorb	Depth	Hygiene	Problem	Temperature
Afraid	Describe	Identical	Produce	Terrace
Amuse	Description	Imagine	Promise	Thrilling
Announcement	Design	Inaugural	Puncture	Trapped
Antennae	Desert	Independence	Purpose	Trekking
Appear	Destroy	Injurious	Quality	Trophy
Attention	Detail	Introduce	Question	Uncomfortable
Available	Develop	Irregular	Quite	Umpire
Average	Diagonally	Jester	Rapidly	Unhappy
Attract	Disagreement	Journey	Readable	Unnecessary
Avoid	Discover	Juicy	Receipt	Unite
sAdmit	Distance	Kennel	Reduce	Upset
Architecture	Distribution	Kingdom	Rejoice	Upstairs
Adopt	Discuss	Knead	Religious	Urge
Balance	Drove	Lick	Remember	Vacate
Barrack	Ecological	Locate	Repair	Valley
Beautician	Elocution	Loudly	Responsibility	Various
Beehive	Enquiry	Machine	Require	Vendor

Brigade	Excellent	Mankind	Resource	Vertically
Bravo	Exhibition	Memorable	Satisfactory	Very
Bounce	Experiment	Membership	Sapling	Veterinary
Cadet	Explore	Merchant	Scatter	Victim
Category	Expression	Mischievous	Saving	Vibration
Cardamom	Extreme	Mood	Season	View
Ceiling	Eyesight	Movement	Scrap	Venue
Celsius	Facility	Narrow	Selection	Victory
Centralize	Famous	Narrate	Secure	Viewer
Chance	Fashionable	Natural	Signboard	Village
Chimney	Fidelity	Negative	Silence	Vision
Churn	Firmness	Needy	Slogan	Visitor
Cluster	Flexible	Notice	Smile	Volunteer
Congratulation	Fluid	Occasionally	Speak	Vote
Constructive	Formula	Occupation	Sparkle	Weak
Consolation	Forefather	Official	Stable	Wealthy
Consume	Garment	Organize	Sticky	Wait
Consult	Garbage	Ordinary	Stomach	Want
Container	Gaze	Participate	Storm	Watch
Cowardice	Geometrical	Passage	Stream	Warp
Crackle	Glare	Passenger	Subject	Waste
Carrier	Grasp	Pebble	Suddenly	Widow
Cuddle up	Guidance	Permission	Suggestion	Within
Customer	Hammer	Photography	Suitable	Worry

Dangerous	Happiness	Pleasure	Sunlight	Wound
Decorate	Harmful	Pollution	Sufficient	Yawn
Definitely	Highness	Popular	Superb	Yell
Delicious	Hollow	Portion	Surface	Yesterday
Delay	Hillock	Possible	System	Zoo

Appendix No. 06

Feedback Form

Implication of students feedback on activity

Name of Activity ; Describing people, place and situation		
Sr. No.	Details	Feedback
1	Are you inspired by the guest facilitator's speech ?	
2	Have you been constantly interested during the activity?	
3	Has the facilitator taken enough time to conduct the task?	
4	Facilitators facilitation	
	Good	
	Fair	
	Insignificant	
Feedback on the question answer session		
1	Have you got enough time for the question answer?	
2	Have you derived oints from the discussion?	
3	How was the question answer session?	
	Interesting	
	Irrelevant	
4	Have you got satisfactory answer from the discussion?	

Appendix No. 07

Collages of the Research Activities (01)

