

English Vocabulary Ability between Private and Government School VIII Standard Students

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Abstract: *Language is a means of communication. Language is arbitrary. Language is conventional. Language is symbolic. Every language has its own special way of making words. The ways in which words behave in a particular language is called 'grammar.' While we are speaking or writing in a foreign language or in our own language, our use of words must obey grammatical rules of the language concerned. Words are our tools to communicate with others, as well as explore and analyze the world around us. Therefore, it stands to reason that children with a limited vocabulary will be handicapped in their educational progress. The most obvious effect of an underdeveloped vocabulary will be seen in poor reading comprehension, as children struggle to extract meaning from reading passages. Well-developed vocabulary and reading comprehension skills are central to success with the standardized tests used in most states. In many cases deficient vocabulary puts the student's promotion to a higher grade itself directly at stake. Two very useful ways of vocabulary assessment are reading questions that directly test vocabulary and comprehension questions that require strong vocabulary knowledge. In this paper, let us find whether there is any difference in the ability of vocabulary between private and government VIII std students with reference to kanyakumari district.*

Keywords: English vocabulary, ability, school students, vocabulary

1. Introduction

Language plays a very important role in Christian theology. The Son of God is called the Word. "When one speaks a word, it comes from within and reveals his thoughts. The second person of the Trinity is called Word because He is the Son of God, begotten of the Father from eternity; He reveals thoughts of God about us, for example, His love and gracious plan of salvation" (*Lutheran Cyclopedia*, p. 477). The story of Babel is the story of how the multiplicity of languages came into being, not a story of how language itself came into being. The whole world had one *language* and a common *speech* at that time. (Note the distinction between language.) To bring humility and obedience in humans to God, God confused their language so they would not understand each other, says the Bible (Genesis 11:7).

2. Definition for Vocabulary

Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. The two forms of vocabulary may be first considered: Oral and Print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing.

2.1 Forms of Words

Word is a linguistic unit typically larger than a morpheme but smaller than a phrase. The term 'word' might seem familiar and straightforward enough. In fact words can be defined in at least four different ways, and these ways are not equivalent at all. An orthographic word is something written with some white spaces at both ends but no white space in the middle.

2.2 Need and Significance of Vocabulary Study

Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, and ideas without which people cannot convey the intended meaning. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field.

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2.3 Principles of Vocabulary Development

It is important to remember to initiate vocabulary development at the beginning of the instructional unit or lesson and to continue to develop and reinforce word meanings throughout instruction. This can be done by providing language-rich activities that teach new words in meaningful contexts, including what students already know, and helping students to understand the interrelationships among words. Brainstorming will tap students' prior knowledge, and questions, categorizing activities, graphic organizers, and semantic maps/webs will help students make associations among vocabulary words.

3. Vocabulary Instruction

Good vocabulary instruction focuses on important words and usually involves teaching conceptually related words rather than individual words unrelated to one another. The maxim "relate the new to the known" is highly applicable in vocabulary instruction. Students must make connections between words they already know and words they are learning. Exposure to words multiple times in multiple meaningful contexts is important.

3.1 Testing the Vocabulary teaching:

Language testing is central to language teaching. It provides goals for language teaching. It monitors for both teachers and learners success in reaching the goals. Many language teachers harbour a deep mistrust of tests and testers. The effect of testing on teaching and learning is known as backwash.. To test the knowledge of the vocabulary data were collected from the students of the private and government school VIII standard students.

3.2 Need and significant of the present study

Research has shown that people are more likely to be judged as competent and smart when they speak with a good vocabulary. Language is the tool that minds use to think, plan, solve problems, and succeed. Therefore, it follows that knowing more words gives the mind more ways to think about things and more tools to plan and solve problems. Having a better vocabulary literally improves the ability to think. Vocabulary is the ability to use language and express information.

- (i) Due to lack of vocabulary knowledge the students find difficult to communicate with others.
 - (ii) Because of medium of instruction also the students face problems for communication.
- Also, lack of self-confidence the students finds difficult in communication.

4. General objectives

Considering the statement of the problem and significant of the study the general objectives were considered.

- (i) To make a comparative study of English vocabulary ability between private and government school students.

Special objectives.

Based on the general objective of the study, the following specific objectives were considered.

- (i) To evaluate the English vocabulary ability of the private and government school students.
- (ii) To develop and validate questionnaire for testing English vocabulary ability between private and government schools students.

5. Vocabulary Ability in English.

Vocabulary is simply the word that we know or we need to know when reading or writing .Vocabulary is commonly defined as "All the words known and used by a particular person". A persons vocabulary is the set of words within a language that are familiar to that person .A vocabulary usually grows and evolves with age and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. In the present study, the investigator considered knowledge and ability in English in terms of vocabulary, grammar, prefix, suffix etc as vocabulary in English of VIII standard students.

Design of the study.

In the present study, the investigator has developed survey research design. .Survey research employs questionnaire.

Population and Study area:

The investigator use simple random sampling to select schools from Agasteeswaramtaluk, kanyakumari district. There are 3 government schools, 6 government aided schools and 5 private schools. From these investigator selected 100 students from government school and 100 from private school for the research.

6. Results and interpretation

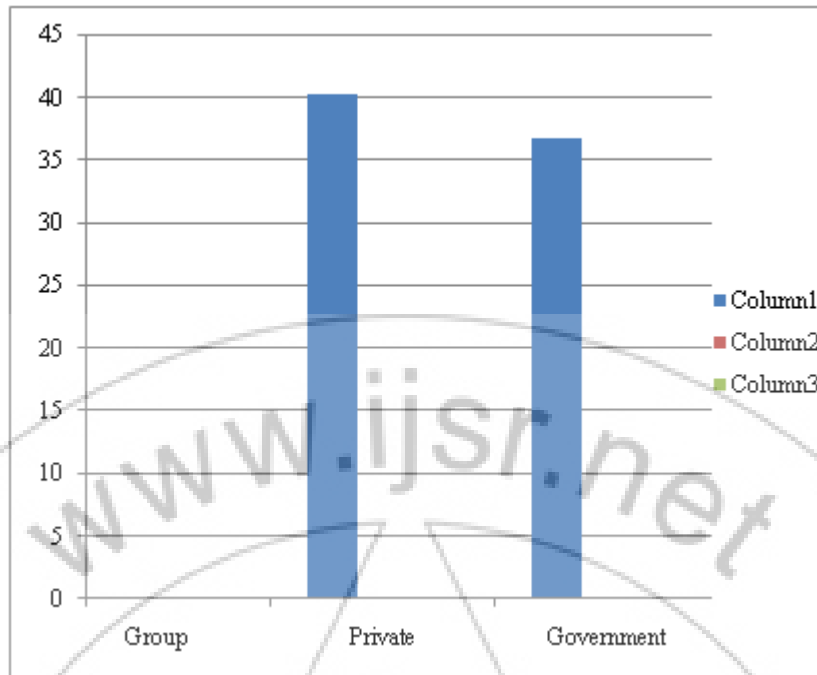
Hypotheses 1.

There will be significant mean score difference in English vocabulary ability between private and government school VIII std students.

Table 1

Group	N	Mean	S.D	Df	T value	Remarks
Private	100	40.32	6.70	198	3.93	significant
Government	100	36.78	6.14			

Chart Represent Difference in Vocabulary Ability Between Private and Government School Students.



It is found that the obtained value is 3.93 which is greater than the table value 1.96 at 0.05 level of significant. Therefore alternative hypotheses is accepted. This shows that there will be significant mean score difference in English vocabulary ability between private and government school VIII std students.

7. Suggestions for the Further Research

Any research must open up new directions and dimensions for research in future. Accordingly the present study has opened new directions and ideas for doing research in future in the area of study habits to enhance the achievement as follows.

- (i) The similar study can be carried out with other group of populations like diploma in teacher training students and P.G. level students.
- (ii) The same study can be carried out using more number of personal variables and hobbies of the students.
- (iii) Internet activity based (web based) learning activity methods can be designed and evaluated its effectiveness for improving the vocabulary ability in English.

8. Conclusion

The study revealed that vocabulary is very important for the school students. That is why everybody who learns English or a certain languages should know the words. The mastery of vocabulary can support them speaking when they are communicating to people can write and translate the meaning of words when they definite English. Therefore, knowing more words gives the mind more ways to think about things and more tools to plan and solve problems.

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