



Effective Technique of Teaching Vocabulary in English at Primary Level

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Abstract: As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. Therefore the researcher studied the teaching through mind map technique in development of vocabulary knowledge in the subject of English at primary level. The objectives for the present study were, 1. To develop Mind Maps on Vocabulary (MMV) in English at primary level. 2. To study the effectiveness of the MMV on students in the subject of English at primary level. 3. To study the effectiveness of MMV with reference to their Gender. 5. To study the opinion of primary level students and teachers towards mind maps on vocabulary in the subject of English. Hypotheses framed for the present study were; HO1: There will be no significant difference between the mean scores of the pre-test and post-test scores achieved by the students at experimental stage. HO2: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the boy students at experimental stage HO3: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the girl students at experimental stage HO4: - There will be no significant difference between the mean scores of the pre-test with respect to boys and girls HO-5: There will be no significant difference between the mean scores of the post-test with respect to boys and girls HO6: There will be positive opinion of students and teachers towards MMV in the subject of English at primary level. The researcher applied random sampling method for her study. He was selected 40 samples from Navajyoti primary English medium school, Kalaburagi. Among 40 students 20 boys and 20 girls were selected randomly. The researcher also selected 10 teachers for collecting their opinion of MMV in the subject. The researcher used parametric tests like, mean, standard deviation, t-test for data analysis. The scores of pre test and post test achievement scores of students were analyzed with graphical representation. Students and Teachers responses were analyzed by opinion scale and graphical representation. Findings of the studies ware the learning through MMV in English is more effective with reference to students of the experimental group.

Key Words: Mind Map, Vocabulary, Effectiveness, English, Primary level.

I) Introduction:

Vocabulary is very essential because it improves all areas of communication, we cannot express our feelings without it. A strong English vocabulary improves overall communication — listening, speaking, reading, and writing. A great number of words can help you to express your ideas in a meaningful manner. Vocabulary is essential to a child's success for these reasons: Vocabulary growth is directly related to school achievement. The size of a child's vocabulary in kindergarten predicts the ability to learn to read. Focusing on vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy. This includes helping with decoding like phonemic awareness and phonics, comprehension, and also fluency. Vocabulary is key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. Therefore the researcher studied the teaching through mind map technique in development of vocabulary knowledge in the subject of English at primary level.



Figure-1: Mind map model

II) TITLE OF THE STUDY:

Innovative Technique of Teaching Vocabulary in English at Primary Level.

The researcher tried to study the effectiveness of teaching method through Mind Mapping technique for Vocabulary improvement in the subject of English at primary level.

III) OBJECTIVES OF THE STUDY

The objectives for the present study were,

1. To develop Mind Maps on Vocabulary (MMV) in English at primary level.
2. To study the effectiveness of the MMV on students in the subject of English at primary level.

3. To study the effectiveness of MMV with reference to their Gender.
5. To study the opinion of primary level students and teachers towards mind maps on vocabulary in the subject of English.

IV) HYPOTHESES OF THE STUDY:

Hypotheses framed for the present study were;

H₀1: There will be no significant difference between the mean scores of the pre-test and post-test scores achieved by the students at experimental stage.

H₀2: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the boy students at experimental stage

H₀3: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the girl students at experimental stage

H₀4: - There will be no significant difference between the mean scores of the pre-test with respect to boys and girls

H₀-5: There will be no significant difference between the mean scores of the post-test with respect to boys and girls

H₀6: There will be positive opinion of students and teachers towards MMV in the subject of English at primary level

V) VARIABLES USED:

In research, variables are any characteristics that can take on different values, here the researchers often manipulate or measure independent and dependent variables in studies to test cause-and-effect relationships.

- The independent variable is the cause. Its value is independent of other variables in your study.
- The dependent variable is the effect. Its value depends on changes in the independent variable.

The researcher used variables for her study as followed;

Independent variables: Innovative technique, Mind Map, Vocabulary, Primary level, English language.

Dependent variables: Effectiveness and opinions

VI) OPERATIONAL DEFINITIONS OF TERMS USED IN RESEARCH:

Innovative technique: Innovative teaching strategies don't always mean introducing the latest and greatest technology into the classroom. Instead, innovative teaching is the process of proactively introducing new teaching strategies and methods into the classroom. Here the researcher used Mind maps on Vocabulary(MMV) in English subject

Mind Map: A mind map involves writing down a central theme and thinking of new and related ideas which radiate out from the centre. By focusing on key ideas written down in our own words and looking for connections between them, you can map knowledge in a way that will help you to better understand and retain information. Here the researcher used mind map for development of vocabulary in English subject.

Vocabulary: A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, 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. Here the researcher studies of vocabulary in English at primary level.

Mind Map on Vocabulary (MMV): The researcher prepared mind maps on different situational words at primary level in English subject.

Primary level: Primary education or elementary education lasts 8 years in India. Pupils aged 6 to 14 complete the following 2 stages: primary stage, grade I-V; upper primary stage, grade VI-VIII. Elementary education, also called primary education, the first stage traditionally found in formal education, beginning at about age 5 to 7 and ending at about age 11 to 13.

English language: Indian English is speech or writing in English that shows the influence of the languages and culture of India. In India English language is studying as first, second language at primary and secondary level.

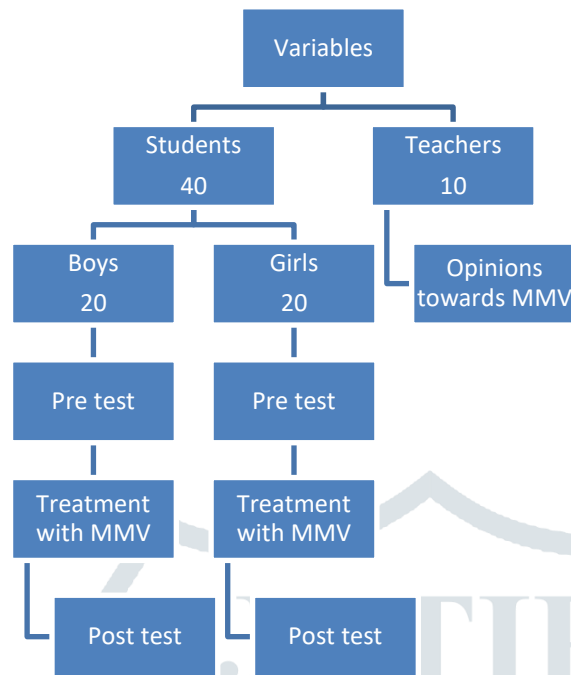
Effectiveness: Effectiveness is the capability of producing a desired result or the ability to produce desired output. Here the researcher tried to find out effectiveness of MMV in English subject of primary students.

Opinions: An opinion is a belief or judgment that falls short of absolute conviction, certainty, or positive knowledge; it is a conclusion that certain facts, ideas, etc. Here the researcher tried to find out the opinion of teachers towards MMV technique.

VII) Design/methodology of the study:

a) Sampling of the Study:

The researcher applied random sampling method for her study. He was selected 40 samples from Navajyoti primary English medium school, Kalaburagi. Among 40 students 20 boys and 20 girls were selected randomly. The researcher also selected 10 teachers for collecting their opinion of MMV in the subject.

b) Sampling Design of the Study:**c) Research Tools used:**

The researcher developed six lesson plans on MMV technique in the subject of English at primary level. These lesson plans consisted situational words with different angle of related linking words using free plan mind mapping software.

VIII) Methodology of the study:

The researcher applied single group experimental design. The researcher randomly selected 40 students among them she selected 20 boys and 20 girls.

Step-1: The researcher conducted pre test of students to measure vocabulary knowledge in English by formal method.

Step-2: The researcher then treated with developed method i.e. mind map vocabulary method (MMV).

In this step the researcher prepared some lesson plans on MMV method. It is consisted different words of mind map having related words which helps created new words in students mind. This helped students to develop to link words to words. This made helps to improve vocabulary words. For this purpose the researcher prepared 15 days programme on different situational words.

Step-3: After treatment the researcher conducted post test.

Step-4: The researcher analyzed the result from the collected scores of pre test and post test.

IX) Statistical Techniques used:

The researcher used parametric tests like, mean, standard deviation, t-test for data analysis. The scores of pre test and post test achievement scores of students were analyzed with graphical representation. Students and Teachers responses were analyzed by opinion scale and graphical representation.

X) Data Analysis:

The present research was aimed to examine the effectiveness of MMV technique with reference to the vocabulary of English Textbook of standard Eight from Karnataka board Textbooks. For this purpose, the researcher conducted the experiments on the students of the standard Seventh. The researcher followed the experimental method under which he had taught the Experimental group through MMV technique. In this chapter the researcher has analyzed and interpreted the data received from vocabulary tests before and after the implementation of the MMV technique that is pretest as well post-test with reference to the objectives of the research.

A) Analysis of Hypothesis:

H₀1: There will be no significant difference between the mean scores of the pre-test and post-test scores achieved by the students at experimental stage.

Table-1:

	Test	N	Mean	Std. deviation	t value	LOS
Students	Pre test	40	56.25	5.49	13.01	S
	Post test	40	72.575	5.73		

The above table showed that the obtained t-value is greater than the table t-value at df 78 with 0.05 level of significance. It means that the null hypothesis was rejected and there will be significant difference between pre test and post test scores of students. The result found that learning through MMV in English is more effective with reference to students of the experimental group.

H₀2: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the boy students at experimental stage

Table-2:

	Test	N	Mean	Std. Deviation	t value	LOS
Boys	Pre test	20	54.95	5.47	8.91	S
	Post test	20	72.55	6.93		

The above table showed that the obtained t-value is greater than the table t-value at df 38 with 0.05 level of significance. It means that the null hypothesis was rejected and there will be significant difference between pre test and post test scores of students. The result found that learning through MMV in English is more effective with reference to boy students of the experimental group.

H₀₃: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the girl students at experimental stage

Table-3:

	Test	N	Mean	Std. Deviation	t value	LOS
Girls	Pre test	20	57.57	5.34	9.74	S
	Post test	20	72.6	4.39		

The above table showed that the obtained t-value is greater than the table t-value at df 38 with 0.05 level of significance. It means that the null hypothesis was rejected and there will be significant difference between pre test and post test scores of students. The result found that learning through MMV in English is more effective with reference to girl students of the experimental group.

H₀₄: - There will be no significant difference between the mean scores of the pre-test with respect to boys and girls

Table-4:

	Test	N	Mean	Std. Deviation	t value	LOS
Pre test	Boys	20	54.95	5.47	1.52 NS	NS
	Girls	20	57.55	5.34		

The above table showed that the obtained t-value is smaller than the table t-value at df 38 with 0.05 level of significance. It means that the null hypothesis was accepted and there will be no significant difference between boys and girls with respect to pre test. The result found that the mean scores of girls' achievement are greater than boys' achievement scores.

H₀₅: There will be no significant difference between the mean scores of the post-test with respect to boys and girls

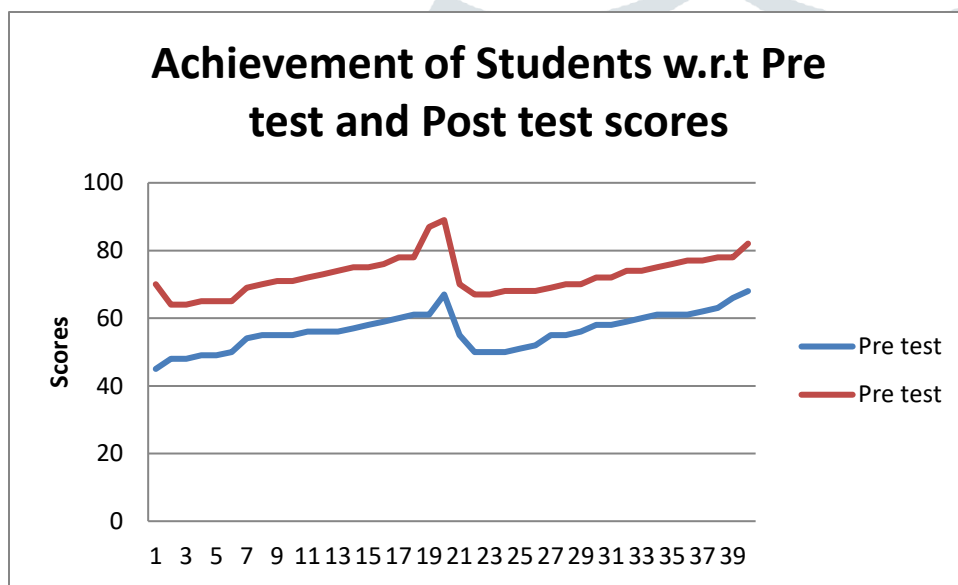
Table-5:

	Test	N	Mean	Std. Deviation	t value	LOS
Post test	Boys	20	72.55	6.93	0.03	NS
	Girls	20	72.6	4.39		

The above table showed that the obtained t-value is smaller than the table t-value at df 38 with 0.05 level of significance. It means that the null hypothesis was accepted and there will be no significant difference between boys and girls with respect to post test. The result found that the mean scores of girls' achievement are greater than boys' achievement scores.

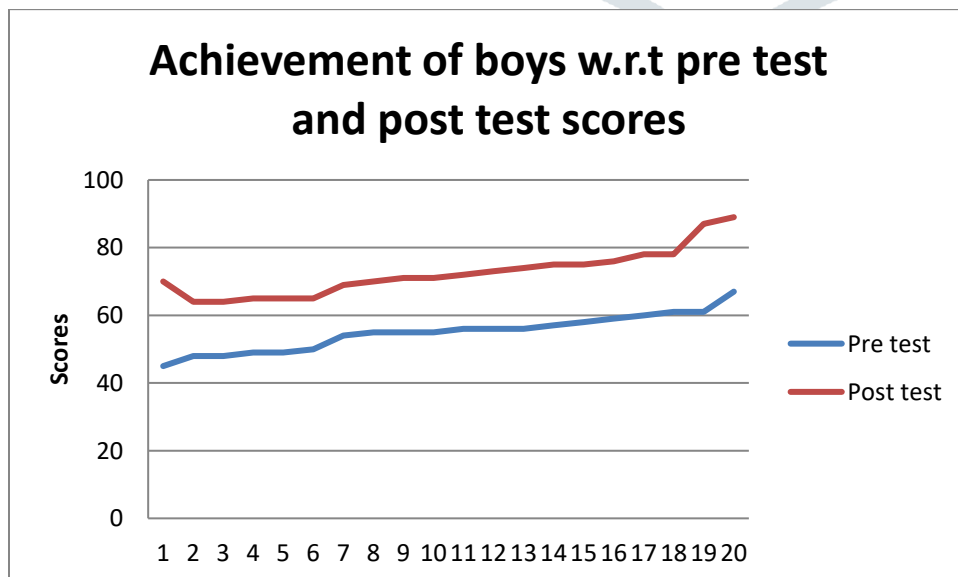
B) Analysis of Achievement of Students pre test and post test scores w.r.to Genders:

Graph-1:



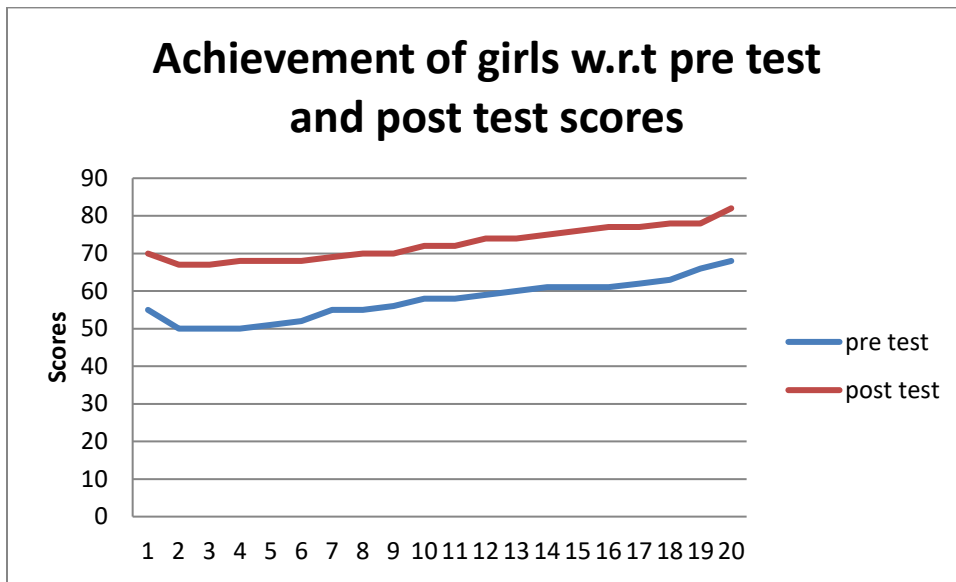
The above graph showed that the scores of post test were increased than the pre test scores.

Graph-2:



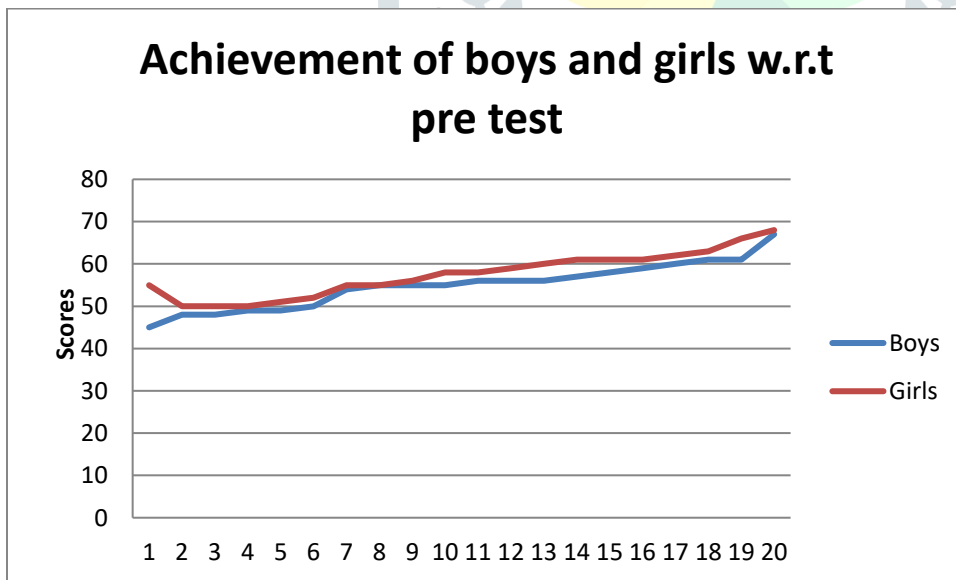
The above graph showed that the post test scores of boys were increased than the pre test scores.

Graph-3:



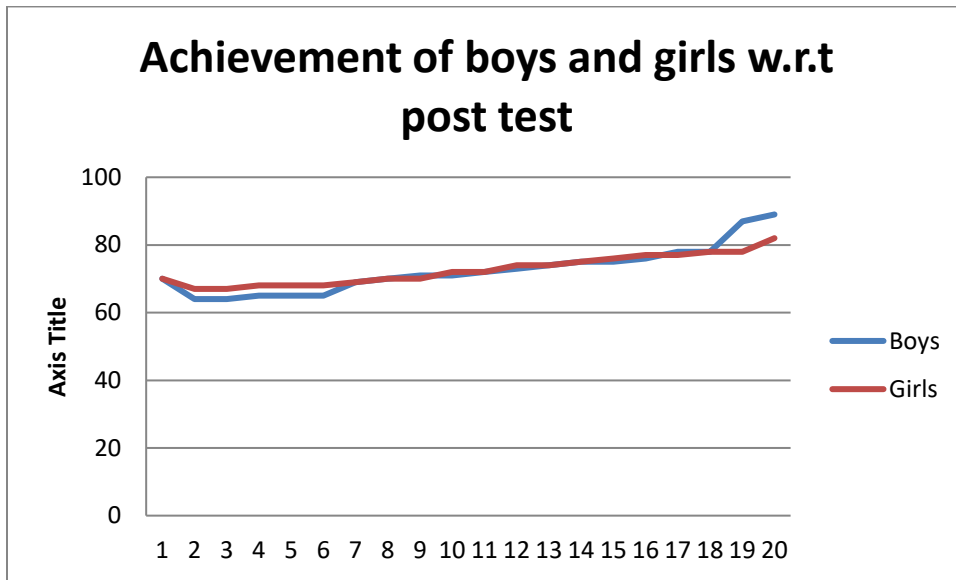
The above graph showed that the post test scores of girls were increased than the pre test scores.

Graph-4:



The above graph showed that the pre test scores of girls were increased than the pre test scores of boys.

Graph-5:

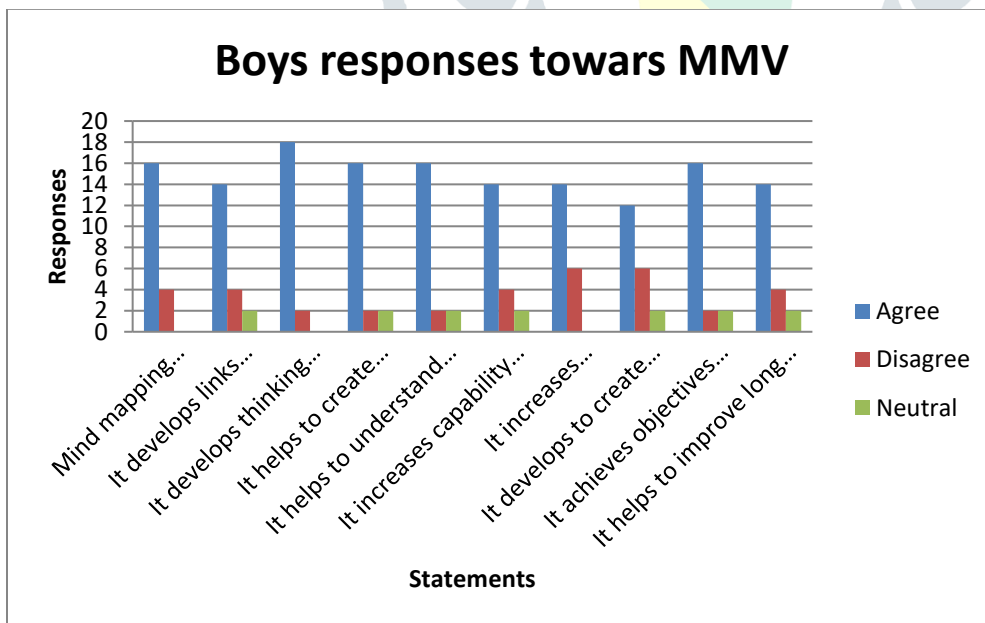


The above graph showed that the pre test scores of boys were increased than the post test scores of girls.

Ho6: There will be positive opinion of students and teachers towards MMV in the subject of English at primary level

C) Analysis of Opinion towards MMV:

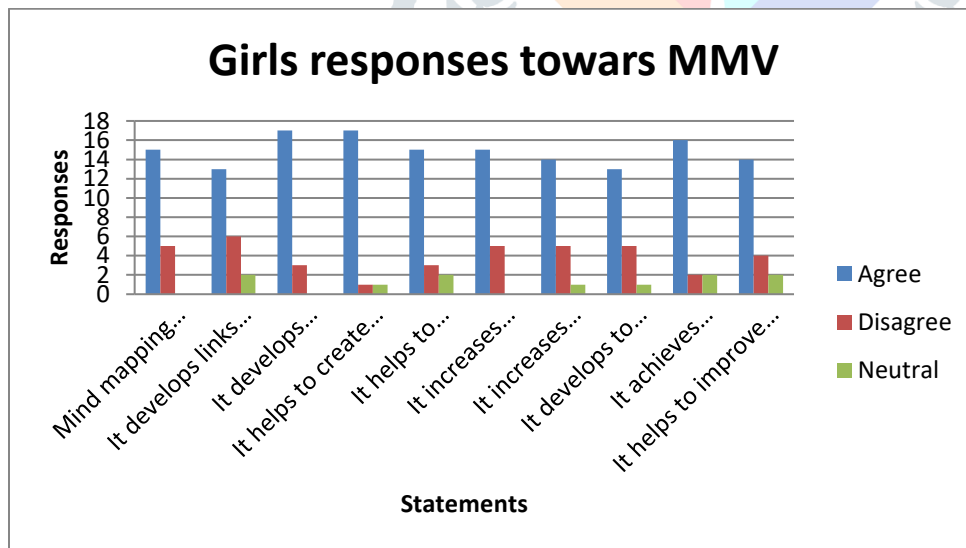
Graph-6:



The above graph showed that the responses of boys were good and the teaching through MMV in English is the good method for developing vocabulary knowledge.

- 1) 80% of boys responded as agreed on Mind mapping technique is essential for development of vocabulary in English. It means that the more number of boys positively opinion towards MMV in English.
- 2) 70% of boys responded as agreed that it develops links between related words among students. It means that the more number of boys positively opinion towards MMV in English.
- 3) 90% of boys responded as agreed that it develops thinking ability among students. It means that the more number of boys positively opinion towards MMV in English.
- 4) 80% of boys responded as agreed that it helps to create different words. It means that the more number of boys positively opinion towards MMV in English.
- 5) 80% of boys responded as agreed that it helps to understand relationship between words. It means that the more number of boys positively opinion towards MMV in English.
- 6) 70% of boys responded as agreed that it increases capability to develop words. It means that the more number of boys positively opinion towards MMV in English.
- 7) 70% of boys responded as agreed that it increases remembering and understanding ability. It means that the more number of boys positively opinion towards MMV in English.
- 8) 60% of boys responded as agreed that it develops to create interest to draw different words. It means that the more number of boys positively opinion towards MMV in English.
- 9) 80% of boys responded as agreed that it achieved objectives of the studies. It means that the more number of boys positively opinion towards MMV in English.
- 10) 80% of boys responded as agreed that it helps to improve long term memory. It means that the more number of boys positively opinion towards MMV in English.

Graph-7:

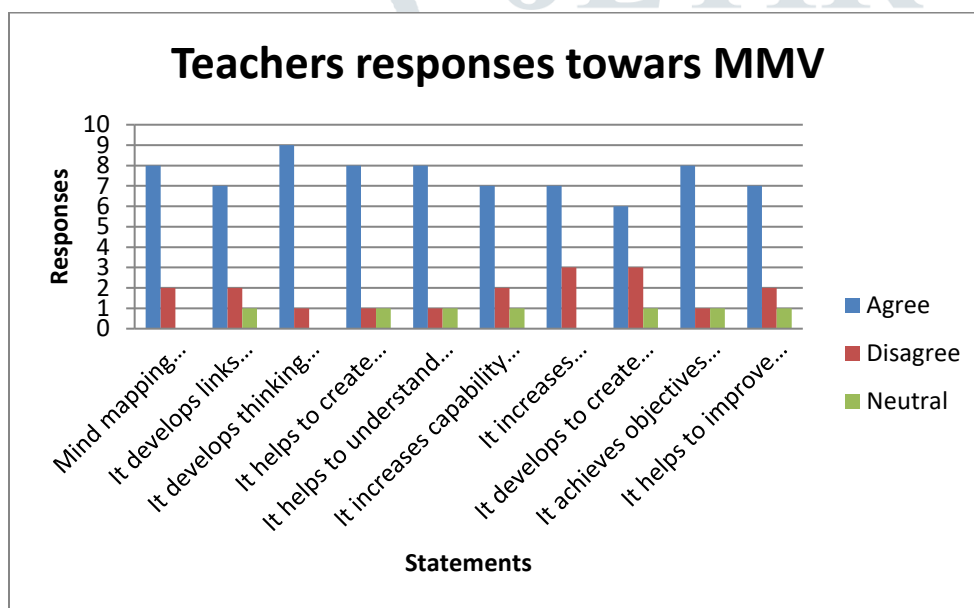


The above graph showed that the responses of girls were good and the teaching through MMV in English is the good method for developing vocabulary knowledge.

- 1) 75% of girls responded as agreed on Mind mapping technique is essential for development of vocabulary in English. It means that the more number of girls positively opinion towards MMV in English.
- 2) 65% of girls responded as agreed that it develops links between related words among students. It means that the more number of girls positively opinion towards MMV in English.
- 3) 85% of girls responded as agreed that it develops thinking ability among students. It means that the more number of girls positively opinion towards MMV in English.

- 4) 85% of girls responded as agreed that it helps to create different words. It means that the more number of girls positively opinion towards MMV in English.
- 5) 75% of girls responded as agreed that it helps to understand relationship between words. It means that the more number of girls positively opinion towards MMV in English.
- 6) 75% of girls responded as agreed that it increases capability to develop words. It means that the more number of girls positively opinion towards MMV in English.
- 7) 70% of girls responded as agreed that it increases remembering and understanding ability. It means that the more number of girls positively opinion towards MMV in English.
- 8) 65% of girls responded as agreed that it develops to create interest to draw different words. It means that the more number of girls positively opinion towards MMV in English.
- 9) 80% of girls responded as agreed that it achieved objectives of the studies. It means that the more number of girls positively opinion towards MMV in English.
- 10) 70% of girls responded as agreed that it helps to improve long term memory. It means that the more number of girls positively opinion towards MMV in English.

Graph-7:



The above graph showed that the responses of teachers were good and the teaching through MMV in English is the good method for developing vocabulary knowledge.

- 1) 80% of teachers responded as agreed on Mind mapping technique is essential for development of vocabulary in English. It means that the more number of teachers positively opinion towards MMV in English.
- 2) 70% of teachers responded as agreed that it develops links between related words among students. It means that the more number of teachers positively opinion towards MMV in English.
- 3) 90% of teachers responded as agreed that it develops thinking ability among students. It means that the more number of teachers positively opinion towards MMV in English.
- 4) 80% of teachers responded as agreed that it helps to create different words. It means that the more number of teachers positively opinion towards MMV in English.
- 5) 80% of teachers responded as agreed that it helps to understand relationship between words. It means that the more number of teachers positively opinion towards MMV in English.

- 6) 70% of teachers responded as agreed that it increases capability to develop words. It means that the more number of teachers positively opinion towards MMV in English.
- 7) 70% of teachers responded as agreed that it increases remembering and understanding ability. It means that the more number of teachers positively opinion towards MMV in English.
- 8) 60% of teachers responded as agreed that it develops to create interest to draw different words. It means that the more number of teachers positively opinion towards MMV in English.
- 9) 80% of teachers responded as agreed that it achieved objectives of the studies. It means that the more number of teachers positively opinion towards MMV in English.
- 10) 70% of teachers responded as agreed that it helps to improve long term memory. It means that the more number of teachers positively opinion towards MMV in English.

XI) Findings of the study:

- 1) The learning through MMV in English is more effective with reference to students of the experimental group.
- 2) The result found that learning through MMV in English is more effective with reference to boy students of the experimental group.
- 3) The result found that learning through MMV in English is more effective with reference to girls students of the experimental group.
- 4) The result found that the mean scores of girls' achievement are greater than boys' achievement scores.
- 5) The result found that the positive attitude of boys towards MMV
- 6) The result found that the positive attitude of girls towards MMV.
- 7) The result found that the positive attitude of teachers towards MMV

XII) Limitation of the Study:

Each and every research work is having its own delimitations. These delimitations help the researcher in deciding further actions and maintaining schedule of the study. Due to limitations of time and resources, the researcher delimited the study as follows:

- 1) This research limited to 40 students at primary level of the school Navajyoti Primary English medium school Kalaburagi.
- 2) It is limited to only English subject vocabulary at primary level of seventh class.
- 3) It is limited to mind map technique for development of vocabulary in English.
- 4) It is limited to study the effectiveness of MMV in English on students.
- 5) It is limited to teachers' opinion towards MMV in English at primary level.

XIII) Suggestions for further research:

1. This researcher only limited to English subject but it is further conduct in different languages.
2. This research limited to only mind map technique but it further conduct in different techniques.
3. This research only limited to study the effectiveness of English but it also study the effectiveness of other language.
4. It also suggest to study at higher levels.

XIV) Conclusion

The researcher would conclude by stating that apart from your mother tongue you need to have a common language to communicate with others and share ideas with them. English plays a role of common language between all countries. English is the official language for many countries and it plays a prominent role in all sector of work and it is highly useful for business field and private sector. Though vocabulary is the sub-skill of a language, it has a very significant role in language learning and teaching. There are many vital aspects in vocabulary learning, such as distinction between words and vocabulary, how importance vocabulary is, why a language teacher needs to set the vocabulary learning goals, what are vocabulary learning approaches, etc. This section intends to deliberate and review vocabulary learning diverse aspects mentioned.

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