

TO STUDY THE EFFECT ON VOCABULARY PROFICIENCY OF GENDER GROUPS AMONG PRIMARY SCHOOL STUDENTS

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Abstract: Frequent research and studies have been done to make vocabulary proficiency easier for second language learners. It is more than learning other skills for ESL learners as it creates a mark on one's self image and remarkable impact on the learner's identity. As we know words are mighty weapon. Therefore, vocabulary acquisition is very essential for English as second language learners in India. One cannot be fully proficient in vocabulary knowledge but can broaden their knowledge. The present study is to assess the effect on vocabulary proficiency of male and female students of the ESL students of Coimbatore, Tamilnadu. The results is analyzed through SPSS also explains which gender scored more. Therefore, by presenting the target vocabulary words makes a remarkable difference in terms of overall performance of the gender groups.

Keywords: ESL Learner's, fifth grade school students, gender, vocabulary proficiency

Introduction: Vocabulary as one of the lexical knowledge acts a paramount importance for English as second language learners states Cameron (2001) also meanings of new words are often highlighted in literary pieces or in texts. Vocabulary cannot be avoided as intrinsic factor of each language system and vocabulary knowledge has a significant role in language perception and yielding. A beginner and the instructor should be knowledgeable about the various vocabulary approaches.

Firstly, recent research indicate that imparting knowledge on vocabulary to school students is a tiresome because many teachers are not certain about best strategies in vocabulary teaching and at times don't know where to commence to form an teaching priority, importance, significance on word learning (Berne & Blachowicz, (2008). For long the area of vocabulary has been undervalued by many researchers but now in recent years it's gaining its importance. Vocabulary acquisition is a perpetual study approach of any language states Gifford (2013) and Zimmerman (2009).

Hence, it is essential for the instructor to select the vocabulary learning approaches that enhance the learners to progress their lexical skills. It is mandatory to examine the student's knowledge on vocabulary skills to implement them with improved vocabulary learning space. Thus, knowing ESL learners' attitude towards the importance of vocabulary learning is crucial. Additionally, the description of the origin used by the learners as lexical lessons to acquire the familiar text through pictures, words etc., aids the students to accomplish for betterment in further studies.

Secondly, for the non native learners vocabulary learning is very crucial also it gets blocked in the students' academic scoring. Schmitt (2000) states that "lexical knowledge is foundation stone to LSRW skill and to the acquisition of second language learners". In classroom, the accomplishing students

acquire the maximum adequate vocabulary. Vocabulary is crucial for the academic achievement of the ESL students for the improvement in each grade and for the successful life states Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003)

Finally, gender acts as a prime factor in language. In second language acquisition and teaching, gender plays a serious view for the many researchers. It's been highlighted that it has an aftermath on students' academic progress.

As gender is a subject with significant controversies in second language learning, the researchers have taken an edge for its advancement. Umback (2004) states that the proficiency level of the male is lesser when compared to their female counterparts thus points to use productive academic techniques. Female students outrun male students in almost all charts of proficiency related to lexical knowledge states Whitney (2006). Jiménez (2003) states that female students were exceptional to boys in quantitative and in concerning qualities. In other words, girls used a lot number of strategies and also a wider range of strategies than their male counterparts. These reports state the real variation in language performance between males and females due to gender. Certified on the various perspectives of different intellectuals on the topic of gender in second language acquisition, it is significant to confirm that the English language occupies the important position in Indian education system. In a similar way, vocabulary is a paramount area of the lexical acquisition. Because of this, English as second language learners should be given considerable and fair commitment by the teachers for fruitful results.

Objectives:

1. To investigate the difference on the each vocabulary test among the gender groups.
2. To investigate the difference on the each vocabulary test among the gender groups.

Research Hypotheses :

1. There is no significant difference among male and female students of primary school students.
2. There is no significant difference on the each vocabulary test among male and female primary school students'.

Methodology: Based on the random sampling from 5th grade, a total of 83 available subjects 46 male and 37 female school students participated from Coimbatore, Tamilnadu whose consent were

obtained to participate in this study. This test was a researcher made test designed based from the text books of the students to test vocabulary efficiency of the primary school students.

Results and Discussion

Objective 1: To investigate the difference on the vocabulary tests among male and female students of primary school students.

Table.1 Group Statistic data of male and female students.

	M/F	N	Mean	σ	SEM
TNP	M	46	10.98	1.86	.274
	F	37	12.32	2.66	.437
CPA	M	46	10.06	1.22	.179
	F	37	11.68	1.98	.324
SOO	M	46	10.52	1.11	.163
	F	37	12.08	2.03	.334
NFC	M	46	9.96	.842	.124
	F	37	12.00	1.56	.257

The mean score of the Female students was higher than that of the Male students of fifth grade students. Therefore, 1st hypothesis stating there is no significant difference between the male students and female students is wrong; on the whole mean score of female

students is bit higher than the mean score of male students.

Objective 2: To investigate the difference on the each vocabulary test among the gender groups.

Table.2 Test for Naming Picture (TNP) through Independent t-test.

	Levene's Test		t-test for Equality of Means			
	F	Sig	t	df	Sig. (2-tail)	M.D
TN P	4.6	.034	-2.71	81	.008	-1.35
	4		-2.61	62.14	.011	-1.35

An independent t- test

(62.14) = - 2.71, $p > 0.05$. There is no significant difference in TNP between male and female students.

found is not significant t

Table.3 Choose the Possible Answer (CPA) through Independent t-test.

	Levene's Test		t-test for Equality of Means			
	F	Sig	t	df	Sig. (2-tail)	M.D
CPA	11.28	.001	-4.56	81	.000	-1.61
			-4.34	57.17	.000	-1.61

An independent t- test found is significant t (57.17) = - 4.34, $p < 0.05$. There is significant difference in CPA between male and female students.

Table.4 Strike the Odd Ones (SOO) through Independent t-test.

	Levene's Test		t-test for Equality of Means			
	F	Sig	t	df	Sig. (2-tail)	M.D
SOO	9.212	.003	-4.44	81	.000	-1.559
			-4.19	52.9	.000	-1.559

An independent t- test found is significant t (52.9) = - 4.19, $p < 0.05$. The result showed in the table in comparing there is significant difference in SOO between male and female students.

Table.5 Naming the Flash Card (NFC) through Independent t-test.

	Levene's Test		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tail)	M.D
NFC	8.9	.00	-7.60	81	.000	-2.043
	2	4	-7.16	52.5	.000	-2.043

An independent t- test found is significant $t(52.5) = -7.16$, $p < 0.05$. The result showed in the table in comparing there is significant difference in NFC between male and female students.

Therefore, hypothesis 2 stating there is no significant difference among male and female students test score statement is proved wrong expect for test for naming the picture among the 5th grade students.

The result of this study has shown that gender had a significant effect on students' achievement in English vocabulary. Female students had a greater mean achievement than their male counterparts.

The research finding testifies to the hypothesis that through various vocabulary techniques had helped the researcher to find out the vocabulary proficiency of the students.

Conclusions: Finally, the vocabulary learning strategies are most useful and suitable as it is easy and interesting. The result of this study shows that female students had a significant effect on picture naming test and flash. This finding was similar to other research work such as Emadin & Moghadam (2007), Tabtimsai (2003) indicating that vocabulary learning techniques can help improve students' learning outcome.

Limitations:

- We cannot generalize these results to all school as data is taken only from few schools.
- This research paper is only analyzed through manual questionnaire; the investigation could be widened through time analysis of each gender.

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