ENHANCING THE ENGLISH VOCABULARY OF PRIMARY SCHOOL CHILDREN BY DINT OF COMPUTER INTEGRATED MODULE

By

*Sahaya George Dharathi & **Rexlin Jose, G.

Research Scholar (Reg. No: 21214011042004), Department of Education, ManonmaniamSundaranar University, Tirunelveli, Tamilnadu, India.
**Assistant Professor, Department of Education (DD&CE), Manonmaniam Sundaranar University, Tirunelveli, Tamilnadu, India.*

Abstract

In many colleges and educational institutions around the world, English is the language of instruction. Students that are fluent in English can study and learn at the greatest colleges and universities. People can improve their cognitive talents, critical thinking skills, and problem-solving capabilities by learning English. Additionally, it helps boost their self-esteem and communication abilities. With its extensive vocabulary, English may be used to converse with individuals from all over the world. Being able to comprehend lectures, textbooks, and other course materials will be made easier by the fact that the majority of academic courses are offered in English. English proficiency is a need for many employees, and having a large vocabulary will help you interact with coworkers, clients, and customers efficiently. English is spoken in many countries around the world, and knowing a wide range of vocabulary will help you navigate different cultures and communicate with locals. Learning new words can be fun and rewarding, and can help you express yourself more effectively in both written and spoken communication.

Keywords: *english vocabulary, reading skill, LSRW, english, primary children.*

Introduction

Education is as old as the human race. Its importance has been realised since times immemorial and it continues right up to this day. It has been accepted as one of the primary needs of every civilised person. "Education is a conscious purpose to train children to fulfil adult life responsibilities. Since the children have to enter a complicated society when they grow into adults; education gives them training for adult life"(Kim, 2006).

"In most schools, colleges, and universities the education is in the English language. For understanding

the books, lectures, and assignments it's necessary to learn the English language first. Most of the students want to go to foreign countries to study"(Muhammad, 2022). Survival without understanding and speaking the English language in foreign countries is very difficult. So, learning the English language is very important for those students who want to study in foreign countries. English is presently a worldwide used language. "Named after the Angles, one of the Germanic clans that relocated to England, it, at last, gets its name from the Anglia promontory in the Baltic Sea"(Arminus, 2015). English has become the most significant language around the globe which has an effect on each field of work. There are 104 nations where English is communicated in as a first language. More individuals need to gain proficiency with this language to improve their expert and scholastic lives.

India has attempted the enormous undertaking of quickly building up its economy, and turning into an amazing nation. To satisfy this, individuals must have exceptional information on the various parts of science. English is the storage facility of logical knowledge. "The determination of language to be examined by the young people of the nation turns out to be critical in the progress of any nation. Henceforth, its examination is critical for a developing nation like India"(Elizabeth, 2010).

English as a notoriety language and the tongue of first decision keeps on filling in as the mode of guidance in world-class schools at each level without conciliatory sentiment. Every large city and numerous littler urban areas have private, English language centre schools, secondary schools and universities. Indeed, even government schools run to support senior common assistance officials are led in English because solitary that language is an adequate mechanism of correspondence all throughout the country.

LSRW Skills

Oral skills are perhaps the most demanding skill when compared to the other three forms of literacy skills. When it comes to oral skills, one can express emotions, communicate intentions and reactions, explore the language well and develop knowledge

too. If oral skills are mastered well, it automatically ensures good reading and writing. Oral skills include the following to be mastered by a student:

- The underlying ability to use the right form of words, phrases and idioms along with intelligible pronunciation.
- Good knowledge of grammar is also one of the top priorities.
- Interpretation of textual matter like books or newspapers with proper pronunciation and intonation should be mastered.
- Basic courtesy forms and conventional greetings and other forms of expressions that add style to oral skills should be practised.
- Questions should be raised frequently and answers also should be given by students and they should converse well with their classmates and teachers.

Vocabulary

Vocabulary represents one of the most important skills necessary for learning a foreign language. It is the base for the development of all the other skills such as reading comprehension, listening comprehension, speaking, writing etc.

spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. Talking about the importance of Vocabulary, the linguist David Wilkins argued that "without grammar little can be conveyed, without vocabulary nothing can be conveyed." Indeed, people need to use words to express themselves in any language. Most learners, too, acknowledge the importance of vocabulary acquisition.

The main reason for communication problems is the lack of vocabulary. Other students are confronted with the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked at them in the dictionary, and this also is a cause of lack of vocabulary. The more words students learn, the easier they memorise them. Of all language skills, it is widely acknowledged that the skill of learning vocabulary is a very essential part of English language learning and as mentioned earlier that no one can communicate in any meaningful way without vocabulary.

There is no question that in a good language learning classroom, both

vocabulary and grammar are essential, but when compared with grammar, vocabulary is quintessential and should receive more focus than grammar.' In the best classes, neither grammar nor vocabulary is neglected, but the vocabulary is more essential and should be taught before grammar' (Allen,1983). 'Words are the most important things students must learn. Grammar is important vocabulary is much more important' (Flower, 2000).

Word Forms

To improve written and spoken English, it is important to understand that the same "root" word can have different meanings by simply adding syllables to the beginning- prefix- or end – suffix of words. These syllables make similar-looking words have different forms with changed meanings.

In English, these are called "Word Forms" – words which have a different form (meaning and use) by changing the spelling.

ESL learners can master word forms by expanding their knowledge of English vocabulary by memorising. This can be done in the following ways:

1. Using a dictionary- check the meaning and spelling of words.
2. Reading in English – see how word forms are used.

Many words in English have four different forms; verb, noun, adjective and adverb. A large number of words have four forms; some do not.

Verb	Noun	Adjective	Adverb
act	action	active	actively
care	care	careful	carefully
clear	clarity	clear	clearly
hate	hatred	hateful	hatefully
secure	security	secured	securely

Review of Related Studies

Acha (2009) investigated the effect of three different presentation modes in children's vocabulary learning with a self-guided multimedia programmes. The study indicated 12 key (previously unknown) words in the story, children received verbal annotations (written translation), visual annotations (picture representing the word), or both. Recall of word translations was better for children who only received verbal annotations than for children who received simultaneously visual

and verbal annotations 39 or visual annotations only.Results support previous research about cognitive load in e-learning environments, and show that children's learning processes are hindered by limited working memory. This finding implies a challenge for multimedia programmes designed for children and based on self-regulated learning

Al-Sharafat (2012) studied on the effectiveness of using website games for learning vocabulary on fifth grade English as a foreign language (EFL) learners' communication skills (listening, speaking, reading, and writing) development. The study investigates the effect of website game type (context, word search, compound word, recognition, and synonyms and antonyms) on students' communication skills, and the effectiveness of using website games on students' ability for vocabulary retention. To find the differences that may arise because of the treatment conditions in the study, means, standard deviations, ANOVA analysis, t-test, and Scheffe test were used to test hypotheses about differences between two or more means. The findings of the study revealed that

website-based instruction showed more improvement on the achievement test in communication skills than traditional instruction. It was also found that the experimental group significantly outperformed the control group in written skills (reading and writing) while there were no significant differences between them in oral skills (listening and speaking). The findings of the study also indicated that the mean scores on the word search game provide the best indicator to students' later performance on the communication skills test. Another finding indicated higher retention level in favour of the experimental group.

Kavari, et.al.. (2014) conducted a study on "The impact of vocabulary learning strategies on ESP learners' vocabulary retention in an experimental study". The purpose of this study was to gain insight into ESP learners' vocabulary retention and vocabulary achievement processes by examining their use of vocabulary learning strategies (VLSs). For the purpose of this study, one hundred first-year participants of University Institute of Legal Studies, Panjab University, Chandigarh (i.e., 50 males

and 50 females ranging from 18 to 19 years old) were selected based on one step cluster sampling. They were randomly assigned into two groups; and then both groups i. e., experimental and control groups were given a pre-test, and post-test. The result of the immediate and the delayed post-tests revealed that VLSs instruction had a positive impact on ESP learners' vocabulary achievement and retention among the participants of the experimental group (p<.05). However, based on the data obtained from the current study, no significant difference was observed between female and male ESP learners' vocabulary achievement and retention after receiving instruction in VLSs. Furthermore, the results of the students' VLSs questionnaire depicted that determination and memory strategies have been ordered as the most and the least frequently used strategies by the ESP learners respectively. The final results of the study also suggested the importance of including VLSs in language courses and training the ESP learners to use the strategies as frequently as possible to make language learning more convenient and more effective.

Lavina (2014) examined the effectiveness of the picture "Word inductive model in learning English among pupils of standard five". The researcher tested the effectiveness of the Picture-Word Inductive Model in Learning English as a second language concerning Reading Comprehension and Vocabulary Acquisition among Malayalam medium pupils. The total sample of the study consisted of 62 pupils from the three Malayalam medium classes of Standard Five of Holy Cross H.S.S., Cherpunkal, and Kottayam District of Kerala State. The classes were randomly assigned as the experimental and control groups for the study. The tool used in this study was a Vocabulary test in English. The major finding of the study was the Picture-Word Inductive Model is more effective when compared to the Activity Oriented Method in enhancing Vocabulary Acquisition in English concerning Meaning and Spelling among the Malayalam medium pupils of standard five. The model is not significantly more effective in improving the Pronunciation of the pupils.

Thorat, et al.. (2009) explored a study of "The process of teaching and

learning English vocabulary within the second language context". The purpose of the study was to analyse the choice of Vocabulary Learning Strategies selected by the learners and suggest pedagogical implications. The investigator intends to give a survey of the vocabulary learning habits and beliefs used by the Sudanese learners. The sample for the present study consisted of 350 students from different age groups. The results of the study indicate greater use of VL strategies by high-proficient students, who are more systematic and organised in their vocabulary learning system and also show that Sudanese female students make insignificantly more use of vocabulary learning strategies than male learners; in addition, they were more aware of the importance of management in VLSI.

Research Methodology
Objectives

The following are the objectives of the present study.

1. To enhance the English Vocabulary of primary school children by dint of computer-assisted instructions.

2. To make children comprehend the meanings of words and acquire vocabulary.

3. To train students to understand the difference between word forms with the same meaning and have different spellings.

4. To develop the ability in recalling from visual memory.

5. To improve the ability to express ideas verbally from pictures.

Schematic Representation

Experimental Group	32 students
Tool	Self-made Tool
Statistical Techniques	Descriptive analysis (Mean, Percentage and Standard deviation) Inferential analysis (t - test for dependent groups)
Dependent Variable	Enhancing English Vocabulary
Independent Variable	Computer Integrated Module

Pre-Test -Post-Test Analysis

H1: There is a significant difference between the mean scores of the pre-test and post-test on the acquisition of English Vocabulary.

Table 1. Difference between the mean scores of the Pre-Test and Post-Test on the acquisition of English Vocabulary.

Cognitive Domain	Test	Mean	N	S.D	Calculated t value	P value	Remarks
Taxonomy	Pre-test	30.66	32	16.458	9.252	0.01	S
	Post-test	71.22	32	18.552			

Table value of t for df 62 is -9.5, S- Significant

It was inferred from the above table (4.1) that, the calculated t value (9.252) was greater than the table value (-9.52) at 0.01 level of significance. Therefore, the hypothesis was accepted. Therefore there was significant difference between the Pre-Test and Post-Test scores on the acquisition of English Vocabulary.

H2: There is a significant difference between the mean scores of the pre-test and post-test classified on the basis of knowledge.

Table 2. Difference between the mean scores of the Pre-Test and Post-Test classified on the basis of the knowledge.

Cognitive Domain	Test	Mean	N	S.D	Calculated t value	P value	Remarks
Knowledge	Pre-test	6.63	32	5.661	5.962	0.01	S
	Post-test	14.34	32	4.646			

Table value of t for df 62 is -5.962., S- Significant

It was inferred from the above table (4.2) that, the calculated t value (5.962) is greater than the table value (-5.962) at a 0.01 level of significance. Therefore, the hypothesis was accepted. Therefore, there was a significant difference between the mean scores of the pre-test and post-test classified on the basis of the knowledge.

H3: There is a significant difference between the mean scores of the pre-test and post-test classified on the basis of the understanding.

Table 3. Difference between the mean scores of the Pre-Test and Post-Test classified on the basis of the Understanding.

Cognitive Domain	Test	Mean	N	S.D	Calculated t value	P value	Remarks
Understanding	Pre-test	11.38	32	7.179	9.399	0.01	S
	Post-test	28.81	32	7.656			

Table value of t for df 62 is -9.33, S- Significant

It was inferred from the above table (4.3) that, the calculated t value (9.399) was greater than the table value (-9.33) at a 0.01 level of significance. Therefore, the hypothesis was accepted. Therefore, there was a significant difference between the mean scores of the pre-test and post-test classified on the basis of the understanding.

H4: There is a significant difference between the mean scores of the pre-test and post-test classified on the basis of the skill of learning.

Table 4. Difference between the Pre-Test and Post-Test scores classified on the basis of the Skill of Learning.

Psychomotor Domain	Test	Mean	N	S.D	Calculated t value	P value	Remarks
Skill	Pre-test	12.66	32	7.146	7.485	0.01	S
	Post-test	28.06	32	9.193			

Table value of t for df 62 is -7.485, S- Significant

It is inferred from the above table (4.4) that, the calculated t value (7.485) was greater than the table value (-7.485) at 0.01 level of significance. Therefore, the hypothesis was accepted. Therefore, there was a significant difference between the mean scores of the pre-test and post-test classified on the basis of the skill of learning.

Post-Test & Retention Score Analysis

H5: There is no significant difference between the mean scores of the post-test and retention-test on the acquisition of English Vocabulary.

Table 5. Difference between the mean scores of the Post-Test and Retention-Test on the acquisition of English Vocabulary.

Cognitive Domain	Test	Mean	N	S.D	Calculated t value	Remarks
Taxonomy	Post-test	71.22	32	18.552	1.871	NS
	Re-test	63.34	32	19.146		

Table value of t for df 62 is 1.671, NS- Not Significant

It was inferred from the above table (4.5) that, the calculated t value (1.871) was lesser than the table value (1.671). Therefore, the hypothesis was accepted. Therefore, there was no significant difference between the mean scores of the post-test and retention -test on the acquisition of English Vocabulary.

H6: There is no significant difference between the mean scores of the post-test and retention-test classified on the basis of the knowledge.

Table 6. Difference between the mean scores of the Post-Test and Retention -Test classified on the basis of the knowledge level of English Vocabulary.

Cognitive Domain	Test	Mean	N	S.D	Calculated t value	Remarks
Knowledge	Post-test	14.34	32	5.646	0.472	NS
	Retention-test	13.78	32	4.891		

Table value of t for df 62 is 0.472., NS- NotSignificant

It was inferred from the above table (4.6) that, the calculated t value (0.472) is equal to the table value (0.472). Therefore, the hypothesis was accepted. Therefore, there was no significant difference between the mean scores of the post-test and retention-test classified on the basis of the knowledge.

H7: There is a significant difference between the mean scores of the post-test and retention-test classified on the basis of the understanding.

Table 7. Difference between the mean scores of the Pre-Test and Post-Test classified on the basis of the Understanding.

Cognitive Domain	Test	Mean	N	S.D	Calculated t value	Remarks
Understanding	Post-test	28.81	32	7.656	1.462	NS
	Re-test	28.21	32	9.041		

Table value of t for df 62 is 1.462, NS- Not Significant

It was inferred from the above table (4.7) that, the calculated t value (1.462) was equal to the table value (1.462). Therefore, the hypothesis was accepted. Therefore, there was no significant difference between the mean scores of the post-test and retention-test classified on the basis of the understanding.

H8: There is a significant difference between the mean scores of the pre-test and post-test classified on the basis of the skill of learning.

Table 8. Difference between the Post-Test and Retention-Test scores classified on the basis of the Skill of Learning.

Psychomotor Domain	Test	Mean	N	S.D	Calculated t value	P value	Remarks
Skill	Pre-test	28.06	32	9.193	1.975	0.05	S
	Post-test	23.81	32	7.982			

Table value of t for df 62 is 1.671, S- Significant

It is inferred from the above table (4.8) that, the calculated t value (1.975) was greater than the table value (1.671) at a 0.05 level of significance. Therefore, the hypothesis was accepted. Therefore, there was a significant difference between the mean scores of the post-test and retention-test classified on the basis of the skill of learning.

Delimitations of the Study

The following are the delimitations of the study:

1. The present study was restricted to 4th & 5th Std students who learn English as one of the subjects in Panchayat Union Primary School, Ayothiyapooripattinam.
2. The experiment was conducted only for a period of 14 days with 1.30 minutes per day.

Limitations of the Study

Limitations are the difficulties and problems faced by the researcher in the scientific method of investigation.

The following are the limitations of the study

1. The investigator felt difficulties to visit the institutions because of Covid-19.

2. The investigator finds difficulty in finding an equal number of groups because of less number of samples.

3. The study has been limited by only four types of word forms.

4. Due to the shortage of time, the investigator took only 350 words.

Recommendations

- The government may insist on Educational authorities and give instructions to them to verify whether all teachers use the lab daily for their innovative teaching. This can happen only under a monetary mechanism by CEOs and DEOs.

- UNICEF visits and does a careful analysis of the quality of Education given to students especially the Primary School children in India to be ensured.

- WHO may focus on the health of Primary school children by giving awareness to their parents at schools so that they can provide healthy brain cells and nurturing food stuff to their children.

- The management of the schools may encourage the teachers working in their institutions to use

Computer Integrated technology in teaching.

- The teachers should attempt to develop computer-integrated modules in their respective subjects to make their classes more interesting and effective.

- The parents should motivate their wards by providing them with healthy food which will nurture their brain cells.

Conclusion

Computer Integrated Modules played a vital role in enhancing the vocabulary of primary children. So this study has provided a clear research outcome where this Computer Integrated Module can be implemented in assisting primary school children with learning difficulties to excel in English Grammar skills. The results between Pre-test and Post-test reflect the effect of the GCIM in developing the grammar skill of primary school children with learning difficulties. From an academic point of view, Computer Integrated Modules assisted vocabulary learning would serve as one of the recent areas in ELT (English Language Teaching) research. This study will pave the way for less instruction and more learning in the area of vocabulary, which will be advantageous for students. According to this study, teaching English vocabulary to students using appropriate Computer Integrated Modules can be successful.

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ABOUT THE AUTHORS

S. Sahaya George Dharathi holds a bachelor's degree in Engineering, a Master of Computer Application and a Master of Philosophy in Education. She is doing her doctoral research in Education at Manonmaniam Sundaranar University. She is an awardee of Best Researcher. She has published 4 research papers in journals and presented 9 papers at International, National and State level conferences and seminars and attended many workshops.

Dr. G. Rexlin Jose is Assistant professor of English Language Education (DD&CE) at Manonmaniam Sundaranar Univesrity, Tirynelveli. Tamil Nadu, India. He holdes post-graduate in M.A. (Eng.), M.Sc., (Psy.), (M.Ed.), M.Phil. (Eng.), M.Phil. (Edu.), Ph.D. (Edu.). He is the founder of Voice of Teachers. He is the Awardee of 'Life-Time Dedicated Service Award'. He has delivered six Radio-Talks on 'English Language' in Mozhi Arivom Programme on Gnanawani. He is a member of the Board of Studies at MSU. He was appointed Chairperson at various National and International Seminars and Conferences. He organised several International seminars, Conferences and Workshops for faculty and students. He has published more than 20 articles and research papers in reputed journals and presented more than 85 articles at the national and international seminars and conferences and attended quite a lot of workshops. He has been a Keynote Speaker of many seminars and presented a lot of invited talks on various hot topics sinces the very inception of his career as a teacher. Currently, he is concentrating on research and supervising research scholars.

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