

VISUAL AND VERBAL LEXICAL CATEGORIES ON ESL STUDENTS AMONG PRIMARY SCHOOL STUDENTS

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Abstract: Vocabulary acquisition is a major aspect of language development in children, and the field of language study has mainly on researching language itself for the last few decades. 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. Therefore, vocabulary acquisition is essential for English as second language learners in India. One cannot be perfect in vocabulary knowledge of all lexical categories but can broaden their knowledge on day to day basis. The present study is to analyze the effect on vocabulary performance of primary students of the ESL government medium school students of Coimbatore, Tamilnadu. Data analysis showed mean, variance and standard deviation. Therefore, through this analysis one can understand that the lexical category of visual words have more effect than the verbal vocabulary words.

Keywords: ESL Learner's, Fourth Grade School Students, Gender, Visual, Verbal, Vocabulary Performance.

Introduction: Vocabulary cannot be avoided as the intrinsic factor of each language system and vocabulary knowledge has a significant role in language perception and yielding. Laufer (1997) argues for the fact that vocabulary learning is at the heart of any language learning and language use.

Recent years many research has found out that lexical problems commonly intervene with exchanging information, conversation hampers when a person is not able to use right words (Allen, 1983). For long the area of vocabulary has been undervalued by many researchers but now in recent years, it's gaining its importance. Hence, it is essential for the instructor to select the vocabulary learning approaches that enhance the student learners to progress their lexical categories. It is mandatory to examine the student's knowledge on vocabulary skills to implement them with improved vocabulary learning space.

Firstly, recent research indicates that for the non-native learner's 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". Vocabulary as one of the lexical knowledge acts a paramount importance for English as second language learners. Thus, knowing ESL learners' attitude towards the importance of vocabulary learning is crucial.

Secondly, according to Nelson et al (1977) children are able to recognize pictures or images larger than vocabularies. Learners of all stages of life understand visuals easily than verbal that are a picture or image speaks to a greater extent than a words or vocabulary. Many research states that children get more familiar and faster with images, pictures, flashcards, magazines, real objects than to learn an ample number of words. The use of pictures is better and has a positive output and results in learning. (Nelson, 1976). And the writer in the present study researched

this study to understand whether this trend is advantageous to students' learning and improving vocabulary.

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 than male students in quantitative and in concerning qualities. These reports state the real variation in language performance between males and females due to gender. Because of this, English as second language learners should be given consideration and fair commitment by the teachers for fruitful results.

Research Hypotheses:

1. There is no significant difference in the effect of visual and verbal techniques among gender students of primary school students.
2. There is no significant difference in the effect of each verbal and vocabulary test among male and female of primary school students.

Methodology: Based on the random sampling from 4th grade, a total of 60 available subjects 30 male and 30 female Government medium school students participated from Coimbatore, Tamilnadu whose consent were obtained to participate in this study.

Results and Discussion: Objective 1: To investigate the difference on the visual (Picture Dictionary, Scramble and Picture) and verbal (Flash Cards, Spell

the words) vocabulary words among male and female students of the primary school students.

Table.1 Group Statistic data of male and female students

	Gender	N	Mean	σ	SEM
PD	M	30	8.53	2.0297	.3706
	F	30	10.27	1.31	.239
SP	M	30	7.53	1.456	.266
	F	30	6.93	1.014	.185
FC	M	30	10.27	.828	.151
	F	30	8.63	1.245	.228
SW	M	30	7.63	1.7117	.312
	F	30	7.37	1.218	.222

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

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

Table.2 Test for Picture Dictionary (PD) through Independent t-test

	Levene's Test		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	MD
PD	9.59	.003	-	58	.000	-
			3.93		49.62	.000

An independent t- test found is not significant t (49.62) = - 3.93, p <0.05. There is significant difference in PD between male and female students.

Table.3 Scramble and Picture (SP) through Independent t-test

	Levene's Test		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	MD
SP	9.49	.003	1.85	58	.069	.600
			1.85		51.8	.070

An independent t- test found is significant t (51.8) = 1.85, p < 0.05. There is slight significant difference in SP between male and female students.

Table.4 Flash Cards (FC) through Independent t-test

	Levene's Test		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	MD
FC	10.72	.002	5.98	58	.000	1.63
			5.98		50.4	.000

An independent t- test found is significant t (50.4) = 5.98, p < 0.05. The result showed in the table in comparing there is significant difference in FC between male and female students.

Table.5 Spell the Words (SW) through Independent t-test

	Levene's Test		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	MD
SW	9.24	.004	.695	58	.490	.267
			.695		52.36	.490

An independent t- test found is significant t (52.36) = .695, p < 0.05. The result showed in the table in comparing there is not much significant difference in SW between male and female students.

Therefore, hypothesis 2 stating there is no significant difference among gender tests score statement has proved wrong.

The result of this study has shown that vocabulary performance among gender groups had significant effect on students' achievement in English vocabulary.

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 greater mean achievement in the visual vocabulary test and the male students had a greater mean achievement in the verbal vocabulary test. The research finding testifies to the hypothesis that through various vocabulary techniques had helped the researcher to find out the vocabulary proficiency of the ESL students.

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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