

EFFECTIVENESS OF TEACHING VOCABULARY THROUGH APP ASSISTED LANGUAGE LEARNING

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Abstract:

The study was conducted to find out the differences of effectiveness of teaching vocabulary through APP assisted language learning in English subject at secondary level. The population of the study was the students of secondary classes studying in Government schools of Vellore District. The aim of English Language Teaching is to develop LSRW skills: Listening, Speaking, Reading and Writing skills. This learning process helps them to develop their English language proficiency. Based on the usage of vocabulary it is divided into two types. Active Vocabulary and Passive Vocabulary. Active Vocabulary used for writing and speaking it helps the students or learners to understand the meaning and the same word. Passive vocabulary used for reading and listening learners use these words for their understanding. It cannot be used in any writing and speaking language. These two types help to differentiate vocabularies: active vocabulary helps to understand and use to give information. Passive vocabulary helps only to understand. The present world being well versed in many language leads to many opportunities, especially English. There is no age limit to acquire a language, but the young learners are likely to learn the language easily without much difficulty. App is another technology which connects the people. Previously, App are used to develop marketing, business and trade. Educational apps give an opportunity to learn in an easy way. In a new way to women learners who are not able to go educational institutions. It is best tool for all the working peoples to learn. It is also the best tool for children to learn in new methodology.

KEYWORDS: *Vocabulary, Technology, Educational, Information, Opportunities.*

INTRODUCTION:

The aim of English Language Teaching is to develop LSRW skills: Listening, Speaking, Reading and Writing skills. This learning process helps them to develop their English language proficiency. Based on the usage of vocabulary it is divided into two types. Active Vocabulary and Passive Vocabulary. Active Vocabulary used for writing and speaking it helps the students or learners to understand the meaning and the same word. Passive vocabulary used for reading and listening learners use these words for their understanding. It cannot be used in any writing and speaking language. These two types help to differentiate vocabularies: active vocabulary helps to understand and use to give information. Passive vocabulary helps only to understand. The present world being well versed in many language leads to many opportunities, especially English. There is no age limit to acquire a language, but the young learners are likely to learn the language easily without much difficulty.

App is another technology which connects the people. Previously, App are used to develop marketing, business and trade. Educational apps give an opportunity to learn in an easy way. In a new way to women learners who are not able to go educational institutions. It is best tool for all the working peoples to learn. It is also the best tool for children to learn in new methodology. Vocabularies refer to all words in a language. It contain multi-words units which gives a common meaning. The development of vocabulary in learners, masters them in particular language. English contains largest number of vocabulary. Learners who strengthen their skills in vocabulary can easily develop their knowledge in that particular language. The people who are efficient language are well-developed in their vocabulary skill.

Objectives of the Study:

Objectives used for the present study are:

- To enhances vocabulary skills through mobile phones

- To break the students, burden on language and technology.
- To find the impact on students while using mobiles.
- To enhance their knowledge in adverb, verb, pronoun, noun, Conjunction, adjective, interjection and preposition words.
- To find the difference between singular and plural words.
- To create a self-confidence in learning second language.

Hypothesis of the study:

To achieve the objectives of the study following null hypothesis were tested:

- Using mobile in learning session helps to self-motivate the students to learn vocabulary.
- Games help the student to realise the importance of vocabulary in English language.
- Mobile games create the interest towards language and they can be more attentive while learning.

Review of literature:

The impact of English Language towards common people is high in current century. At present English is widely accepted as colloquial language because of its evolution in academic and official purpose. It became as the necessity for the people. It not only plays a vital role in literature but also in science and day to day life.

May Ali Abdul-Ameer (2014: 197) publish a study in Improving Vocabulary Learning through Digital Stories with Iraqi Young learners of English at the primary level?" The purpose of the study is to investigate the effects of digital stories in learning new vocabulary. The experiment was carried out at AI 'Immas' Private Primary school for girls in Iraq. 40 eight-year-old girls participated as learners. They were divided into two groups: Experimental group and Control group. Experimental group consisted of 20 girls in a class as the same number of girls in the Control group. Control group learned their vocabulary through texts but Experimental group

learned the same vocabulary through Digital stories in the web. The duration taken for the experiment was three weeks. The researcher choice six stories (two stories per week). Some of the short stories. Two short tests were administrated to test the participated vocabulary knowledge. The results for both groups revealed the percentages obtained by the experimental groups (Post – Test 75%, Pre –Test 65%) were higher than the percentage obtained by the control group (Post –Test 40%, Pre-Test 30%) Totally forty-eight seventh-grade students participated in the study. This study focuses three questions:

- Do the learners enhance more extensive vocabulary knowledge by means of poetry-based vocabulary teaching activities than the traditional course book activities?
- Is there a statistically significant differences between male and female students in the experimental group considering the vocabulary test?

Methodology and Design of the study:

This study analyse about the theoretical approach and method. It also provides the detailed information about the framework. Methodology is a system of methods used in a particular field and the details of methods and techniques that have been used to achieve the objectives of the study, syllabus and designed frame for the purpose meant for the study.

- The significance of using games through mobile creates a joyful environment during the sessions.
- Using mobile helps to create self-learning and self-analysing among students.
- Gaming sessions may also increase the students' creativity skill and rapid working mind.

Significance of the Game Apps Selected to teach Syllabus:

Ten games were selected on the basis of students' convenience which is useful for both academic purpose and intellectual purpose. Students selected for the research were Secondary School Students. So, the game must be adaptable to their age. These games contribute for content based academic learning and vocabulary learning. Students were aware of the story present in the book. But they felt difficulty to learn words present in the lesson. To learn the words, the player has to find the words through pictures. Unknowingly it helps the student to develop their vocabulary skills.

The Role of Instructional Materials:

The instructional materials used for this played a vital role. Technology based material is used as instructional materials in the classroom for learners. Two equipment's are used as a technology tool for this study. Smart Phones, Laptop, Games App (offline), Zoom App (online), WhatsApp (online).

Analysis and Interpretation Data:

The data of the study is analysed the following sections give quantitative analysis of the data and statistical study of the data. The three stages of information help to collect data for the present study.

- Pre- Test
- Post- Test
- Continuous Assessment Test.

Pre- Test: The researcher conducted Pre- Test for the students of both control and Experimental Group. It helps the researcher to analyse the students' efficiency towards vocabulary skills in English language. The Pre-Test scores are collected as primary data.

Continuous Assessment Test: CAT kept in between the sessions. It helps to analyse the progress of the student towards learning. CAT conducted only for the Experiment Group to analyse learning. CAT scores are collected as progressing data.

Post-Test: After the instruction or teaching session, Post-Test is conducted for both groups to find out the outcomes of research work. Post-Test scores are considered as secondary data. The primary and secondary data are compared and analysed to obtain the results for the study. Data analysis helps to justify the results.

There are four types of descriptive statistics. They are Measures of Frequency, Measures of Central tendency, Measures of dispersion or variance used for this study. The researchers selected eighty students from Government High School, Vellore District. Forty students were selected for Control Group. The remaining forty students were selected for Experimental Group. The selection process takes part randomly. Both these group contains boys and girls. The Pre-Test and Post- Test scores are collected. The outcomes (Data) Pre- Test and Post- Test scores of both groups (Control Group and Experimental Group) are listed below.

Mean Value and Percentage of Control Group and Experimental Group:

GROUP	Mean Value (Pre-Test)	Mean Value (Post-Test)	Percentage (Pre- Test)	Percentage (PostTest)
Control Group	16.15	16.7	32.3	33.4
Experimental Group	16.3	29.1	32.6	58.5

CONCLUSION:

This paper deals with the current study is about Effectiveness of Teaching Vocabulary skills through Game Apps. The main aim of this study is to improve vocabulary skills to the English as Secondary Language (ESL) learners. The game method is not only applicable for ESL but also for English as Foreign Language (EFL) learners. The study tries to fulfil the objectives designed n syllabus and also make the learners to realise the significance of vocabulary. The aim of this study is to enhance the VI grade students” vocabulary skills. The fruitful outcomes emerged in English language Teaching. Games improved the learners thinking ability and grasping power.

This study also proves that technology is a big pillar for education. Technology and games develop the learners academically and individually. In general, the study has been compared and contrasted with various mind games but a thorough critical analysis of the selected games have been done here could be of good use for the further research studies in the topic controlling some other variables such as attitude background status of the student, level of intelligence and gender variation.

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