

## **AN INVESTIGATION INTO THE VOCABULARY OF STUDENTS OF JUNIOR COLLEGE OF AURANGABAD.**

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### **INTRODUCTION**

In this advanced world ,in the sphere of Science Technology, Mathematics, Geology, Astronomy etc, English to a great extent provides knowledge to cope with it .The vast knowledge is mostly available from the English books.

The facts above content be denied and as such when one it is on the part of educationists in India to accept its importance and guide for the proper instruction in the schools and colleges ever here. English being a foreign language, and students coming from non-English medium schools, do not have any atmosphere of speaking and using the language either at school or at home. They are not properly and sufficiently exposed to the language .It is therefore necessary to investigate in the achievement of the student in the field of vocabulary of find causes of their poor expression and suggest measures for improvement. The pupils are prepared here for the University Education. Here they require proper guidance at this stage.

The syllabus of English as L3 for std. XI and XII has to be divided into two groups .Looking into the varying needs of the pupils.

1. Those who have to step their education after H.S.C. and
2. Those who have to continue their education for higher and professional studies.

Students belonging to the first category should have a working knowledge of English, with which they will be able to understand spoken and written English depending upon their vocation, selected by them. They should have a very simple activity for expression, limited strictly their range of experience .In second category students should have greater ability in reading writing and expression their thoughts in English.

In secondary schools, attempt is therefore, made to lay a sound foundation of linguistic skills in English, so schools, should provide sufficient learning experience and that too basically so that they will develop a broad based understanding of common and essential useful vocabulary of the English language. The syllabus for Std. XI and XII will be a natural continuation of the syllabus for the standard VIII, IX & X.

## **OBJECTIVES:**

Following are the objectives of teaching English at Junior College.

To enable people to .....

1. Acquire knowledge of the Basic structures of English as a foreign language and elements of grammar (from the text) as per syllabus.
2. Enrich the vocabulary.
3. Listen carefully and with understanding spoken passages read out to them, lectures, talk etc at normal conversational speed.
4. Comprehend literary passage (seen & unseen) in their various aspects ; structures , significance development of main idea and writer's point of view.
5. Develop ability to take notes on lectures, prepare reports and summaries of conversations, lectures and talks with proper speed.
6. Acquire skills in reading aloud seen and unseen passages fluently with proper articulation, intonation, pronunciation and understanding.
7. Acquire skills in reading silently English books, newspaper, magazine and other prescribed texts with proper speed and understanding.
8. Develop ability to narrate experience participate debates and discussion and express their views into correct language and in a logical sequence.

9. Develop ability to express ideas from the texts in their own language without sacrificing content.
10. Develop skills in writing composition like essays, letters, summaries, of given passages in optional language and its idiom.
11. Make proper use of dictionary and other reference material.
12. Develop interest in reading literary passages and appreciating the beauty of language and ideas in them.
13. Cultivate broad human and cultural outlook expressed through English literature read by them.

**HYPOTHESIS:** The students of std. XI do not possess 2,000 vocabulary.

**OBJECTIVES:** Find out the vocabulary of the students of Std.XI.

- a) To find out whether they could recognize the meaning of the words.
- b) To find out whether they could recognize the synonyms of the words.
- c) To find out if they could recognize the antonyms of the words.
- d) To find out whether they could use the words in sentences of their own.
- e) To find out if they could translate sentences of simple English in their mother tongue.

## **PREPARATION OF TEST:**

5% of the vocabulary was selected from the English reader for Std. XI lower level. A list of 102 words was selected; six words representative of the rich vocabulary were selected. The list of 102 words was consisted of nouns, verbs, adjectives, adverbs and a phrase was selected randomly. Out of the list of 102 words, twenty words were selected for recognition of meaning. Ten words taken for the recognition of synonyms, ten words were taken for the recognition of antonyms. Out of which five words were given to the students to use in sentences of their own. Ten words of passive vocabulary were given for translation in their mother tongue. The words were not given in isolation but in simple sentences.

## **ADMINISTRATION OF TEST:**

The test was prepared as an objective type test. A complete sentence was given to the students. The word which they were supposed to recognize either the meaning or synonyms, antonym or passive, translation in the mother tongue, was under lined in the sentence, below that sentences, multiple choice was provided i.e. the students were asked to tick mark ( ) the right words from the three in the bracket, in which one was the correct answer and the other two were distracters. The purpose of such a test was to judge whether the students understand the given word in a context and recognize the correct meaning of the word.

Each student was asked to sit on a separate bench. There was strict supervision of the teacher in the class, to minimize the chances of copying in the paper .So as to give a clear idea of the achievement of students in English vocabulary.

### **ANALYSIS OF THE TEST**

<b>Sr. No.</b>	<b>Score</b>	<b>Numbers</b>
01	Below 36%	17
02	Between 36-40%	15
03	Between 41-50%	14
04	Between 51-60%	8
05	Between 61-80	6

<b>Sr. No.</b>	<b>Score</b>	<b>Total Correct Response</b>	<b>Percentage</b>
1	Recognition of correct Meaning	596	49.67%
2	Recognition of Synonyms	258	43.00%
3	Recognition of correct Antonym	161	53.67%
4	Use of words in Sentences.	37	12.33%
5	Translation of passive Vocabulary	201	33.5%

1. The value of 42.05, medium 41.55 mode 40.55. These values are very near to each other indicating normal distribution.

2. The mean is 42.05 which come under the category 'average' (41-50) i.e. The performance of the students in this test is boarder line average.

3. The smoothed curved shows that the curve is not exactly normal but it is skewed towards the right end showing that it is negatively skewed curve.

### **CONCLUSION:**

It is obvious to see the results that the achievement of the students in the field of vocabulary is very low. There may be several reasons. One reason is certain that the students are not properly exposed to the language at high school level. They are not properly trained in vocabulary. They do not know the meaning of words, synonyms antonyms and could not translate words in mother tongue correctly and could not use words in sentences of their own.

### **SUGGESTION:**

The writer suggests that the student at high school level should be given proper drilling in vocabulary. This could be done with the help of tables and charts. They should be given opportunity to express themselves in simple and correct English. They could be encouraged to participate in speeches, debates and elocution competitions. It would be useful on the part of the learner, if some word games; word building should be introduced in the class. Inter class debate and discussion could be organized.

Proper drilling of basic structures could be emphasized to enable the students to express themselves in correct and simple English.

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