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**CONSTRUCTION AND EFFECTIVENESS OF MY OWN PICTURE DICTIONARY
PROGRAMME TO DEVELOP THE ENGLISH VOCBULARY**

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ABSTRACT

Reading, Writing, Speaking and Listening Skills are developed during Primary education, so for as language ability development is concerned vocabulary any language plays vital role in language ability development so vocabulary development should be taken care of keeping this factor in mind the present study was under taken.

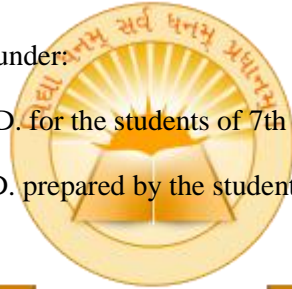
1.0 Preface

In primary education for the whole development of students writing, reading, speaking and listening skills the vocabulary should be strong for the Gujarati medium students the English language is a little bit difficult and for the solution of this difficulty the researcher has tried to develop the programme of "My Own Picture Dictionary"

2.0 Objective of the Study

The main objectives of study were as under:

1. To develop the programme of M.O.P.D. for the students of 7th Std. in Gujarati medium.
2. To check the effectiveness of M.O.P.D. prepared by the students in context to development of English vocabulary.



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3.0 Hypotheses of the Study

1. Research Hypothesis: There will be significant difference between the mean scores of English language vocabulary test of pre-test and post test.

2. Null Hypothesis: There will be no significant difference between the mean scores of English language vocabulary test of pre-test and post-test.

4.0 Research Method

The study was conducted utilizing experimental research method pre experimental research design 'One Group Pre-Test Post-Test.'

5.0 Sample



As the present study being experimental in nature, purposive cluster method of sampling was used.

A class of grade 7 of Primary School of Ahmedabad Corporation was selected there were 20 students, Among 20 students 8 were boys and 12 were girls.

6.0 Tool of Study

To measured independent variable vocabulary score the researcher developed English vocabulary test. Which measure student's vocabulary ability, Tool was developed in the form of three columns in which one had its spelling, another had pronouns and the third one had its meaning. Total 60 Question were included in the test. Total marks of the test were 120.

7.0 Implementation of the study

As independent variable of the study was M.O.P.D. and its construction. The whole class of std. 7th which contains 20 students and the whole classroom was taken as it is as a sample. Daily 1 hour till 20 days. During these days the researcher explained the English word, it's meaning and try to understand (explain) the word with the reference of real objects, and picture of the word.

8.0 Data Collection and Method of Data Analysis

The researcher had given pre-test to the students and after the treatment of 15 to 20 days again the same test was given as the post-test.

The data was analysed with the help of paired sample t-test in SPSS software.

Data were collected on two occasion (1) Pre-test and (2) Post-test. Data were analysed utilizing parried t-test results are presented in Table-1.

Table-1
Mean, SD, Correlation and t-value of Achievement Scores of
Students on Pre-test and Post-test

No.	Test	Total No.	Mean	SD	Co-relation	t
1	Pre	20	40.55	15.91	0.85	11.29**
2	Post	20	61.90	15.21		

The t-value of difference between post-test mean and Pre-test was 11.29. Which was significant at 0.01 level.



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Thus the null hypothesis was rejected. The students scored higher on Post-test than that of Pre-test. M.O.P.D. was effective in increasing students English Vocabulary.

14.0 Findings of the Study

In present study the mean score of Post-test was superior then that of mean score of pre-test. This M.O.P.D. was found effective in increasing students English language vocabulary.

15.0 Reference

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