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A Comparative Study of Efficacy of Vocabulary between Conventional Pedagogy and
Virtual Pedagogy among the Students of Upper Primary Level of Guntur District in Andhra
Pradesh

Abstract

Virtual Pedagogy has the recent origin which occupies the prominent place in English Language Teaching classroom. The usage of electronic gadgets increases gradually to the classroom for better understanding of English language. The usage of Conventional Pedagogy is minimized to learn English language. Apart from Digital India, the Indian government has

started a new strategy of a teaching pedagogy i.e. Virtual Pedagogy for school children as a pilot study in seven states. The researcher underpins to examine the efficacy of Vocabulary skill based on the learning of differences between Conventional Pedagogy and Virtual Pedagogy in Guntur District. By this, the researcher intends to reveal the importance of Virtual Pedagogy is comfortably applicable than Conventional Pedagogy to develop the Vocabulary skill and it is observed how the students are being adopted education through technology at school level only. The paper aims at examining the utilization and comparison of Conventional Pedagogy and Virtual Pedagogy in ELT classrooms and their impact to develop Vocabulary skill in English.

Key Words: Conventional Pedagogy, Virtual Pedagogy, Vocabulary.

Introduction

Vocabulary is knowledge of words and word meanings. In the context of L2 learning, it is usually implicit that vocabulary means new words. Yet, a new item of vocabulary may be more than just a single word as it may be two or three words occurring together expressing one idea. All languages consist of words. Language emerges in the life of a speaker first as words. Moreover, vocabulary goes on widening one's own language or in a second or foreign language. There are two types of vocabulary, according to their usefulness in a language; active (productive) and passive (receptive). The first is actually used in speaking and writing. The second one is used to comprehend while listening and reading. An individual's receptive vocabulary is always larger of the two. For example, a young child will be able to follow simple commands before it begins to say something.

Vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. Wilkins says, "Without grammar very little can be

conveyed....but without vocabulary nothing can be conveyed” (Lewis, 2000).Therefore the study of vocabulary is at the center, learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way. The present paper focuses on vocabulary, especially the learning efficacy of vocabulary between Conventional and Virtual pedagogies. Here the researcher will concentrate on the importance of Virtual pedagogy in this paper.

Review of Literature:

Shiny. K. P. (2015) conducted a study on “The effectiveness of using Mother Tongue along with English as a resource for the teaching of English with reference to Vocabulary at the Under Graduate level”. Good vocabulary teaching sets emphasis on functional words, significant words and difficult words. The researcher followed Experimental Method for this study. The tools for this study were testing materials, vocabulary teaching materials including classroom tasks, group, pair and individual activities and teaching techniques. The sample for the study was 200 students in two colleges namely Andhra Loyola College, Vijayawada and A.S.N Degree College, Tenali in Andhra Pradesh. The researcher found that teaching vocabulary through mother tongue is more effective for acquiring vocabulary when compared teaching vocabulary through English and also said that area wise effectiveness of teaching vocabulary to experimental and control groups affirm that the learners have progressed in all the six areas of the vocabulary except in the area of spelling and sounds.

Sk. Saleem Babu (2017) conducted a study on “A Comparative Study of the Conventional Pedagogy and Web Assisted Language Learning (WALL) in English Language Teaching (ELT) classrooms in select Junior Colleges and IIT’s in Andhra Pradesh”. The researcher used survey method in this study and collects the data through a questionnaire. The sample of the study collects from IIT students and Intermediate students. The study consisted

of 160 students, 80 from IIIT and another 80 from Intermediate. The researcher found that there may a significant difference in vocabulary status of Conventional Pedagogy and Web Assisted Language Learning on the basis of gender, medium of instruction, geographical variation and social category.

Methodology:

The present study is mainly intended to examine the learning levels of Vocabulary between the students of conventional and virtual Pedagogies. Conventional Pedagogy is found everywhere in the society where as virtual Pedagogy is very less in number. Conventional Pedagogy is widely accepted because of pedagogical reasons and maintenance. On the other hand virtual Pedagogy needs specialized teachers who have the computer knowledge along with the subject knowledge. The classroom has to be equipped with sophisticated audio visual aids and has to be checked regularly. Technology has been playing a vital role in the society. Globalization made the whole world came into contact with the help of internet and computers. Students who are having access to computer and internet are experiencing various online classes and equipping themselves with loads of knowledge. The learning experience becomes more qualitative when learnt with the help of audio visual aids. Considering this the Government of India has started a pilot project of smart virtual classrooms in seven states of India to enhance the learning skills of the students who are not in contact with these technologies in their vicinity.

Objectives of the study:

1. To find out the efficacy of vocabulary among the Upper Primary School Students between Conventional Pedagogy and Virtual Pedagogy.
2. To observe the results of Conventional Methods in ELT classroom.

3. To examine the results of the Virtual Pedagogy Strategies in ELT classroom.

Sample and Population:

This study is intended to conduct in the Semi-Urban and Rural Upper Primary School Students of Guntur district in Andhra Pradesh. A total of 480 students participated in this research survey. The data collection was done through the use of a survey questionnaire. Four hundred and eighty students are selected using stratified random sample technique. The sample consisted of upper primary school students who perceive their VI and VII standards. They were chosen from twelve different schools. The schools are also selected from twelve different areas among them 3 schools of Conventional Pedagogy are selected from rural mandalas of Guntur district i.e. Chinakakani, Ponnekallu, and Mandepudi. Another three schools of Conventional Pedagogy are selected from semi-urban areas of Guntur district i.e. Karempudi, Pathipadu, and Nekarekallu. Three schools of Virtual Pedagogy are selected from rural areas of Guntur district i.e. Angalakuduru, Phanidem, and Namburu. Another three schools of Virtual Pedagogy are selected from semi-urban areas of Guntur district i.e. Tadepalli, Piduguralla and Bellamkonda. Twenty students are selected for the test consisted of both male and female students with different social backgrounds from each class for the test. The researcher selected 240 students from Conventional Pedagogy and another 240 students from virtual Pedagogy. The qualitative method of data collection is done through the use of questionnaire. The data have analysed quantitatively. The study combined both Qualitative and Quantitative methods.

Tool:

Since the questionnaire is the most effective tool in survey method, the researcher has designed a questionnaire consisted of two sections for both 6th and 7th classes respectively. The pattern of questionnaire paper is same for both the classes. The first section is for personal information and second section is divided into two parts, part-A and part-B. For 6th class

students Reading Comprehension is given for 15 marks, Listening Comprehension is given for 5 marks, Letter Writing is given for 5 marks and 5 marks are allotted for Biographical Sketch writing in part-A. In part-B grammatical items like Vocabulary is given for 10 marks, Degrees of Comparison for 2 marks, Tenses for 2 marks, Prepositions for 2 marks, Articles for 2 marks, Adverbs for 2 marks, 10 marks are allotted for Speaking Skill. For 7th class students the pattern of test paper is same without any change in part-A while coming to part-B all the grammatical items are same except Tenses and Adverbs those items are replace with Expressions for 4 marks. On totally the test is conducted for 60 marks for each class. This Questionnaire has designed for the research but here for this paper the researcher considered only Vocabulary skill.

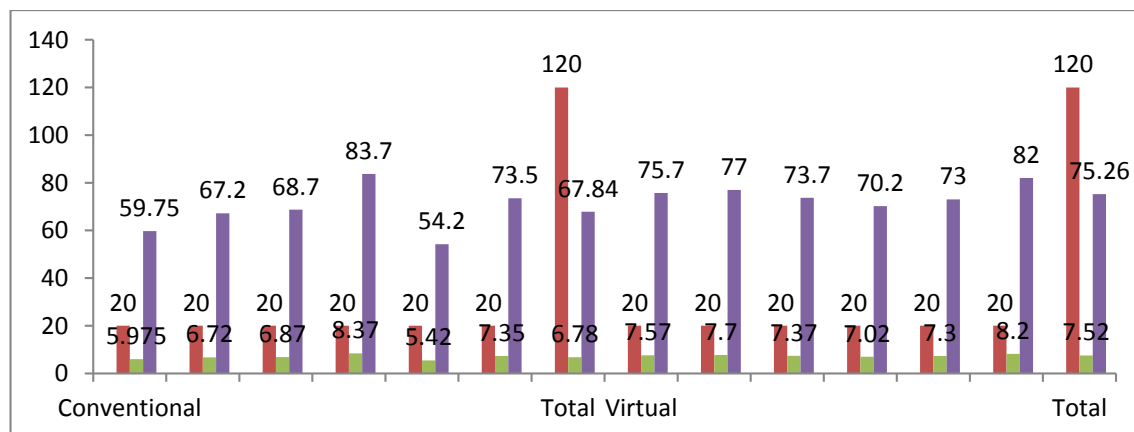
Data Analysis:

Marks Secured by 6th Class Students from Conventional and Virtual Pedagogies in Vocabulary.

Type of Method	Name of the School	Total No. of Students	Average Marks	% of Marks
Conventional	China Kakani	20	5.975	59.75
	Ponnekallu	20	6.72	67.2
	Mandepudi	20	6.87	68.7
	Karempudi	20	8.37	83.7
	Prathipadu	20	5.42	54.2
	Nekarikallu	20	7.35	73.5
Total		120	6.78	67.84
	Angalakuduru	20	7.57	75.7

Virtual	Phanidem	20	7.7	77
	Namburu	20	7.37	73.7
	Tadepalli	20	7.02	70.2
	Piduguralla	20	7.3	73
	Bellamkonda	20	8.2	82
Total		120	7.52	75.26

Graph



*** No. of Students

*** Average Marks

*** Percentage of Marks

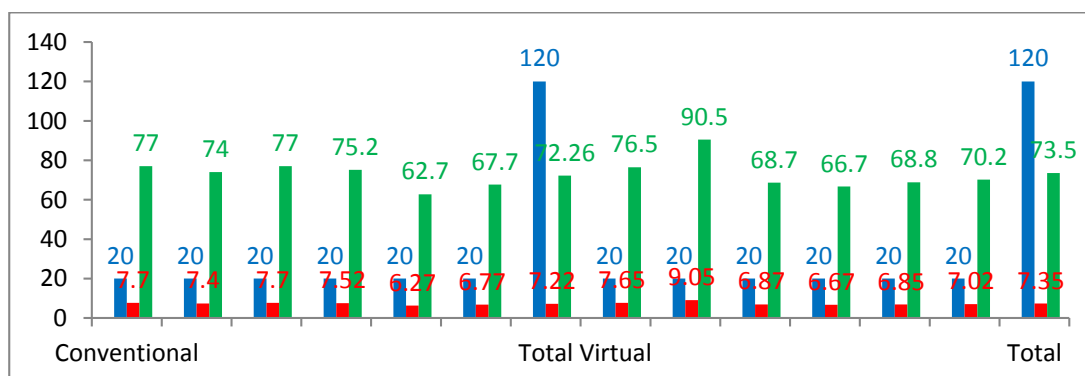
Discussion:

The above table indicates that marks secured by 6th class students from Conventional and Virtual Pedagogies in Vocabulary. As per the data the students belong to Conventional Pedagogy secured 6.78 marks out of 10 in vocabulary i.e. 67.84% and the students belong to Virtual Pedagogy secured 7.52 average marks out of 10 in Vocabulary i.e. 75.26%. It shows that the students belong to Virtual pedagogy are ahead of securing 7.42% more marks than the students belong to Conventional Pedagogy.

Marks Secured by 7th Class Students from Conventional and Virtual Pedagogies in Vocabulary.

Type of Method	Name of the School	Total No. of Students	Average Marks	% of Marks
Conventional	China Kakani	20	7.7	77
	Ponnekallu	20	7.4	74
	Mandepudi	20	7.7	77
	Karempudi	20	7.52	75.2
	Prathipadu	20	6.27	62.7
	Nekarikallu	20	6.77	67.7
Total		120	7.22	72.2
Virtual	Angalakuduru	20	7.65	76.5
	Phanidem	20	9.05	90.5
	Namburu	20	6.87	68.7
	Tadepalli	20	6.67	66.7
	Piduguralla	20	6.85	68.5
	Bellamkonda	20	7.02	70.2
Total		120	7.35	73.5

Graph:



*** No. of Students

*** Average Marks

*** Percentage of Marks

Discussion:

The above table indicates that marks secured by 7th class students from Conventional and Virtual Pedagogies in Vocabulary. As per the data the students belong to Conventional Pedagogy secured 7.22 marks out of 10 in vocabulary i.e. 72.26% and the students belong to Virtual Pedagogy secured 7.35 average marks out of 10 in Vocabulary i.e. 73.5%. It shows that the students belong to Virtual pedagogy are ahead of securing 1.24% more marks than the students belong to Conventional Pedagogy. It shows that the students belong to Virtual Pedagogy got better command over vocabulary than the students belong to Conventional Pedagogy.

Findings:

1. The researcher found that in both classes (6th and 7th), the students belong to Virtual Pedagogy got better command over vocabulary than the students belong to Conventional Pedagogy.
2. Through Virtual pedagogy strategies students get easily interacted to learn more and more other than Conventional pedagogy method students.

Conclusion:

Vocabulary learning is an essential part in English language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicates that teaching vocabulary through Virtual pedagogy may be given good results other

than Conventional pedagogy strategies. The researcher summarizes that it is very important to make students learn by their own anything it might be. Vocabulary plays vital role in language so teachers should try to make the students to learn more vocabulary.

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