CHAPTER X

Glossaries - their uses

The present study is directed to enable the text-book writers to produce improved reading materials on scientific lines. The findings of the study need to be sincerely followed and implemented in actual practice so that the objectives of the study may be achieved.

The concrete outcome of the study has been brought out in the shape of the glossaries.

Here in this chapter the uses of the glossaries will be discussed and the importance of such glossaries in the educational and communicational practice will be focussed, so that the follow up programmes of the study will be quicker and easier.

Glossary I:

In glossary I the words taken from the text books of lower classes, classes IV and V and known by 70% and above children of class VI are arranged in an alphabetical order. This glossary will help the text-book writers to produce graded text-books using its words for lower classes. Again in writing for average and superior children of class VI the words of this glossary may be avoided and better alternative words if available can be introduced in the books.
Glossary II

In glossary II the words are taken from the text books of class VI, writings and speech of the students of this class, the various types of reading materials produced for them and also those words taken from the text-books of classes IV and V but known by less than 70% of the children of class VI. These words are arranged in an alphabetical order. Against each word the percentages of the children who know the meaning along with the confidence interval in percentages is shown.

These two glossaries will be of great help to the text book writers in Assamese to prepare improved text books for subjects like Assamese language, social studies, History, Geography, Grammar, General Sciences etc. for the students of class VI. The confidence intervals for each word indicates the percentage range within which the percentage of students in the population who know its meaning is expected to be at .95 level of confidence. Words considered necessary to write text-books for children, of course, cannot all be easy or of the same difficulty. The children are expected to learn more and more words gradually and continuously as they proceed on their learning process. Therefore, it is necessary that the text-book writers should try to introduce some of the more difficult words to convey new ideas or information. Accordingly, different methods of introducing difficult and new words by means of repetition illustration,
explanation, placement of words in contexts etc. should be introduced.

These glossaries will also be useful to all teachers, writers, parents and those who are interested in children's activities to teach the Assamese language with more precision and comprehension.

Suggestions for further study

The uses of the glossaries and the follow-up programme of the study illuminates on the problem of basic vocabulary for children of class VI (usually eleven plus) in the schools of Assam. There are other specific areas of the problem which need systematic research. The vocabulary is a wide area. The investigator can claim to have dealt with only one aspect and therefore can point out some other aspects for further research work.

Vocabulary is a wide problem area. Specially in the field of Assamese language further investigations are of immense importance. The present investigation aimed at preparing a glossary of basic comprehension vocabulary of children of class VI (usually eleven plus). Similar studies of different grades and age levels could be taken up which will help in preparing graded text books and reading materials.
There are a large number of non-Assamese medium schools in Assam where Assamese is taught as a regional language. Research work could be carried on for producing special textbooks for those children whose mother tongue is not Assamese.

Phrases and idioms constitute another problem area for study. Assamese language abounds with a large number of typical idioms and phrases. But the modern trend in the language has shown that these are at the point of extinction to-day. Proper research on scientific lines will surely recover such materials and develop the language to a great extent.

Language development like all other developments of the child depends on factors like heredity and environment. Factors like social, economic, urban, rural, bilingualism, multilingualism and their influence on the mother tongue cover a wide area of research still unexplored by any investigation particularly in Assamese language.

Studies on language development of children could be based on various lines—

(a) Influence of the personality patterns on vocabulary development of children.

(b) Influence of socialization on language development of children.

(c) Influence of co-curricular activities on vocabulary development of children.
(d) Influence of the use of programmed learning materials on the vocabulary development of children.

(e) Influence of the use of audio-visual aids on the vocabulary development of children.

Again, studies on how and to what extent the following factors affect the vocabulary development of children could also be taken up.

1) (Parents— to what extent and) A study or how the occupation of parents, education of parents, amount of parent–children talk affect the vocabulary development of the children is still a virgin field for research investigation.

2) Companions— to what extent vocabulary of companions affects one another.

3) Size of the family— to what extent the size of the family affects the language development of the children. Whether a large family where children have more scope for talk, or a small family where the children have more opportunity to come closer to the parents, conducively affects the language development, could be examined.

4) Cultural and social factors— how far cultural and social factors affect children's vocabulary development.

5) Sex— how far boys and girls differ in their vocabulary development.
These are some of the most important areas in the field of vocabulary which need investigation and research. The above mentioned problem areas that are located by the investigator have direct bearing on the principles and methods of education which would help the education of children.