



SCHOOL CLIMATE AND VOCABULARY BUILDING IN ENGLISH AT PRIMARY SCHOOLS

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Abstract:

The study examined the influence that school climate has on students vocabulary building. Teaching and learning of English as a second language has many complexities around it. Schools climate as a whole contributes towards students' vocabulary gains. This study explored the association of school climate factors such as school environment, teacher proficiency in language vocabulary, textbooks and resources such as library, audio-video materials with students' vocabulary building. The study adopted a correlation survey design to gather data on school climate and student vocabulary building. The study analysis showed strong correlation at 0.01 level significant among all factors. The correlation was significant from the perceptions of teachers and students. Results indicated that school climate has strong positive relation with English language building of students and teachers alike. Therefore improvement in learning English could be expedite by improving school climate in

Keywords: School climate, students, English vocabulary, teachers, and Academic factors aspects

INTRODUCTION

In the everyday transformation of the national and international scenario the importance of English language is contested. It has consistently been the subject of research and learning not just in Pakistan but across the globe. In addition to talking about teaching it as a primary or secondary language, the certainty left over that its consequence is unquestionable and steps should be taken to upgrade the quality of English vocabulary teaching and study in Pakistan. Teaching and study English in Pakistan is not always necessarily based on the new needs of the moment. Even today we employ English vocabulary teaching and learning methods. Language is the strongest means of knowing the past, of remembering the present and of looking to the future. Language is fundamentally personage, according to Sapir (1921), and there is no intuitive way of reciprocate thoughts, wishes, and emotions through a collection of symbols generated willingly. Languages collected up of various modules. Sound system-phonology, structural or grammatical elements, and vocabulary or rhetorical elements are all module of English. Vocabulary is word information that requires four basic skills-gaining teaching knowledge: Speaking, reading, writing and listening are all important skills to have. Vocabulary production is oriented toward language learning. Vocabulary development is a prerequisite when learners gain second language skills, according to Beglar and Hunt (1995;) and Luppescu, and Day; (1993). A person's vocabulary is narrated as a collection of words in a language that they are familiar with. Vocabulary typically builds up with a child's mental growth. It plays a significant role in the correspondence and information acquisition. It is difficult to learn sizeable second language vocabulary. Harmon; Wood and Kiser; (2009), Point out that vocabulary acquisition is a natural and lifelong practice or a continuous cycle of come by new words in understandable and meaningful factors. Coady (1997) reported that most of the learning of comprehensive During their studies and preparation, secondary-language vocabulary teachers were not given enough emphasis on vocabulary. Muhammad Iqbal Majoka, Sajid Jamil; and Muhammad Saeed Khan 33 They have a long history of disregarding vocabulary instruction. Second-language instructors, according to Macaro (2003), overlook vocabulary and need research-based experience to teach vocabulary.

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Vocabulary instruction and learning in ESL and EFL class (English as a second language / English as a foreign language) is given a second or even low priority. Recently, however, a pick up again attentiveness in the essence of word book and its part in study the goal language has arisen (Maftoon;Hamidi, & Sarem; 2012). For second-language learners, learning vocabulary is important for communication skills and one of the related activities. The operation of understanding the content residue therefore the first tried in understanding every language. The possession of word book and its only means was the subject of research in the area of 2nd language possession SLA; Xu, 2010.

1.2 Definitions of vocabulary

Hornby (2006) vocabulary is each and every words that a individual knows or uses and it is all the words in a specific language. Steven Stahl (2005), "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

In listening, speaking, reading, and writing,

Lehr (2004) defines vocabulary as the comprehension of words and their meanings in both verbal and written language, as well as in energetic and sympathetic ways.

1.3 Background of the study

Previous literature explored in different studies where students who have poor vocabulary information are in danger of more extensive language shortcomings and perusing cognizance troubles, which will affect upon their instructive accomplishment. The focal inquiry tended to right now how best to show new vocabulary things to these kids. Vocabulary advancement and the job it plays in perusing abilities obtaining have gotten substantially less consideration than translating and cognizance procedures. There is a cozy connection among vocabulary and perception; subsequently, people with poor vocabulary experience issues understanding composed content. Further, understudies with poor vocabulary information read less and procure less new words, while understudies with better vocabulary information read more and improve their appreciation (the Matthew Effect). To forestall the Matthew Effect from grabbing hold, vocabulary evaluation and guidance should become significant segments of perusing programs for battling peruses with vocabulary issues.

1.4 Statement of the problem

Vocabulary learning can be tough for English language learners. Presently, the connected literature is intensely copious and mainly bothered with evolve vocabulary in colleges, and university Level, however no distinct awareness is reward to examine the vocabulary building in school level. Therefore, dependence between variable is important to determine how strongly the school climate are interlinked with vocabulary building and can influence each other. There is a great difference between the relationship of school climate and vocabulary building in primary school level. Since English is not Pakistan's native language. ESL teachers in Pakistan face many difficulties when teaching English at the primary level, Students only learn their mother-tongue. We feel struggling to understand English as a second language. Teachers encountered several issues with the teaching methods used in the process and contact with the students with the time passing. After that, to teach the fundamentals of English, literacy and numeracy program is launched.

Objective of the study

The study focuses

1. To find out the relation between school climate and students vocabulary building in English as second language.

Research Question

The research questions are as follows

1. How the school climate and teacher's proficiency, textbooks and resources correlate with student's vocabulary building in English?

Literature Review

Vocabulary building is prerequisite when learners are studying a second language, as stated by Beglar and Hunt (1995) and Luppescu and Day (1993). Individuals with large stockpiles of words are more capable than people with minimal word-knowledge. Vocabulary can be explained as a collection of words in a language which an person is familiar with. Vocabulary generally builds up with a child's mental development. Vocabulary can be explained as a collection of words in a language which an person is familiar with. Vocabulary generally builds up with a child's mental development.

Students also learn different words from the literature as to when students read different books like novels, storybooks which make them learn different words which also increase their vocabulary with enthusiasm and passion. This is a kind of extensive study that creates passion and eagerness among students for learning different words. This kind of study makes the students able to construct the meaning of different words from the context. Various researches have been done to understand how children acquire initial knowledge about words and their meanings and then in-depth analysis of these words in the suitable context to devise and planned about a successful method of learning new words. After book reading technique another useful technique of language learning is unstructured gameplay. It means teaching the students words and a particular language by playing games. Everywhere it exists: in our dreams and thinking; Relationships and correspondence, prayers and contemplation and traditions and practices. Language is the best means of knowing the past, of understanding the present and of looking to the future. Language links culture through both verbal and nonverbal forms. As stated by Sapir (1921), language is primarily a human and non-inherent way of communicating ideas, wishes, and emotions through a system of symbols created voluntarily. Languages are composed of many different components. English is made up of elements such as sound system-phonology, structural or grammatical elements, and vocabulary or lexical elements. Vocabulary is a rhetorical factor involving four basic skills in teaching-learning: speaking, listening, reading, and writing. The development of vocabulary is related to language learning. Awareness from the students and inspiration from the teachers plays a critical role in developing vocabulary. Language is God's priceless gift to mankind. Without it only a dumb animal would have stayed alive. Word is all-rounder.

According to Mancilla-Martinez & Lesaux, 2011;NCES, 2015 If students know what the word 'acute' means, they won't acknowledge why the narrator in the story quickly acted to give medication to his grandmother or why the mother had to take medicine The call was important even when she was in the middle of a meeting. If the book reviewer do not know the words in the novel, they will not be able to read them in full context. This is true of many children from low-earning families and households where English is not their home language Many kids lack the broad and profound vocabulary that make ready them to become good readers. According to Walker; Greenwood, Hart, & Carta, 1994 Young children who at least know a great many Names, also referred to as vocabulary width, provide a better understanding of primary grade reading skills. Those who also have a profound understanding of vocabulary, so they can use a word in many ways and have a description of it, have a stronger understanding of reading (Ouellette, 2006; Haring and Montecillo; 2012).It's difficult to ensure that all kids learn both a strong and extensive vocabulary. Some learners come to school with good language mastery and can take in new words very quickly (Windsor, 2005, Kurtz & Munson). Once teachers read books or share stories, they easily profit from the opportunities to learn vocabulary. Children with weaker abilities get one's hands on new words less rapidly (Crandell & Silverman, 2010, Blewitt, Rump, Cain & Oakhill, 2011). This varying pattern of the "wealthy becoming richer" is called the "Matthew effect" (Stanovich, 1986).

According to Hindman, Erhart, & Wasik, 2012 this is the most important issue to be solved because of the children who have the greatest needs and interests regarding it as they fall additionally behind their coequal. Among different solutions to deal with such student's needs is to reduce the

number of words which are teaching to them and also to increase the focus of instruction but it is also creating problems for the intelligent and genius students as it also prevents such students from learning. When teachers use books reading technique in larger groups of students in their classes it seems more beneficent and useful to provide maximum learning opportunities to their students and it also increases the level of understanding regarding the language which is going to teach them by teachers through books reading technique. Previous studies are conducted by researchers on language learning through interactions with family at home (Weizman & Snow, 2001) and learning of language by interaction with peers and teachers in classrooms (Dickinson & Porche, 2011) reveals that children learn the words and language by hearing carefully and by giving them meaning according to the context of the environment. These interactions are very useful for all kinds of learners as less skilled and skilled language learners. In past, the teachers were not aware of the needs of the students and they were also unaware of the abilities and capabilities of their students. Even if talk about the current era the students also have no idea that what is the aim of learning of English language. There is a need for conceptual learning but instead, students are habitual of rote learning. Teachers use the Lecture Method for teaching the students and they explain and everything to students and because of this student's creative abilities of learning do not develop and they depend upon memorization to pass the examinations. There is a lack of discussion among students and teachers and peer group discussion which develop creative thinking to understand the art of learning of language. And therefore, there is a dire need to develop an existing education system in Pakistan through research.

According to (Weisberg, Hirsh-Pasek, Dickinson & Golinkoff, Nicolopoulou, & 2015) Students also learn different words from the literature as to when students read different books like novels, storybooks which make them learn different words which also increase their vocabulary with enthusiasm and passion. This is a kind of extensive study that creates passion and eagerness among students for learning different words. This kind of study makes the students able to construct the meaning of different words from the context. Various researches have been done to understand how children acquire initial knowledge about words and their meanings and then in-depth analysis of these words in the suitable context to devise and planned about an effective method of teaching new words. After book reading technique another useful technique of language learning is unstructured gameplay. It means teaching the students words and a particular language by playing games. Through games, students can not only learn specific words but also new words and meanings. As per (Toub et al . , 2018) in a follow-up analysis, we compared unstructured play to teacher-led play and discovered that instructor-guided play, but not unformed play, was more effective. Sup-ported word study. In current research, when reading books in pre-school classrooms as a result of formal training that included text learning, we tried to explain word learning. Word meanings and image comparisons, tacit guidance as teachers reflected on the events of the novel, and accidental exposure as children understand to the stories. Word meanings and image comparisons, tacit guidance as teachers reflected on the events of the novel, and accidental exposure as children listened to the stories. Reading books, we proposed, could aid both starting surface study of words from pure subjection and extensive learning of words from various kinds of deliberate instruction. So indirect instruction so basic training will contribute to understanding, and we'd consider Matthew Results.

We systematically examined learning resulting from straight instruction of word definitions, from descriptions of story material that do not deal specifically with vocabulary, As new words were heard and stories were read, this occurred. We used a responsive measure of the learning breadth and a constructive measure of the learning depth to test the impact of multiple features of book reading on word study. Language is essential to good communication. English is of great significance not only in Pakistan but throughout the world. It is declare as a first language by more than three hundred forty (340) million individuals in the United Kingdom and the US (Crystal, 1997). In the current education system in Pakistan, the position of English language as a subject has remained a serious matter of controversy. English will be used as a teaching tool in science and is also a subject of study and teaching at a higher level, in line with the current 2009 education policy (Pakistan Government, 2009), mathematics from Class IV up to now (Pakistan Govt., 2009). In Pakistan, the scenario of teaching the English language is changed from the western world. As Memon (1989) discussed in his study that English teachers do not use the English language to teach them the English language rather than they used native language which is although easy for the students to learn but it cannot help the students in developing their word bank and vocabulary which is necessary to learn the language. They also do not pay attention to that rather the students are listening to them and they are learning something or not. And also do not encourage and motivate them to speak in English (p.66).

To learn the mother language required not any training and learners could learn it through imitation just by listening to others and by repetition of other's words. In the early stages, the students are learned by repetition like parrots and there is no need to understand and care about grammar or sentence structure. We can learn the language as we learn different kinds of art like knitting, driving, and stitching, etc. The rule that applies to learning any of the art is "practice makes a man perfect". These mean students need to learn through drill and practice method used by teachers to make the students habitual of using through drills (Hashmi, 1991).

The role of English language in the daily transformation of the national and foreign scenario is undeniable. It has also been the subject of research and analysis not only in Pakistan but around the globe. In addition to the controversy surrounding teaching it as a first or second language, However, its significance cannot be overstated, and steps should be taken to enhance the standard of English teaching and learning in Pakistan. In Pakistan English teaching and learning is not restructured in accordance with the new demands of the time. Even today, we still use old forms of English teaching and learning. Since English has become more important than the domestic language in this rapidly developing period, it has been designated as a compulsory subject as well as the medium of science and scientific education in Pakistan (Sarwar, 2002). Students value English because they can't dream of a bright future if they can't speak it fluently, and they won't be able to find appropriate employment anywhere if they can't speak it fluently. The fact that students are hesitant to speak English is a major problem. Teachers do make a point of speaking English, but our educational system does not help this initiative, which is why students find it difficult.

In past, the teachers were not aware of the needs of the students and they were also unaware of the abilities and capabilities of their students. Even if talk about the current era the students also have no idea that what is the aim of learning of English language. There is a need for conceptual learning but instead, students are habitual of rote learning. Teachers use the Lecture Method for teaching the students and they explain and everything to students and because of this student's creative abilities of learning do not develop and they depend upon memorization to pass the examinations. There is a lack of discussion among students and teachers and peer group discussion which develop creative thinking to understand the art of learning of language. And therefore, there is a dire need to develop an existing education system in Pakistan through research. Adger (2002) in his study stresses the importance of vocabulary in learning of English language. He discussed in his study that vocabulary is not about the word bank or collection of words from the dictionaries instead it is the complete package of knowledge as it just not only describe the meanings of words but it also covers up the language orders how the individuals draw and build new words and make the association between phrases and words. Kiser (2009) explored in a study that learning vocabulary is not a time binding process or phenomena instead it continues for a lifetime because learning continues from birth to death and vocabulary increases with the everlasting learning process and man learn more and more words in this process.

Pronunciation is the basic method of English language learning. "Pronunciation continues to be an orphan of the EFL / ESL" (Gilbert, 2010:1), and Pakistan is no exception here. Urdu orthography is another significant reason not to get exact articulation of words in Pakistani students. Because of Urdu's alphabetic writing which impact when learners try to acquire phonetics in English. Most people in Pakistan speak Urdu, Punjabi, so they find it difficult to pronounce English words correctly, This is also the reason why Pakistanis are discouraged from speaking English. The people's English accent also differ from one native speaker to the next. L1's concept and spellings distort word shape, and distort pronunciation as well (Akram, 2010).

To communicate with others person language is a vital and essential part as without language it is impossible to convey our ideas and messages to others. Brown and Yule (1983) found in their study that communication is very important for life and it involves two common purposes. The first one is the interactional function in which language is used referentially to exchange information. And the second purpose is direct communication through language. The teaching of the English language is necessary for learners as it enables the learners to function interactionally and transactionally to easily communicate with the persons having a second language. Rahman (1999) in his survey research which was the analysis of different schools of thought about language learning found that all kinds of students have desired for learning the English language to prove themselves better than the other students. Nunan (2003) in his study indicates that students hesitate while speaking the English language because they think they might be wrong and they always think about the accuracy of words, sentences, and statements. As a result, they do not speak confidently and take pauses and flaws during communicating

in the English language which creates barriers in the learning of the English language as it also shake their confidence and develop an inferiority complex among students and he also suggests in his study that there is a need to ignore the accuracy of words and sentence structure in the initial phase of language learning so that students may learn the English language with more passion (p.55).

The role of teachers in teaching vocabulary cannot be understated. Their worldly-wise beliefs greatly have an impact on their teaching in the classroom (Hofer 1997), because their knowledge and beliefs make decisions about instructional choices (Borg, 2003). Absence of support, according to Borg (2003), is another vital factor that wear away language teachers' pedagogical abilities. Most second-language teachers, according to Coady (1997), were not trained with enough focus on vocabulary during their learnership and training, and thus appear to overlook properly focused vocabulary teaching.

Second language teachers are neglecting vocabulary according to Macaro (2003), and they need research-based interactions to do vocabulary teaching. Bashiruddin (2003) states that, in their daily communication, the students do not have much interaction. Both student and teacher use their mother tongue to interact in classrooms (Husain, 2005). In the vast majority of Pakistani schools, the grammar translation approach is used. A greater effort is being made to improve reading abilities. Text is generally accompanied by lessons in grammar, comprehension, vocabulary building, and translation for learners. It's a concern that led to a qualitative investigation. The results revealed that when interacting with others, you can use your imagination. Jalaluddin (2006) discovered that students cannot speak English after eleven years of studying English. English has great significance in Pakistan. It is the country's official language. Boonkit; (2010) worked to enhance and develop language skills for English speakers who were not native speakers. Gan (2012), explains the outcome of a research study concentrating on the problems of ESL students' verbal English skills and Hong Kong teacher training institution. The study explains the difference in understanding the problems when studying ESL. Students experienced in the context of a Bachelor's degree in education (English language) lucky chance for speaking English in seminar are insufficient for their verbal English growth. An input-poor communication atmosphere outside the classroom contributes to a variety of issues that are directly related to the interpersonal socio-cultural environments in which ESL students find themselves. While motivation is another important factor. Younas (2013) said both stimulus and self-possession in EFL learning proved successful.

Research design

The quantitative approach was used to investigate the research questions and due to the scope of the research. A co-relational study design was adopted, Since the aim of the study was to investigate the relationship between school environment and vocabulary development, this design was chosen.

Sampling and data collection procedure

To accomplish the objectives of this study, data of independent and dependent variables is collected from a total of 300 participants, including 190 male and female students and 110 male and female teachers through a structured questionnaire. All of the participants were at the different schools of three major areas (Township, Green town and Johar town) Lahore. The questionnaire consists about independent and dependent variables. There are three dimensions of school climate abbreviated as (SC1, SC2, SC3,) being independent variable and three dimensions of vocabulary building abbreviated as (VB1, VB2, VB3,) being the dependent variable and three dimensions of teacher's proficiency abbreviated as (TP1, TP2, TP3,) being an independent variable and three dimensions of text book abbreviated as (TB1, TB2, TB3,) being an independent variable and three dimensions of resources abbreviated as (R1,R2,R3,) being an independent variable. Prior to rounding out the survey, members were informed that their investment was willful. They were likewise approached to reply as genuinely as could really be expected. Since all the members studied English, the survey was not converted into local language.

Table 1: Questionnaire development and variable/s description

Variables	Descriptions	Sources
School Climate	SC	Research Papers
Vocabulary Building	VB	Research Papers
Teacher's proficiency	TP	Research Papers
Text Book	TB	Research Papers
Resources	R	Research Papers

Results

The following section presents correlation analysis between variables under investigation. The data collected from teachers and students' is presented along with interpretation.

Table 2: Teachers perception of correlation among the factor Vocabulary Building and School Climate

		Correlations	
		VB	SC
VB	Pearson Correlation	1	.616**
	Sig. (2-tailed)		.000
	N	190	190
SC	Pearson Correlation	.616**	1
	Sig. (2-tailed)	.000	
	N	190	190

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows the relationship between vocabulary building (VB) and school climate (SC) was analyzed and a Pearson's correlation coefficient was determined. It shows that there is statistically significant relationship exists between vocabulary building (VB) and school climate (SC). The result of the above table shows that that there is a positive correlation of .616 between school climate and vocabulary building. Which reflects that there are moderate statistically significant relationships exists between vocabulary building (VB) and school climate (SC). This relationship was statistically significant at the 0.05 level.

Table 3: Teachers perception of correlation among the factor Vocabulary Building and Teacher Proficiency

		Correlations	
		VB	TP
VB	Pearson Correlation	1	.534**
	Sig. (2-tailed)		.000
	N	190	190
TP	Pearson Correlation	.534**	1
	Sig. (2-tailed)	.000	
	N	190	190

** . Correlation is significant at the 0.01 level (2-tailed).

relationship between vocabulary building (VB) and teacher's proficiency (TP) was analyzed and a Pearson's correlation coefficient was determined. It shows that there is statistically significant relationship exists between vocabulary building (VB) and teacher's proficiency (TP). The result of the above table shows that that there is a positive correlation of .534 between school climate and teacher's proficiency. Which reflects that there are moderate statistically significant relationships exists between

vocabulary building (VB) and teacher’s proficiency (TP). This relationship was statistically significant at the 0.05 level.

Table 4: Teachers perception of correlation among the factor Vocabulary Building and Textbook

Correlations

		VB	TB
VB	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.000
	N	190	189
TB	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.000	
	N	189	189

** . Correlation is significant at the 0.01 level (2-tailed).

The relationship between vocabulary building (VB) and text Book (TB) was analyzed and a Pearson’s correlation coefficient was determined. It shows that there is statistically significant relationship exists between vocabulary building (VB) and text Book (TB). The result of the above table shows that that there is a positive correlation of .473 between school climate and text Book. Which reflects that there are moderate statistically significant relationships exists between vocabulary building (VB) and text Book (TB). This relationship was statistically significant at the 0.05 level.

Table 5: Teachers perception of correlation among the factor Vocabulary Building and Resources

Correlations

		VB	R
VB	Pearson Correlation	1	.349**
	Sig. (2-tailed)		.000
	N	190	186
R	Pearson Correlation	.349**	1
	Sig. (2-tailed)	.000	
	N	186	186

** . Correlation is significant at the 0.01 level (2-tailed).

The connection between vocabulary building (VB) and resources (R) was broke down and a Pearson's relationship coefficient was resolved. It shows that there is genuinely huge relationship exists between vocabulary building (VB) and resources (R). The aftereffect of the above table shows that that there is a positive relationship of .349 between school environment and assets. Which mirrors that there are moderate measurably critical connections exists between vocabulary building (VB) and resources (R). This relationship was measurably critical at the 0.05 level.

Table 6: Students perception of correlation among the factor Vocabulary Building and School Climate

Correlations

		VB	SC
VB	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.000

	N	110	110
SC	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.000	
	N	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows the connection between vocabulary building (VB) and school climate (SC) was broke down and a Pearson's relationship coefficient was resolved. It shows that there is genuinely huge relationship exists between vocabulary building (VB) and school climate (SC). The aftereffect of the above table shows that that there is a positive connection of .571 between school environment and vocabulary building. Which mirrors that there are moderate measurably critical connections exists between vocabulary building (VB) and school environment (SC).This relationship was genuinely huge at the 0.05 level.

Table 7: Students perception about correlation among the factor Vocabulary Building and Teacher Proficiency

Correlations

		VB	TP
VB	Pearson Correlation	1	.529**
	Sig. (2-tailed)		.000
	N	110	110
TP	Pearson Correlation	.529**	1
	Sig. (2-tailed)	.000	
	N	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 shows the relationship between vocabulary building (VB) and teacher's proficiency (TP) was analyzed and a Pearson's correlation coefficient was determined. It shows that there is statistically significant relationship exists between vocabulary building (VB) and teacher's proficiency (TP). The result of the above table shows that that there is a positive correlation of .529 between school climate and teacher's proficiency. Which reflects that there are moderate statistically significant relationships exists between vocabulary building (VB) and teacher's proficiency (TP).This relationship was statistically significant at the 0.05 level.

Table 8: Students perception about Correlation among the factor Vocabulary Building and Textbook

Correlations

		VB	TB
VB	Pearson Correlation	1	.295**
	Sig. (2-tailed)		.002
	N	110	110
Tb	Pearson Correlation	.295**	1
	Sig. (2-tailed)	.002	
	N	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows the connection between vocabulary building (VB) and text book (TB) was broke down and a Pearson's relationship coefficient was resolved. It shows that there is genuinely critical relationship exists between vocabulary building (VB) and textbook (TB). The consequence of the

above table shows that that there is a positive connection of .295 between school environment and reading material. Which mirrors that there are feeble genuinely critical connections exists between vocabulary building (VB) and text book (TB). This relationship was measurably huge at the 0.05 level.

Table 9: Students perception about Correlation among the factor Vocabulary Building and Resources

		Correlations	
		VB	R
VB	Pearson Correlation	1	.306**
	Sig. (2-tailed)		.001
	N	110	110
R	Pearson Correlation	.306**	1
	Sig. (2-tailed)	.001	
	N	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9 shows the connection between vocabulary building (VB) and resources (R) was dissected and a Pearson's relationship coefficient was resolved. It shows that there is genuinely huge relationship exists between vocabulary building (VB) and resources (R). The consequence of the above table shows that that there is a positive connection of .306 between school environment and assets. Which mirrors that there are moderate genuinely critical connections exists between vocabulary building (VB) and resources(R). This relationship was genuinely critical at the 0.05 level.

Major Finding

The findings of the study suggested that dependent variable (Vocabulary building) has a significant effect on independent variable (School climate), Teachers Proficiency, Text Book Resources all the result which is apply in this study shows positive and significance relationship of all variable. This result and finding shows for the building of good vocabulary in a govt school level it is necessary to build a good school climate .

H0: There is no relationship exist between vocabulary building and school climate

The finding of the study explain that there is strong relationship exist between the both variable vocabulary building and school climate. Also the result of the study confirm strong relationship. Null hypothesis is being rejected because findings show positive relationship between these two variables.

H0: There is no relationship exist between vocabulary building and Teachers Proficiency

The finding of the study explain that there is strong relationship exist between the both variable vocabulary building and Teachers Proficiency . Also the result of the study confirm strong relationship. Null hypothesis is being rejected because findings show positive relationship between these two variables.

H0: There is no relationship exist between vocabulary building and Tax book

The finding of the study explain that there is strong relationship exist between the both variable vocabulary building and Tax book. Also the result of the study confirm strong relationship. Null hypothesis is being rejected because findings show positive relationship between these two variables.

H0: There is no relationship exist between vocabulary building and Resources

The finding of the study explain that there is strong relationship exist between the both variable vocabulary building and school climate. Also the result of the study confirm strong

relationship. Null hypothesis is being rejected because findings show positive relationship between these two variables.

Discussion

After the strong correlation shown among all variables of the study, the relationship between school climate and vocabulary building show the each items strongly connect with each other the result analysis apply to find out the relationship shows the strong positive and significant relationship between all the items detailed discussion describes as examination was directed to look for the impact of school environment on understudies' vocabulary building. Present study explore that school climate significantly effect on student vocabulary building. Learners of govt sector feel fear to speak English language by collaborative learning they improve their vocabulary. Govt school learners at primary level not satisfy with their vocabulary skills. Aspect of vocabulary is most difficult for those learners. There is a direct relationship between teachers and learning outcomes. Teacher's capabilities and qualification directly effect on student's understanding. Highly context is required for learn better vocabulary. Advance technology used to learn and speak words.

Conclusion

In this study, we broke down the impact of school environment on understudy vocabulary building. The significant finding of this examination was that the School environment altogether impacts the Vocabulary building. So the approach producers should zero in on the vocabulary building. For the whole example, Pearson r was registered to discover if there was a connection between school environment with vocabulary building. Connection coefficient shows that there is importance connection between the things of a develop. Jargon is most significant angle for learning English language without this student can't rehearse second language. The discoveries of this investigation additionally uncovered that most of understudies didn't utilize certain jargon learning procedures, for example, bunch work action.

Recommendations and further research

The investigation suggested that new methodologies ought to be formulated to learn jargon in Govt School at essential level. It is likewise prescribed to improve the strategy for instructing and utilize various methods of educating by the educators for learn English jargon. It is prescribed to present a few exercises, use innovation, messing around in which they work on addressing improve perusing abilities of the understudies. The investigation likewise suggested capable and appropriately prepared educators are required for learn English jargon in Govt school. At last, it is recommended for the future analysts to start comparable sort of examination to present new methods. This study is theoretical significance in the importance of vocabulary at primary level at school in Lahore. The study's practical importance is the contribution of climate impact to improving primary level student vocabulary. Vocabulary is the main aspect of learning a language. Vocabulary plays a specific role in the evolution of children. Jargon, as one of the information territories in language, assumes an extraordinary part for students in securing a language (Cameron, 2001). Jargon information is regularly seen as a basic apparatus for second language students on the grounds that a restricted jargon in a second language meddles effective correspondence. In the past times of language obtaining,

Language teaching and learning were given little importance (Alemi and Tayebi, 2011). Educationists have discovered the estimation of jargon improvement for long time. In the start of twentieth century, John Dewey (1910) asserted that jargon is the most critical considering actuality that a word is a methods for intuition in regards to the implications that it communicates. From that time, there has stayed an "rhythmic movement of worry for jargon" (Manzo, Manzo and Thomas, 2006, p. 612; Blachowicz and Fisher, 2000). Jargon learning is a focal objective of educating for educators altogether subjects at early evaluations of schools (Harmon, Wood and Kiser, 2009). Most recent examination, shows that jargon educating might be tricky on the grounds that a ton of instructors are not "sure about best practice in jargon guidance and now and again don't have a clue where to start to shape an instructional accentuation on word learning" (Berne and Blachowicz, 2008, p. 315). In future we extend this examination to the more regions of the area and move to the following district of the Punjab and furthermore contrast non-public school and the Govt school at center level and secondary school level to look at vocabulary building and add more asset for lead study.