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# TEACHER RESEARCH: STORIES OF EXPLORATION

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## Foreword

It is with great pleasure that I introduce this remarkable book on Teacher Research. The book unfolds the powerful and transformative potential of teacher research in the field of English Language Teaching. The 30-day "Certificate in English Language Teaching (CELT)" programme serves as the backdrop for the remarkable narrative of classroom-based research.

The objectives laid out at the outset of this programme were clear: to equip teachers with the tools, knowledge, and insight needed to engage in classroom-based research. These objectives have, in turn, set the stage for a profound transformation in how teachers view their own practice.

The book will help you discover the essence of teacher research—an endeavour ignited and conducted by teachers themselves. The journey unfolds through stages of research—planning, data collection, analysis, reflection, and sharing. It is a journey that empowers teachers to be the architects of their own professional growth. The exploratory research conducted during the CELT programme becomes the springboard for a deeper understanding of classroom dynamics and the subsequent formulation of action plans aimed at improvement.

The reports presented here are more than just documents; they are the embodiment of teachers' commitment to the betterment of their students' learning experiences. The benefits of this kind of research, as described by the teachers themselves, are far-reaching.

It is my sincere hope that this book serves as a source of inspiration for teachers across the south Indian states. As we explore the transformative journey of these educators, may it inspire other teachers to embark on their own path of discovery, inquiry, and transformation within the classroom.

**Ms Geetha S**  
**Director**  
**Regional Institute of English South India**

## About Teacher Research

As part of the 30-day professional development programme titled "Certificate in English Language Teaching (CELT)," a component on "teacher research" has been introduced with the following objectives in mind:

The sessions on teacher research aim to assist teachers in:

- 1) Understanding the nuances and importance of conducting classroom-based research.
- 2) Identifying classroom issues, problems, and successes and formulating research questions to address those concerns.
- 3) Recognizing data collection methods and tools.
- 4) Analyzing both quantitative and qualitative data.
- 5) Composing research-based papers and reports.

Teacher research is defined as "research initiated and conducted by teachers into issues of importance to them in their own work" (Smith, R and Rebolledo, P, 2018). It is essentially "research carried out by teachers into issues that concern them."

In the 30-day CELT programme, teachers gain practical insights into conducting exploratory action research and gain hands-on experience by researching classroom issues and challenges that concern them. They identify critical incidents, review learning outcomes, and explore classroom problems before embarking on action research. It is crucial to conduct exploratory research before engaging in action research for the following reasons:

Teachers explore classroom issues to:

- Gather evidence that aids in better understanding or solving a problem or puzzle.
- Gain a comprehensive understanding (clarify, probe, consider alternatives) before taking action.
- Compare 'base-line' with 'end-line.'

The key stages involved in exploratory action research are as follows:

- Identifying an issue, puzzle, or concern.
- Planning ways to investigate it.
- Conducting the study—considering tools and data collection.
- Evaluating and reflecting on the study, gaining insights.
- Sharing findings with others.
- Modifying practice based on results.

- Observing and addressing emerging issues, concerns, or questions.

After conducting exploratory research during the 30-day CELT programme, teachers write reports, share their findings, and proceed to the next stage of conducting action research, for which they prepare a three-month action plan.

This book comprises exploratory research reports prepared by participants (high school teachers from Karnataka and Kerala) of the 30-day CELT programme conducted from September 11, 2023, to October 10, 2023. They have identified various classroom issues, delved into them more deeply by collecting and analyzing data from multiple stakeholders, and devised action research plans for their classrooms.

Teachers are expected to conduct action research for two to three months and submit their final reports at the conclusion of their action research study.

As reported by many teachers, this type of research offers numerous benefits, including:

- Increasing student involvement and participation.
- Tailoring lessons to students' needs and requirements.
- Enhancing understanding of classroom practices.
- Encouraging deep thinking, self-reflection on teaching, and questioning of beliefs, attitudes, and practices.
- Enabling better decision-making when facing classroom challenges.
- Managing classroom anxiety more effectively.

Classroom-based research studies help teachers acquire essential research skills, such as identifying classroom problems, framing research questions, collecting qualitative and quantitative data, analyzing data using both qualitative and quantitative methods, writing reports, and sharing findings with a wider audience.

It is also evident that teacher research enables teachers to design their own curriculum to meet individual student learning needs, bridge learning gaps, and achieve desired learning outcomes. As one teacher aptly stated, "Textbooks do not provide solutions for classroom problems, but teachers do."

Therefore, it is imperative to promote teacher research and reflective practices in schools and empower teachers to evolve into teacher-researchers.

**Dr Ravinarayan Chakrakodi**

**Professor, RIESI, Bengaluru**

**09.10.2023**

## THANK YOU

Our sincere thanks to the Director, Faculty members and the staff of the RIESI for their immense support in the successful completion of the 30-day professional development programme.

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# Exploratory Action Research

CELT Batch September 2023  
RIESI

## Classroom Issue:

**Learners are not able to read English with confidence**

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### Abstract

Reading with confidence is important because it allows us to communicate our thoughts and ideas more clearly. When we read with confidence, we are more likely to engage with the text and to think critically about what we are reading. This can lead to a deep or understanding of the material.

Students who read well and with confidence are more likely to succeed in school. Reading is more important for many careers. Reading improves memory and analytical skills. It helps to socialise and helps in better comprehension.

I work in a Govt High School Pandalam Pathanamthitta District, Kerala. The medium of instruction in our school is Malayalam. I have selected 06 students of standard VIII for the study.

### The Classroom issue

I started this research because most of my students in class 8 cannot read English with proper pronunciation, intonation and with confidence.

### Classroom Problem

**Learners are not able to read English with confidence.**

### Exploratory research questions

- 1.How do I motivate my learners to read properly with confidence?
- 2.What are the different factors that affect learners to read properly?
- 3.How can I use technology to improve reading with confidence among my students?
- 4.What strategies can I use to support my students who have reading difficulties?
- 5.What are the perceptions of parents on this issue of their children?
- 6.What is the relationship between reading skill and vocabulary size?
- 7.What are the perceptions of my colleagues about reading problem?

### Data collection and analysis:

The data was collected from learners, parents of my students, and my colleagues. In addition to that, a reading pre-test was conducted for the learners to check their proficiency in reading the language by recording their reading with the help of my colleagues.

### Data collection method

I have conducted reading activity by making students read an unseen passage with the help of an audio recording and my colleagues helped me in testing the students' reading ability.

### Pre-test in reading

Sl No	Names	Pronunciation	Intonation	Pause& Stress	Fluency	Confidence	Total
1	Shyladri	✗	✗	✗	✗	✓	4
2	Thushara	✗	✗	✗	✗	✗	2
3	Maneesh	✗	✗	✗	✗	✓	2
4	Ananthan	✓	✗	✓	✗	✓	3
5	Arun Krishna	✗	✗	✗	✓	✓	3
6	Anamithra	✓	✗	✓	✓	✓	2

### Questionnaire for Students

- 1.Do you like to read in English?

2. Have you ever read aloud in the class ?
3. Do you feel like your classmates judge when you read aloud?
4. How much time do you prefer reading English?
5. How often do you read for pleasure?
6. How do you like to spend your free time?
7. While reading English what difficulties do you find?
8. What type of books do you prefer to read?

## FINDINGS

### **Learners' voice:**

Students often feel that their classmates will make fun of them if they commit mistakes. They usually read Malayalam for pleasure but not English. They spend their free time playing games or watching TV. As their parents are not much educated, they do not encourage them to read English. While reading aloud, they come across certain words and sounds which are difficult for them to read. They feel that there is no one to one relationship between words and sounds they carry. They have less exposure to reading.

### Questionnaire for parents

1. Does your child enjoy reading ?
2. Do you read in English?
3. How does your child spend his time at home?
4. How often do you read to your child?
5. How often does your child read on their own?
6. What kind of books does your child like to read?
7. Does your child have any difficulty understanding what they read?
8. Do you encourage your child to read at home?

## Findings

### **Parents' Voice:**

The child is not able to read because there is nobody to teach him/her at home.

The child plays all the time. Some parents are illiterate and can't read in English. Yet, they want their child to read in English and get good job. Parents feel that reading is complex process. So they want somebody to guide their child to overcome the problem of reading English.

### Questionnaire for Teachers

1. Do you believe that having students read aloud in class is an effective way to improve their reading skills?
2. Have you observed any students feeling anxious or nervous when asked to read aloud in class?
3. Do you think reading aloud helps students better comprehend the text?
4. Do you think active listening plays a significant role when students read aloud in class?
5. Do you believe that reading aloud should be a regular practice in various subjects?
6. Do they read Malayalam and Hindi properly?

### **Teachers' voice:**

Teachers feel that the students show interest only in Malayalam but not in Hindi as Hindi is also not their mother tongue. They hesitate to read aloud in Hindi but not in Malayalam. Teachers have the opinion that the text book is not interesting. So the students are not motivated to read the text on their own

### **Observations**

Learners like to read in English and aspire to study well, but they lack exposure to English language. Lack of motivation and reinforcement also makes them to lose confidence while reading English. Students don't get access to reading materials that easily. They are not properly motivated. This is the challenging part of the teaching profession that requires professionalism.

## Action phase

### The research question for action research.

#### How can I make the students of class VIII read confidently?

During this action phase, I designed the following activities and will try them in my classroom. While implementing these activities, I shall frequently check its possibilities and effects. By the end of three months, learners will be able to read with confidence; they will cultivate the habit of reading with proper pronunciation, intonation, and fluency. They will also be able to read the text and comprehend the meaning.

SL NO	Month	Week	Name and description of the activity	Objectives
1	November 2023	Week 1	<b>Sight words:</b> Introducing new words every day like high frequency words. <b>Vocabulary Builders:</b> Create flashcards with new words and definitions	To develop proper pronunciation
2	November 2023	Week 2	<b>Reading Advertisements</b> Supplying advertisements handouts and asking the students some comprehensive questions.	To enhance fluency, pronunciation and confidence
3	November 2023	Week 3	<b>Reading from substitution table</b> Learners read simple sentences from that table	Fluency, comprehension.
4	November 2023	Week 4	<b>Reading aloud:</b> <b>Reciting Poems:</b> Children sing songs and recite simple poems that rhyme	Pronunciation, intonation. Fun and enjoyable experience
5	December 2023	Week 1& 2	<b>Silent reading</b> <b>Group activity</b> Read silently for a designated period of time, discussing their thoughts, favourite parts, or any questions that arose during their reading.	It helps them to concentrate, understand and to read fast

6	December 2023	Week 3& 4	<b>Story sequencing</b> Choose a story with a clear narrative structure, and cut into sections. Mix up into pieces, ask the learners to arrange them in proper order, Create a new ending Learners read a story and rewrite the ending.	Shares insights, facilitate conversation
7	January 2024	Week 1 n 2	<b>Picture reading</b> Learners observe a picture and present their observations.	Build confidence, and fluency in the language
8	January 2024	Week 1 n 2	<b>Skimming and scanning</b> <b>Skim, scan and run</b> Learners will work in groups. The teacher will give instructions.	Reads quickly, understands the gist of the article, creates interest in reading

## Reflections

Asking my colleagues to spare some time for our study was the difficulty I faced. Collecting samples from there was a time-consuming process. They worked very hard to collect the samples and sent it to me. After all, they are very cooperative. I prepared the questionnaire for parents in English, but they found it very difficult to understand. It was another problem that I faced while conducting the research. Despite facing difficulties, the cooperation of my colleagues and our efforts to address language barriers helped us make significant progress in our study.

# Exploratory Action Research

**Topic:**  
My Learners of  
class 8 are not able  
to read  
English with  
confidence.



## Abstract

Reading with confidence is important because it allows us to communicate our thoughts and ideas more clearly. When we read with confidence, we are more likely to engage with the text and to think critically about what we are reading. This can lead to a deep or understanding of the material.



### Exploratory research question:-

1. How do I motivate my learners to read properly with confidence?
2. What are the different factors that affect learners to read properly?
3. How can I use technology to improve reading with confidence among my students?
4. What strategies can I use to support my students who have reading difficulties?
5. What are the perceptions of parents on this issue of their children?
6. What is the relationship between reading skill and vocabulary size?
7. What are the perceptions of my colleagues about reading problem?

### Data collection and analysis:

The data was collected from learners, parents of my students, and my colleagues. In addition to that, a reading pre-test was conducted for the learners to check their proficiency in reading the language by recording their reading with the help of my colleagues.

### Learners' voice:

Students often feel that their classmates will make fun of them if they commit mistake. They usually reading Kannada but not English for Pleasure. They spend their free time playing games or watching TV. During holidays they go to earn for their family and help their parents. As their parents are not much educated, they do not encourage them to read English. While reading aloud they come across certain words and sounds which are difficult for them to read. They feel that there is no, one to one relationship between words and sounds they carry. They have less exposure to reading.



### Parents Voice:

The child is not able to read because there is nobody to teach him/her at home. The child plays all the time. Some parents are illiterate and can't read in English. Yet, they want their child to read in English and get good job. Parents feel that reading is complex process. So, they want somebody to guide their child to overcome the problem of reading English.

### Observations

Learners like to read in English and aspire to study well, but they lack exposure to English language. Lack of motivation and reinforcement also makes them to loose confidence while reading English. Students doesn't get access to reading materials that easily. They are not properly motivated. This is the challenging part of the teaching profession that requires professionalism.

## **Classroom Issue:** **Enhancing mother tongue medium learner's communication proficiency**

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### **Abstract**

Language is fundamentally a means of communication. When a learner becomes proficient in communicating in a particular language, they can easily excel in all other aspects of that language. This paper aims to outline an exploratory research project conducted at PMGHSS Palakkad in the state of Kerala, with the goal of enhancing English communication skills among students who study in mother tongue medium class. It looks at the significance of communication skills, the reasoning behind this research, the research methodology employed to enhance communication, and the strategies listed in the action phase. Finally, the paper concludes by presenting the key findings, insights gained by the researcher from the study, and the researcher's conclusions.

### **Introduction**

Language acquisition is a multifaceted process influenced by various factors, including the learner's native language background. In educational settings, it is common that mother tongue medium learners exhibit a reluctance or inability to respond in the target language. This phenomenon raises important questions about the factors contributing to non-responsiveness in English like whether it is related to cultural factors, pedagogical methods, or psychological barriers. To shed light on these questions, this study embarks on an exploratory action research journey aimed at comprehensively understanding the challenges and barriers faced by mother tongue medium learners when it comes to engaging in English communication. The ultimate goal is to facilitate a more inclusive and effective learning environment for mother tongue medium learners in their English language education journey. This research not only contributes to the field of second language education, by delving into the intricacies of non-

response in English, it also paves the way for more inclusive and effective language education practices.

### **The rationale for the study**

It's important to investigate if the teaching methods used in the classroom effectively promote English language engagement among Malayalam medium students. Understanding the cultural and linguistic background of the students is crucial. Malayalam is their primary language, and they might face challenges in switching to English due to language barriers or cultural preferences. Many students may lack confidence in their English language. Many students may lack confidence in their English language skills. Exploring whether their self-efficacy in using English needs to be nurtured can be a significant aspect of the research. Examining the English proficiency and teaching abilities of the instructors can be important. Teachers might need training or resources to better engage students in English. Analyzing the English curriculum and learning materials can reveal whether they are tailored to the needs and levels of Malayalam medium students. Lack of suitable resources might discourage responses. Investigating the classroom environment and interactions between students and teachers can provide insights into any inhibiting factors that deter students from responding in English. Understanding the role of parents in supporting or hindering English language development can be significant. Cultural expectations or lack of exposure to English at home can affect students' responses in the classroom. Peer dynamics and the attitudes of classmates towards using English might also impact students' responses. It's essential to explore whether there's peer pressure to stick to Malayalam. The evaluation methods employed in assessing English proficiency should be scrutinized and ensure that they are fair, encouraging, and motivating for Malayalam medium students. Finally, consider the long-term goals of English language education for these students. Overall, exploratory research should aim to identify the root causes behind the lack of response in English among eighth standard Malayalam medium students and suggest practical strategies for improvement. It should involve collaboration between teachers, students, parents, and education experts to create a supportive environment for English language development.

### **Background**

I work as an English teacher at PMGHSS Palakkad, where we offer classes in both English and Malayalam mediums. I've been concerned about the performance of my Malayalam medium students, as they often don't actively participate in English during our lessons. To address this issue, I decided to investigate the reasons behind their reluctance to use English for communication. As part of my research, I chose to focus on a sample group from my standard eight Malayalam medium class, specifically class 8C, comprising four girls and three boys. My goal is to understand why some students in PMGHSS Palakkad's eighth-grade class are not comfortable using English for communication.

### **Main Research Question**

Why are some learners in my mother tongue medium classes reluctant to communicate in English?

### **Specific Exploratory Research Questions**

1. What key factors influence a student's engagement in the classroom?
2. What are the students' perceptions about their problem in communicating in English?
3. How do fellow teachers perceive and address students' hesitance to use English for communication?
4. What barriers prevent students from actively participating in English communication?

### **Data collection method**

Data was collected from the students and my colleagues.

### **Questionnaire for Teachers**

1. Do students in your native language classes communicate in English with you?
2. Are you actively involving the class in English?
3. Do you employ innovative teaching methods to spark the learners' interest in the subject?
4. Do you believe that learners have a negative attitude towards English?
5. Have you developed any strategies or activities to foster learners' interest in the language?
6. Are their reading and comprehension skills strong?
7. Have you successfully instilled a reading habit in them?

### **Teacher's voice**

All the teachers shared their observations regarding the students' reluctance to communicate in English. They noted that students tend to rely on their mother tongue and are cautious in their English usage. The teachers employ various innovative teaching methods to encourage a positive response from their students but time constraints prevent follow up. They believe that students' disinterest in English stems from limited exposure and lack of confidence. None of the teachers feel entirely content with their students' comprehension skills. They are of the opinion that while learners can read English text, they lack proficiency in comprehension and active communication.

### Data collection

No of teachers: 6

	T1	T2	T3	T4	T5	T6
Q1	Yes	No	No	No	No	No
Q2	No	No	Yes	No	No	No
Q3	Yes	Yes	Yes	Yes	Yes	YES
Q4	Yes	Yes	Yes	Yes	Yes	Yes
Q5	Yes	Yes	Yes	Yes	Yes	Yes
Q6	Yes	No	No	Yes	No	No
Q7	Yes	No	Yes	No	Yes	No

### Data records

Question	No of "Yes"	No of "No"
1	1	5
2	1	5
3	6	0
4	6	0
5	6	0
6	2	4
7	3	3

I asked yes/no questions to my students in English.

## Questionnaire for Students

1. Do you frequently engage in English conversations in your daily life?
2. Have there been any situations where you had to communicate in English?
3. Does your English teacher conduct classroom activities in English?
4. Can you understand what she explains in English?
5. Do you reply to her in English?
6. Do you experience anxiety when responding in English?
7. Were you actively involved in language games or other activities she used in class?
8. Do you enjoy participating in such activities during your lessons?
9. Do you watch English-language movies or cartoons?
10. Do any of your friends use English for their daily interactions?
11. Have you ever thought, "If I were proficient in English!"?
12. Do you read English newspapers or storybooks?

## Students ' Voice

With the exception of one student, all the students mentioned that nobody engages in conversations with them in English in their daily lives. They also reported that their teacher primarily uses English for classroom instruction, occasionally incorporating their native language when needed, and they believe they can comprehend the teacher's instructions. Moreover, all of them expressed feeling apprehensive about using English themselves, but they all showed enthusiasm for games and activities in English. Furthermore, every student stated that they watch English movies and cartoons. Only two students mentioned that some of their friends occasionally use English for communication. All of the students expressed a desire to become proficient in English. One student mentioned reading English newspapers, while the others occasionally read English stories, although they find them challenging to understand.

**Number of students: 7**

	S1	S2	S3	S4	S5	S6	S7
Q1	No	No	No	Yes	Yes	No	No
Q2	Yes	No	No	No	No	No	No
Q3	Yes						
Q4	Yes						
Q5	No						
Q6	Yes						
Q7	Yes						
Q8	YES						
Q9	Yes	Yes	Yes	No	No	No	Yes
Q10	No						
Q11	Yes						
Q12	Yes	No	No	No	No	Yes	Yes

Question no	No of "Yes"	No of "No"
1	2	5
2	1	6
3	7	0
4	7	0
5	0	7
6	7	0
7	7	0
8	7	0
9	4	3
10	7	0
11	7	0
12	3	4

## Findings

The issue of student communication can be addressed by a patient teacher who is willing to create and implement innovative language activities that increase student engagement and help them overcome their inhibitions and apprehensions. Consistency in this process is crucial; the teacher should maintain this approach throughout the entire year instead of sporadically implementing it when they find the time.

## Action phase

Every student is unique, and it may take time for them to progress at their own pace. The teacher should cater these individual needs and abilities of the students.

To enhance the English language proficiency of students whose mother tongue is not English, we decided to implement the following strategies:

<b>Date</b>	<b>Activity</b>	<b>Objectives</b>
<b>Oct: 12-19</b>	In the first week the teacher Introduces a fresh rhyme daily, encouraging learners to sing it while incorporating suitable actions. At the end of the week, divide the children into two groups: one group will perform actions from the rhymes learned throughout the week, while the other group must identify the corresponding words.	To build confidence in the learner and make him/her use the language in a natural way and increase his/er vocabulary
<b>Oct:20-27</b>	In the second week the teacher introduces some puzzles, riddles and some word games.	The learners get a natural interest playing with language and improve vocabulary strength.
<b>Oct: 28- Nov:03</b>	This week the teacher provides them with chart papers and instructs them to create flashcards containing the names of objects and actions associated with their homes and surroundings and collect rappers. Then they are asked to sit in groups and categorize the words and the	Increases vocabulary and the learners will get the high frequency words naturally

	group with maximum words with proper categorization will become the winner	
<b>Nov:04-11</b>	<p>Role play various situations in real life and related to various places such as hospital, shop, school, post office, bus etc.</p> <p>Objectives</p>	Learners will acquire skills like effective communication, problem-solving, and understanding the roles and procedures in these real-life situations and acquire confidence to use English in daily life
<b>Nov:12-19</b>	<p>This week the teacher incorporates activities that involve various descriptive words with the help of appropriate language games like Adjective Scavenger Hunt:</p> <ul style="list-style-type: none"> <li>- Give the learners a list of common adjectives (e.g., big, small, colorful, shiny).</li> <li>- Ask them to find objects in the room that match those adjectives.</li> <li>- For example, if "shiny" is on the list, they might find a shiny object like a coin or a mirror.</li> </ul>	Learners get a lot of descriptive words and acquire the skill of using them appropriately and will acquire naturally a habit of using English for communication
<b>Nov:20-27</b>	<p>This week the teacher will introduce words those describe actions, through a game</p> <p>Adverb Charades:</p> <ul style="list-style-type: none"> <li>- Write down various adverbs (e.g., quickly, quietly, happily) on slips of paper.</li> <li>- Have one learner pick a slip and act out an action that represents the adverb without speaking.</li> <li>- The other learners guess which adverb is being acted out.</li> <li>- This game helps learners associate adverbs with actions. By the end of this week the teacher will introduce activities to help the learner differentiate between words describe nouns and words describe actions</li> </ul>	The learners acquire proficiency in using adjectives and adverbs

<b>Nov:28- Dec 08</b>	The teacher introduces Limericks this week. As they have already acquired naming words, action words, and descriptive words it will be easy for them to construct limericks about themselves, and those near to them and about the things around them	Learners acquire proficiency in constructing their own expressions which enables them to enhance creative and critical thinking.
<b>Dec: 09- 16</b>	This week the teacher leads them to a game of making sentences using nouns, adjectives, verbs and adverbs. The first student will tell a noun the next person an adjective for it then verb and then adverb and the next step is to make meaningful sentences. Those who can't provide it will be out	The learners acquire ability to produce coherent meaningful Sentences
<b>Dec:17- 24</b>	This week the teacher Introduces story making through the small sentences constructed by them using descriptive words	The learners acquire knowledge about sentence types like affirmative, negative, questions, imperatives and exclamations
<b>Dec:28,29</b>	Workshop for preparing reading cards. Learners in different groups prepares appropriate pictures and brief descriptions. Prepare reading cards with the help of the teacher for stories in their textbook and stories they know.	Learners acquire ability to create simple sentences and arrange them coherently using linkers.
<b>Jan :01- 07</b>	In this creative exercise, each student will engage in storytelling, employing a range of expressive techniques and varying their voice to bring the narrative to life. As the next step they will be encouraged to adapt their stories into captivating radio dramas, recording the sound tracks to enhance the story telling experience. To complement these audio recordings students will also craft visually engaging reading cards, and later these elements will be combined to create captivating videos that showcase their s	Learning becomes productive and their involvement and enthusiasm in the process of learning will be boosted

# Exploratory Action Research

Topic

Enhancing communication skill among mother tongue medium learners

## Questionnaire

1. Do you frequently engage in English conversations in your daily life?
2. Have there been any situations where you had to communicate in English?
3. Does your English teacher conduct classroom activities in English?

## Observation

The issue of student communication can be addressed by a patient teacher who is willing to create and implement innovative language activities that increase student engagement and help them overcome their inhibitions and apprehensions. Consistency in this process is crucial; the teacher should maintain this approach throughout the entire year instead of sporadically implementing it when they find the time.

Title

"Understanding Non-Response in English Among Mother Tongue Medium Learners: An Exploratory Action Research"

Ajila K

## **Classroom Issue:** **Enabling Our Students to Read Simple Words and Sentences in English**

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## **Abstract**

The paper presents a classroom based exploratory research which deals with the 8<sup>th</sup> standard children who can't read even simple words and simple sentences. This is a common problem with most of the government schools in the rural areas of Karnataka. The teacher here attempts to know the reasons for the problem from students' perspective and other second language English teachers' points of view and makes an action plan to overcome the problem with time bound experiment. He discusses strategies, plans and activities which cater the need of different types of learners and different domains of learning.

### **Key Words:**

Exploratory Research, Action plan, Strategies, Over crowded classroom, Text book, Technology, Assessment, Peer learning, Holistic Development, Reading Skill, Flash Cards.

## **Introduction**

If a child or person wants to learn and master a language, he or the child needs to understand the process of acquiring LSRW skills. It is okay to say, we know a language, if we have acquired the listening and speaking skills. But to say we have mastery over a language, we need to acquire all the four skills in that language listening, speaking, reading and writing. In the process of learning the mother tongue, our family, friends, school, society and environment all play a crucial role and create a platform to have mastery over LSRW skills.

### **Importance of reading**

Whereas in learning or acquiring a second language like English, it is the two receptive skills that play a major role, i.e., listening and reading. In the country like India with lakhs of villages, English is considered as the second and third language in academics where there will be no ample opportunities for listening to the English language. It is the reading skill which can

help and lay a foundation to acquire all other language skills. "Reading is the foundation for all learning, it's a passport to countless adventures and discoveries" (Oprah Winfrey). "The ability to read is a cornerstone of student success, not only academically but also in life. It opens doors to understanding, empathy, and limitless possibilities" (Pamela Allyn). "Reading is not just about decoding words; it's about comprehending and analysing text. Strong reading skills are essential for success in all subjects and in life" (Timothy Shanahan) "Reading is the vehicle through which students gain knowledge, expand their vocabulary, and develop the language skills necessary for effective communication" (Catherine Snow)."

When students become proficient readers, they are better equipped to think critically, solve problems, and express themselves eloquently in both written and spoken form" (Lousia Moats). "Reading is not a solitary skill; it is the gateway to acquiring skills in various domains Mathematics, Science, History and more. It's the backbone of education" (P.David Pearson). "A well - read student is a well-prepared student. Reading fosters not only knowledge but also lifelong love for learning" (Dr.Sarvapalli Radhakrishnan). " The ability to read is the foundation upon which all other skills are built. It empowers the students to succeed academically and become informed citizens" (Dr.Rukmini Banerji). " Reading is not just about text books; it's about exploring literature, history, science and philosophy. It broadens the horizons and fosters creativity" (Dr. Aurobindo Ghosh). " In a country like India, reading is the bridge that connects students to the vast tapestry of cultures, languages and ideas that enrich our society" (Dr. Amartya Sen). " Reading is a basic tool in the living of good life" (Joseph Addison). According to Anderson, Heibert, Scott, and Wilkinson, (1985), reading is a basic life skill. It is a cornerstone for child's success in school and indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost.

Despite its importance, reading is one of the most challenging areas in the education system. The ever increasing demand for high levels of literacy in our technological society makes this problem even more pressing ( Snow, Burns, and Griffin,1998). Research shows good readers are actively involved with text, and they are aware of the process they use to understand what they read. Teachers can help improve student comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning and summarizing are strategies shown by research to improve reading comprehension (Block and Israel, 2005).

## **Rationale for exploratory action research**

The purpose of this classroom-based action research is to help the struggling readers in Government schools. Most of the rural and urban teachers complain that the students who come to 8th standard after 7 years of schooling are not able to read even simple words and sentences, it's my complaint too. Reading is the basic skill which helps a child to acquire other skills and excel in academics and in career. It is the reading skill which helps students to develop intrapersonal and social skills and consequently overall success in life. If children do not master this skill, they will lose many things in their life. They will lose interest in academics, their personality may not be developed holistically and they may not be able to lead successful life and not be able to use English as a ladder for success. So it is necessary for me to take immediate action. In this research, I try to find out the reasons for the problem and possible solutions to address them.

During this research I have decided to consider the voices of children and parents and also other second language English teaching colleagues, that too who are teaching and learning in rural Kannada medium schools. I have decided to collect data through handouts, word lists and Google forms. I will then try to design the activities as per the students' needs.

## **Background**

I work at Government High school, Harakanal in Vijayanagar district of Karnataka, India. The medium of instruction is Kannada. The students who are participating in this action research are from Kannada medium background and speak Lambani and Kannada at home.

At the beginning of the academic year soon after the admission, I wrote a list of simple English words and sentences on the blackboard and asked all of them to read those one by one. I came to know many of the students could not read those words properly. Then I started to think, why the students are not able to even read words and sentences without mistakes. Now during the one month CELT programme, I have decided to do exploratory research on this problem. To collect evidence, I sent a list of words and sentences to my colleague Mrs Sunita K and Mr Rajappa Benakar L and asked them to write these words and sentences on the blackboard and make the students read one by one and get the video record of that. In this process I have found many students who are not able to read and I have chosen 5 girls and 5 boys of 8th standard between the age group of 13 to 14 for the exploratory research.

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### **Main research question**

Why can't 10 of my students in 8th standard read even simple words and sentences in English?

### **Specific questions**

1. What are the different factors that affect students' reading?
2. What are the students' perceptions about their reading problem?
3. What are the ESL teachers' perceptions about the problem?
4. Why can't the students read even words and simple sentences in English?

### **Data collection methods**

I did this survey to understand the reasons for not achieving basic learning outcomes and to get suggestions/ opinions from students and also to understand teachers' problems in teaching reading in English and collect their valuable suggestions and measures for remedies. I have collected both qualitative and quantitative data. The quantitative data is based on numbers and figures which we can see and feel whereas the qualitative data is one which can't be visualized and felt. They are like abstract ideas. I used video recording and Google forms as the tools for collecting data. Again my colleagues Mrs. Sunita K and Mr. Rajappa Banakar L helped me to collect the data from students.

### **Questionnaire for the students**

1. Are you able to read English fluently?  
\*Always \* sometimes \*not at all
2. Do you have the knowledge of speech sounds?  
\*Always (all the sounds) \* Some of them (some sounds) \*not at all
3. Do you understand spoken and written English?  
\*Yes, spoken and written \*Only spoken but not written \* Only written but not spoken
4. Where do you face the problem in reading in English?  
\*While reading words \* while reading sentences \*while reading paragraphs
5. Do you like and participate actively in reading learning activities conducted by your English teacher?

\*Always \* sometimes \* not at all

6. Do you use extra reading materials available at school library like story books, magazines, newspapers, comics etc?

\*Always \* sometimes \* not at all

7. How would you like to learn reading in English?

6) Through Audio visual aids (pictures, audio tapes, videos, etc)

7) Through Hands on experiences (games, projects, competitions, etc)

8) Through interactive conversations (teacher student, peer group, real situations, etc )

8. Do your parents or other family members help you in reading and doing your homework?

\*Always \*sometimes \*not at all

9. Do you face reading problems only with English or with other languages also?

\*With English, Hindi and Kannada

\*With Kannada and English only

\* With English and Hindi only

10. Would you like to share any other problems or suggestions with me regarding reading in English?

.....,.....,.....

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### Students' voice

Question no	Option 1	Option 2	Option 3
1.	1(10)	9 (10)	-
2.	-	5(10)	5(10)
3.	8(10)	2(10)	-
4.	2(10)	1(10)	7(10)
5.	-	3(10)	7(10)
6.	4(10)	6(10)	-
7.	-	7(10)	3(10)
8.	06(10)	04(10)	-
9.	-	10(10)	-

From my school 10 students responded to the questionnaire. After analysing those, I came to know that:

- out of 10 students, 9 students could not read fluently.

- Out of 10 students, 7 students did not have complete knowledge of speech sounds.
- 7 students face problems in reading sentences and consequently paragraphs.
- 8 students would love to learn reading English through hands on experiences such as quiz games, competitions, projects and also through interactive situations.
- Very few students make use of extra reading materials available at the library.
- Parents of 8 students do not help at all in doing their children's homework and in reading.

But students love to learn reading in English.

### **Questionnaire for teachers**

1. Can your students read English fluently ?

\*Only a few of them \* some of them \* All of them

2. How many of your 8th standard students can't read even English words and simple sentences?

\*1-5 \* 5-10 \* more than 10 students

3. Do your students participate actively in your reading activities?

\*Very few students\* some of them \*all of them

4. Do you design and conduct different reading activities for your children?

\*Not at all \*sometimes\*always

5. Do you use audio video tools for teaching reading English?

\*Not at all\*sometimes \*always

6. Do you provide extra reading materials for children like story books, newspapers , magazines, comics, etc.?

\*Not at all\*sometimes \*always

7. The students who can't read even simple words and sentences in English, are they the same in other subjects also?

- In Hindi and Kannada languages
- In core subjects
- In all subjects

8. Do you pay special attention and engage any special classes for these students?

\*Not at all\*sometimes \*always

9. What other problems do you face while teaching reading in English?

.....

10. What are the activities you have designed and conducting for the students to improve their reading skills? Please also mention any special remedies you have.

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### Teachers' voice

Question no	Option 1	Option 2	Option 3
1.	1(8)	7(8)	-
2.	4(8)	3(8)	1(8)
3.	-	6(8)	2(8)
4.	-	7(8)	1(8)
5.	-	8(8)	-
6.	4(8)	3(8)	1(8)
7.	1(8)	4(8)	3(8)
8.	-	7(8)	1(8)

Eight teachers teaching English as a second language responded to my questionnaire and their responses are as follows:

- They too have students who can't read even words and sentences.
- The students are from different economical and social backgrounds.
- Overcrowded classrooms are the barriers to give individual attention.
- They use audio visual aids whenever needed.

- They design activities according to their students' levels.
- They suggested me to engage regular special classes to have continuous evaluation and reflection.
- In some of the schools extra reading materials are not available.

### Interesting observations

After inferring and observing the responses from students and teachers, I have come to know students have not been exposed to the English environment and English speech sounds, but they love to learn reading English. If I create an environment of English, they need hands on experience and interpretation for learning. I have to design activities for learning English according to their needs and wish so that I may be able to make them read in English fluently. I need to encourage them to read in English. I should continuously assess their learning progress and give feedback. Whereas after considering the teachers voice, I came to know that overcrowded classroom can be a barrier to teaching reading English. For that purpose I have to engage extra classes for these children. And also consider their background and create awareness among their parents also.

### Action phase

After collecting the data and getting insights into the problem. I have decided to have an action plan which includes basic strategies such as teacher facilitation, peer learning and tutoring, activity-oriented, technology aided teaching and creating awareness among the parents. The time span of the action plan is three months during which I will execute it, evaluate the effect and make necessary changes in the activities.

	Week	Activity	TLM	Objectives
NOVEMBER 2023	Week 1	*Introducing speech sounds, SET 1 s/ಸೆ/, a/ಆ /,t/ಟೆ/, i/ಇ/,p/ಪೆ/,n/ನೆ *Teacher pronounces the sounds , make students familiar with the sounds *After making students familiar with the sounds blends the sounds and	Black board, flash cards, video song of sounds	*Students will be able to recognize and pronounce the sounds of SET 1.  *will able to read the two,three,four letter words.

	<p>make new two letter, three and four letter words of set 1 sounds *Teacher shows flash cards and ask to read</p>		<p>*will be able to sing the sounds' song with action. *pair work showing flash card and reading.</p>
Week 2	<p>*Introducing set 2 sounds-</p> <p>c/k/ಕೆ, k/k/ಕೆ, ck/k/ಕೆ, e/e/ಎ, h/h/ಹೆ, r/r/ರೆ, m/m/ಮೆ, d/d/ಡೆ. and <b>SET 3</b> g/g/ಗೆ, o//ಆ, u//ಉ ಅ, l/ಲೆ, f /f/ಫೆ, b /ಬೆ</p> <p>*Teacher writes and introduces the sounds *shows the flash cards pronounce the sounds * students repeat the sounds *makes the two,three,four letter words with set1 set 2 and 3 words. Ex :cat,kin,din,etc</p> <p>PICK THE SOUND AND READ GAME; throws flash cards of set1 and 2 sounds on floor/table, teacher pronounces a sound student picks the card and read same with words also</p>	<p>Blackboard, flash cards, video song of sounds</p>	<ul style="list-style-type: none"> <li>• Students will be able to recognize the set1,2 and 3 sounds and read</li> <li>• Will be able to read two,three, four letter words of set1 and 2</li> <li>• Will be able to pick up the sound and words flash cards and read</li> <li>• Able to sing the sounds'</li> </ul>
Week 3	<p>*Introducing the SET 4 AND 5 sounds SET 4</p> <p>ai //ಐಯೆ, j//ಜೆ, oa ಒಅ, ie//ಐಇ ಐ, ee// ಈ, or ಆರೆ SET5 z//ಝೆ, w//ವ್ವೆ, ng//ಂಗೆ, v//ವೆ, oo// ಊ, ಉ</p> <p>Teacher writes on the black board and shows the flash cards and pronounce the sounds.</p> <ul style="list-style-type: none"> <li>• Students listen and recognize to sounds.</li> <li>• Teacher introduces the two,three,four and five letter</li> </ul>	<p>Black board, flash cards, video song of sounds,</p>	<ul style="list-style-type: none"> <li>• Students will be able to recognize SET 1,2,3,4,5 sounds and pronounce them.</li> <li>• Students will be able to read the words made out of SET1-5 sounds</li> <li>• Able to read the words and tap on the black board</li> </ul>

	<p>words made out of set 1,2,3,4,5 sounds with flash cards and ask the students to repeat.</p> <ul style="list-style-type: none"> <li>● PAIR WORK One shows a flash card another reads the word</li> <li>● TAP THE BOARD GAME List of words are written on the black board and one reads a word another has to tap the word and read again it.</li> </ul>		and on flash card
Week 4	<ul style="list-style-type: none"> <li>● Introduces the sounds SET 6 , 7 8</li> <li>*Set 6</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>*Set 6 y //ಯ್, x// ಕ್ಸ್, ch// ಚ್, shಶ್, th//ದ್, th// ಥ್ *Set7 qu// ಕ್ವ್, ou// ಔ, oi// ಆಇ, ue// ಯೂ, er// ಆರ್, ar //ಆರ್</p> <ul style="list-style-type: none"> <li>● Set8 gh//ಘ್, ough//ಘ್, ow//ಔ, ght//ಟ್, ,tion//ಶನ್, ssion// ಶನ್</li> </ul> </div> <p>Teacher writes the sounds on black board with the help of flash card he pronounces the sounds, students listen and recognize the sounds.</p> <ul style="list-style-type: none"> <li>● Teacher introduces the 2,3,4,5,6 letter words made out of all the 8 set of sounds using the flash card and chart</li> <li>● Students repeat the sounds and they read them individually</li> <li>● WORD MAZE ACTIVITY</li> <li>● Teacher writes a word maze of consisting the words made out of all 8 sets students have to recognize and circle those words and read them aloud</li> <li>● The whole song of sounds is sung by students with action</li> </ul>	Balck board, flash cards , audio song, Word maze chart	Students will be able to recognize read the sounds and words of SET 1-8. They will be able to recognize the words on Word maze and read them They will be able to sin the whole song of sounds with action

MONTH	WEEK	ACTIVITIES	TLM	OBJECTIVES
DECEMBER 2023	WEEK 5	<p>Introducing the sentences Teacher writes the small sentences made out the 8 set of sounds and reads them Students also read them and some more sentences.</p> <p><b>DICTATION ACTIVITY</b> Initially teacher dictates after that one by one students to dictate the sentences and students will write and read them aloud</p> <p><b>SINGING THE RHYME</b> Teacher sings /plays a small Rhyme students listen and repeat</p>	Black board	<p>Students will be able to read sentences made out of the last month discussed above sounds.</p> <p>Students will be able to dectate the sentences and write them and also read them aloud.</p> <p>Students will be able to listen to the rhyme and sing it on their own by looking at written format.</p>
	Week 6	<p>Introducing the CIFL reading flash cards Teacher introduces CIFL noun cards and action cards,adjective,and adverb cards ask them to read by looking at the pictures,words,and sentences written on them.</p> <p><b>GROUP WORK</b> One will show the cards and others will read the cards</p>	Black board CIFL reading FLASH cards	<p>Students will be able to read the words,sentences written on the flash cards.</p> <p>Students will be able to read the pictures action on the cards and comprehend, and compare them , able to classify the nouns and verbs</p>
	Week 7	<p><b>INTRODUCING PICTURE READING</b></p>	Picture/projector and screen	Students will be able to read a scene and

		<p><b>Teacher</b> draws/ shows/ a picture on projector screen or black board which shows a scene of park,market etc ,having nouns ,verbs, adjectives,adverbs ,prepositions etc and ask the students to observe the scene and make a list of nouns,actions, <b>averbs</b>,adjectives ,preposition and write them and read aloud . And to make possible sentences looking at the actions in the picture.</p>		<p>comprehend and compare the actions and nouns. Will be able to make a list of nouns, actions, adjectives, adverbs etc Will be able to read them aloud.</p>
Week 8	<p>WORKING AROUND AND WITH DICTIONARY</p> <p>Teacher asks the students to make the list of nouns, actions, adverb, adjectives ,homophones , synonyms, opposites, rhyming words ,singular plurals, genders etc list they look at school and at their home and any other places as project work and present them</p>	<p>Dictionary, mobile dictionaries</p>	<p>Students will be able to observe the surrounding and classify and list out and search the meanings of nouns, pronouns, actions, adverbs, adjectives, antonyms, synonyms, homophones, numbers, genders and present their project works aloud in the classroom.</p>	

		in group or individually in class. And search meaning of those words in their mother tongue with the help of dictionary and internet.		
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Month	Week	Activities	TLM	Objectives
JANUARY 2024	WEEK 9	Working with NALIKALI ENK 1 text book of Karnataka State Teacher introduces the activities mentioned in the Nalikali ENK 1 and students will take active participation and Learn LSRW skills as per those mentioned there and they do the activities mentioned in work book and learning cards acquire the skills.	Nali Kali ENK text book, work book, and cards	Students will be able to participate and do the activities mentioned in the ENK 1 text book, work book and learning cards in regard LSRW Skills.
	WEEK 10	Working with NALIKALI ENK 2 text book, work book and learning cards . Teachers introduces above mentioned materials and activities children take active participation	NALI KALI 2 ENK Text book, Work book, and learning cards	Students will be able to work with NALIKALI ENK 2 text book, work book, and learning cards And acquire the LSRW skills as per intended to that level

WEEK 11	<p>WORKING WITH 8 TH STD</p> <p>now after learning of 7 weeks teachers introduces the children 8<sup>th</sup> std English text book and ask them one by one to read the words they now from the text book and sentences and understand the meaning of the text and also makes them to do the activities given behind the each lesson and poems.</p>	8 <sup>th</sup> std SLE text book	<p>Students will be able to read the text and they feel happy and confident .</p> <p>They start to show interest in English and other academic activities</p>
WEEK 12	<p>EXPLORING BEYOND THE TEXT BOOKS</p> <p>At this level teacher makes the children to read the simple story books loudly and silently in the classroom and at the library.</p> <p>Teacher asks the students to collect head lines from the different ENGLISH NEWS PAPERS read them aloud at prayer session , asks to collect different advertisements, wrappers etc tell to work on them asks to do a collage, and read the sentences and words written on them.</p> <p>Teacher asks the children to search for proverbs and</p>	<p>Story books, news papers, advertisements, wrappers ,idioms and proverbs books etc</p>	<p>Students will be able to read the stories aloud and silently in groups and individually , and narrate them in class.</p> <p>Students will be able to read the news papers and advertisements and start to use English in life and for life .</p> <p>Will be able to refer a books for proverbs and idioms and present them in class.</p>

		idioms and make a chart read them in class etc		He gains confidence in reading English. And starts to use English in real life and for professional and social life in future. He will be able to develop his personality holistically.
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## Findings and what I have learnt

By the end of this classroom-based exploratory research, I have learnt how to explore students' problems in learning and my own problems and limitations and how I can overcome those with a systematic plan, strategies and activities. If the students learn something out of this effort, there will be no end for my happiness. I learnt how to choose a classroom problem for a systematic investigation and how to collect data using questionnaires for students, for colleagues and for parents through Google forms and conducting interviews. Analysing the data, inferring, gaining insights and making an action plan with different criteria and activities which serve the needs of all kinds of learners and all domains of learning with a timeframe are all new learning experiences for me. And also I have learnt how to refer to different sources and how to present my research paper to the audience. Surely this exploratory research adds to my professional development. I hope this work will help both learners and teachers to overcome their teaching learning problems.

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 HARAPANAHALLI VIJAYANAGAR

**ENABLING STUDENTS TO  
 READ SIMPLE WORDS AND  
 SENTENCES**

**RESEARCH QUESTION?**  
**WHY MY 10 STUDENTS OF 8TH STD CAN NOT READ  
 EVEN WORDS AND SENTENCES?**

**AGE GROUP -13-14**  
**5 BOYS , 5 GIRLS**

**EVIDENCE-  
 READING SIMPLE  
 WORDS AND  
 SENTENCES**

**RATIONALIZATION :**

- ALARMING TO TAKE IMMEDIATE ACTION
- MAIN SKILL HELPS TO DEVELOP LISTENING, SPEAKING AND WRITING SKILLS.
- GAINING CONFIDENCE ,EXCELL IN ACADEMICS AND CAREER
- INTRAPERSONAL AND SOCIAL SKILLS

**1**

**SURVEY TO COLLECT DATA FROM TEACHERS  
 AND STUDENTS**

**TO UNDERSTAND :**

- REASONS FOR NOT ACHIEVING BASIC LEARNING OUT COMES
- TEACHERS PROBLEMS IN TEACHING READING
- SUGGESTIONS AND POSSIBLE REMIDIES



**2**

**INRTERPRETATION OF DATA**

- STUDENTS RESPONSE :**
- 9/10 STUDENTS COULD NOT READ FLUENTLY
  - 7/10 STUDENTS DON'T HAVE COMPLETE KNOWLWDE OF ENGLISH SPEECH SOUNDS
  - 7 STUDENTS HAVE FEAR ,AND FACE PROBLEM READING SENTENCES CONSEQUENTLY PARAGRAPHS
  - FEW STUDENTS MAKE USE OF EXTRA READING MATERIALS LIKE READING STORY BOOKS , NEWS PAPER,COMICS ETC
  - PARENTS OF 8 STUDENTS DON'T HELP IN READING AND DOING HOME WORK
  - 8 STUDENTS LOVE TO LEARN ENGLISH HANDS ON EXPERIENCES LIKE GAMES,FLASH CARDS,QUIZ
  - INTERACTIVE ACTIVITIES WITH PEER GROUP , TEACHER AND REAL LIFE SITUATIONS



**MY FINDINGS**

- STUDENTS DON'T HAVE EXPOSURE TO SPEECH SOUNDS MATERIALS ENVIRONMENT ,AT SCHOOL AND HOME BUT THEY WANT TO LEARN WITH HANDS ON EXPERIENCES , INTERACTIVE WAYS
- WELL PLANNED ,ACTIVITY BASED ,CONTINUOUSLY MONITORED APPROACH CAN ENABLE THEM READING WORDS AND SENTENCES



**TEACHERS' VOICE :**

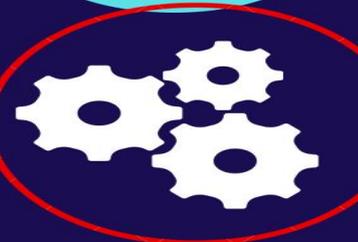
- OVER CROWDED CLASS ROOM
- DIFFERENT SOCIAL AND ECONOMICAL BACK GROUND
- DESIGN ACTIVITIES ,CREAATE ENGLISH ENVIRONMENT
- ENGAGE REGULAR SPECIAL CCLASSES

**3**

**ACTION PHASE**

**10-12 WEEKS**

- **USING AUDIO VISUAL AIDS**  
 Exposure to speech sounds,rhymes,songs,engaging regular special classes
- **DESIGNING ACTIVITIES**  
 Tapping board,word maze ,sight words,re aarrange words ,quizzes rhyming words opposite words,dictation etc
- **TLMS:**  
 Working models ENK books,CIFL Flash cards,flash cards with actions
- **PEER LEARNING:**  
 Making groups ,peer leader,tagging, dictation and evaluation
- **EVALUATION:**  
 Reading handouts ,tests,dictation ,constructing sentence ,ect



**4**

**EXPECTED OUT COMES /LEARNING**

**STUDENTS WILL BE ABLE TO RECOGNIZE READ ,WRITE THE SPEECH SOUNDS**

- STUDENTS WILL BE ABLE TO READ, WRITE THE WORDS AND SENTENCES
- GAIN CONFIDENCE ,INVOLVES ACTIVELY IN TEACHING LEARNING ACTIVITIES
- DEVELOPS SOCIO PSYCHOLOGICAL SKILLS



**Classroom Issue:**  
**Learners in std. VIII are not able to write with proper use of subject-verb agreement**

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## **Abstract**

This research study investigates the prevalent issue of subject-verb agreement errors among eighth standard students. The primary aim is to identify the causes and patterns of subject-verb agreement errors and implement effective interventions to improve students' writing skills. Through a comprehensive analysis of writing samples from a diverse group of eighth standard students, this research uncovers common subject-verb agreement mistakes and their underlying reasons. It explores factors such as language proficiency, educational background, and exposure to grammar instruction.

The study also presents the development and implementation of targeted interventions, including classroom activities, grammar exercises, and feedback mechanisms, designed to address these challenges. The effectiveness of these interventions is evaluated through pre- and post-assessment measures, providing valuable insights into their impact on students' writing proficiency.

This paper aims to summarise an exploratory action research project conducted in twenty four eighth standard students, eight each from Govt. HSS For Girls, Attingal, Thiruvananthapuram, GHSS, Mavoor, Kozhikkodu, and GJC(HS) Yelahanka, Bangalore – 64, with a goal of improving their writing skill with proper use of Subject-Verb Agreement or Concord.

The findings of this research not only shed light on the specific subject-verb agreement difficulties faced by eighth standard students but also offer practical solutions for educators and curriculum developers. Ultimately, the study contributes to the ongoing efforts to enhance grammar instruction and writing skills in middle school education.

## Keywords

Subject-verb agreement, middle school education, grammar instruction, writing skills, intervention, error analysis

## Introduction

"If you want to change the world pick up your pen and write ", says Martin Luther King Jr.

In the present era of communication, writing plays a vital role and the duty of every language teacher is to equip the learner with flawless language that makes him/her an effective communicator. As eighth standard students are comparatively novices in using English as a second language, they are prone to committing various errors and mistakes. Richard JC (1971), in his 'A Non contrastive Approach to Error Analysis' talks about intra lingual errors. They are those which reflect the general characteristics of rule learning such as faulty generalisation, incomplete application of rules and failure to learn conditions under which rules apply. Developmental errors illustrate the learner attempting to build up hypothesis about the English language from his limited experience of it in the classroom or textbook.

In 'A Study of Subject Verb Agreement from Novice Writers to Expert Writers', Surina Nayam and Kamaruzman Jusoff state that even after the students have studied English for twelve years, they still make subject verb agreement errors in their writing.

According to Coder (1967) an error refers to a systematic deviation made by learners who have not at mastered the rules of L2. A learner cannot self-correct an error because it is a product reflective of his/her current stage of L2 development of underlying competence. A mistake on the other hand refers to a random performance slip caused by fatigue, excitement etc and can be self-corrected.

## Rationale for Exploratory action

1. **Foundational Skill:** Concord, which includes subject-verb agreement and noun-pronoun agreement, is a fundamental aspect of English grammar. Mastering this skill is crucial for effective communication in both written and spoken language.

**2. Academic Progression:** As students progress through their education, writing becomes increasingly important. In high school and beyond, they will be expected to write essays, reports, and research papers. Proper Concord usage is essential for producing quality written work.

**3. Communication Skills:** Writing with correct Concord enhances clarity and comprehension. Students who struggle with Concord may convey unclear or ambiguous messages, hindering effective communication.

**4. Confidence and Engagement:** Students who struggle with grammar may become discouraged and disengaged in their writing assignments. Addressing this issue can boost their confidence and interest in writing.

**5. Preparation for Standardized Tests:** Many standardized tests, such as SAT and ACT, evaluate students' grammar and writing skills. Improving Concord usage can contribute to better test scores and future educational opportunities.

**6. Preparation for the Real World:** Beyond academics, proper writing skills are valuable in various careers. Whether writing emails, reports, or documents, employees are expected to communicate effectively, and correct Concord is a part of that.

**7. Long-term Language Proficiency:** Addressing Concord usage at the 8th-grade level sets a strong foundation for continued language proficiency. It helps students develop good habits that will benefit them throughout their lives.

In summary, addressing Concord usage issues in 8<sup>th</sup> standard students is essential for their academic success, effective communication, and overall language proficiency, both in school and in their future endeavours.

## **The Classroom issue**

While evaluating the works of eighth standard students, we found that many students make common errors in the usage of subject-verb agreement in writing. To find out the specific

issue, we collected sample writing on various discourses from the students. While pondering through their work, we found out that the learners commit a lot of mistakes in subject verb agreement/concord usage. So we decided to conduct an exploratory action research on the reasons for the constant errors that the eighth standard students make in subject verb agreement/Concord while writing a discourse and how to rectify it.

## **Action Research Problem**

**Students in standard 8 are not able to write with proper use of subject verb agreement.**

## **Exploratory research question**

**Why can't my students in standard 8 write a paragraph with proper use of subject verb agreement or concord?**

## **Specific Questions**

1. What are the key factors that affect their ability to write without errors in subject verb agreement?
2. What are the most common Concord errors made by 8<sup>th</sup> standard students in their writing?
3. Are there specific patterns or trends in Concord errors among 8<sup>th</sup> standard students?
4. Do the other teachers of English face the same problem?
5. What teaching methods or strategies can be employed to improve Concord usage in the eighth standard students' writing?

## **Data collection and analysis**

On the basis of the pre-test conducted in the eighth standard students in our schools, we prepared two sets of questionnaires for collecting data for finding the reason/reasons for the students' inappropriate use of concord in writing. The data was collected from our learners and our colleagues through google form.

## Questionnaire for the students

1. How often do you watch movies or cartoons in English?

Always                  Sometimes                  Never

2. How often do you listen to English news?

Always                  Sometimes                  Never

3. How often do you try to speak English?

Always                  Sometimes                  Never

4. How often do you read books other than the textbook?

Always                  Sometimes                  Never

5. How often do you practice writing English?

Always                  Sometimes                  Never

6. How often do you write personal diaries/journals?

Always                  Sometimes                  Never

7. How often do you find it difficult to write without grammar mistakes?

Always                  Sometimes                  Never

## FINDINGS

### **Learners' voice:**

Over 50% of the learners watch movies and cartoons in English, while some opt for sports and cultural programs. Seventy percent of the learners never listen to news in English. Nearly all the learners read books, predominantly in their mother tongue. Many learners do not write diaries or journals. Learners are aware that they make mistakes, and sometimes they attempt to rectify their errors.

## Questionnaire for Teachers

1. How often do your students in standard 8 make mistakes relating to Concord or subject verb agreement?

Always            Sometimes            Never

2. How often do you focus on subject verb agreement while teaching writing?

Always            Sometimes            Never

3. How often do you think the students in standard 8 commit mistakes related to subject verb agreement due to their lack of exposure to English?

Always            Sometimes            Never

4. How often do you think that students of standard 8 commit mistakes related to subject verb agreement due to the lack of their knowledge about singular and plural forms of verbs and nouns?

Always            Sometimes            Never

5. How often do you think the students' mother tongue negatively influences their use of subject verb agreements?

Always            Sometimes            Never

6. How often do you think that subject verb agreement should be given much importance while teaching writing?

Always            Sometimes            Never

7. Can you suggest some measures to improve the students' ability in using subject verb agreement?

### Teachers' voice:

The learners of 8th standard often make mistakes in subject verb agreement. The most important reason behind this is the influence of mother tongue. As there is no subject verb

agreement in the learners mother tongue they find it difficult to connect with the second language. 60% of teachers always emphasize subject verb agreement and 40% do it sometimes. According to the teachers the lack of exposure to English language is another reason for committing mistakes regarding subject verb agreement. According to the teachers proper listening and oral training should be given to the children to make them aware of the proper use of subject verb agreement Reframe this passage without grammar mistakes

## Observations

Eighth-grade students often struggle with learning English. They put in deliberate effort to improve their writing skills, aiming for flawless compositions. However, when they attempt to write longer pieces, they often make mistakes, particularly in subject-verb agreement. This is primarily due to their limited exposure to English outside of the classroom. Many of them don't engage with English media like movies, cartoons, or news for various reasons. Additionally, negative intra lingual transfer occurs because their mother tongue lacks subject-verb agreement rules. Their unfamiliarity with singular and plural forms of nouns and verbs also hinders their ability to use subject-verb agreement correctly. If they were exposed to real-life situations with diverse uses of subject-verb agreement, they could rectify these errors and write more effectively.

## The research question for action research.

**How can I help my students write with proper subject-verb agreement?**

## Action phase

In order to conduct this action research, we have chosen 30 students from the 8th standard, with 10 students each from Govt. HSS for Girls, Attingal, GHSS Mavoor, and GJC(HS) Yelahanka. We have developed a series of activities for this research, which we plan to implement at various stages of children's learning. Our approach starts with simple word-level activities and, based on their effectiveness, we will progressively advance to more complex

activities. Through consistent practice with this structure, we aim to help our students achieve proper subject-verb agreement in their writing.

SL NO	Month	Week	Name and description of the activity	Objectives
1	November 2023	Week 1	<b>Pick the Noun:</b> Introduce the nouns (singular and plural form). Asks the learners to identify nouns from the given sentences and categorise them as singular and plural.	Identify nouns. Differentiate singular and plural nouns
2	November 2023	Week 2	<b>Pick the verb:</b> Introduce the verbs (singular and plural form) Asks the learners to identify the verbs from the given sentences and categorise them as singular and plural forms.	Identify verbs. Differentiate singular and plural verbs
3	November 2023	Week 3	<b>Bind the bond:</b> Provide the learners with a substitution table with pronouns and single verbs (singular and plural form) Give oral drill and then change the verbs.	Learns to connect subjects with appropriate verb forms in a single pattern.
4	November 2023	Week 4	<b>Match the mates:</b> Provide flash cards with various subjects and verbs. Ask the learners to match the	Reinforce the concept that subjects and verbs must agree in number.

			subject with their corresponding verbs to form grammatically correct sentences.	
5	December 2023	Week 1	<b>Concord Songs:</b> Display a song or jingle that highlights the importance of subject verb agreement (subject and verbs will be highlighted). Make the student sing along. (uses simple to complex grading levels of songs.)	Make learning fun and memorable.
6	January 2024	Week 1	<b>Find my Friends:</b> Provide sentence and ask the learners to construct complete sentences with correct subject verb agreement.	Develop sentence building skills.
7	January 2024	Week 2	<b>Concord Crossword Puzzles:</b> Provide crossword puzzles with clues that require students to use correct subject verb agreement in their answers	Enhance vocabulary and comprehension in Concord rules.
8	January 2024	Week 3	<b>Concord Jeopardy:</b> Create a jeopardy skill quiz game with categories	Promote friendly competition while

			<p>related subject verb agreement.</p> <p>Divide the students into two teams and teams can answer team wise.</p>	reinforcing Concord rules.
9	January 2024	Week 4	<p><b>Concord charades:</b></p> <p>Write sentences on cards and students act them out without speaking, emphasising the correct subject verb agreement.</p>	Reinforce understanding through kinaesthetic learning.
10	February 2024	Week 1	<p><b>Concord story telling:</b></p> <p>Give a situation or beginning and ask the learners to write short stories ensuring that they apply subject verb agreement rules correctly throughout the narrative.</p>	Develop writing skills and grammar proficiency.
11	February 2024	Week 2	<p><b>Grammar detective:</b></p> <p>Give students a paragraph with concord errors and challenge them to identify and correct the mistakes.</p>	Enhance proof reading skills.
12	February 2024	Week 3	<p><b>Concord role play:</b></p> <p>Assign roles and scenarios Where students engage in conversations that require proper subject verb agreement.</p>	Apply Concord rules in practical context.

## Reflections

The initial step involved recognizing that eighth standard students were struggling with subject-verb agreement, leading to errors in their writing. We collected writing samples from a diverse group of eighth-grade students. We conducted pre-assessments to identify common errors and misconceptions. We designed and implemented targeted lessons and exercises focused on subject-verb agreement. The pre-assessment revealed widespread issues, such as incorrect verb tenses, mismatched subjects and verbs, and inconsistent agreement. Continuous practice and reinforcement of subject-verb agreement rules are necessary to ensure long-term retention and application.

**Research Question:**  
How can I make my students write with appropriate subject verb agreement usage?

**Sub questions:**  
Why can't my students write a paragraph with proper subject verb agreement?

- What are the factors that affect their ability to write without errors in subject verb agreement?
- What measures should I take to reduce the errors in my students regarding subject verb agreement?



**RIESI  
BANGLORE**



**Classroom based  
Exploratory Action  
Research**

**Research Issue:  
My students'  
inappropriate  
use of Concord**

**Teacher's voice:**

- Familiarise the students with singular and plural forms of nouns and verbs
- Give ample oral drill in basic rules of Concord.

**Students' voice:**

- Lack of exposure to L2 language
- Mother tongue influence
- Lack of knowledge about proper use of Concord

**Hypothesis**  
**Students make errors in Concord**

- Due to influence of mother tongue
- Lack of proper knowledge about singular and plural forms of nouns and verbs.
- Lack of proper knowledge about the usage of Concord

**Action Phase**

- Basic to advanced levels of usage
- Simple to complex levels of activities
- Lower to high levels of understanding

**Target group: 13-14 years of age**

**Action research  
Activities:**

- Pick the nouns/verbs
- Bind the Bond
- Match the mates
- Concord Song
- Find my Friends
- Concord crossword puzzles
- Concord Jeopardy



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Professor and Academic Head  
RIESI, Bangalore

Submitted by  
Sithara B Nair  
Divya S U  
Bhavani

## Classroom Issue:

### Difficulty of eighth standard students in using auxiliary verbs

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High School Teacher

St George HSS Kattappana

Idukki Dist Kerala

**Suresh K**

GHS Kayarthadka

Belthangady

**Shivanand Vajrakant Ganiger**

GHS Layadgundi

Guledgudd dist Bagalkot

**Hasnappa**

GHS Marchethal

Raichur

### Context

English, the lingua franca of the world, holds immense significance in the rapidly evolving landscape of electronics technology and innovation. People often harbor the preconceived notion that proficiency in English is fundamental to acquiring knowledge. Due to the prevalent use of English as the medium of instruction, individuals sometimes criticize a student's knowledge based on their English proficiency, equating it with intelligence.

In such a scenario, teachers are compelled to bridge the gap in students' speaking and writing capabilities through comprehensive means. This underscores the importance of this exploration, which shifts from a mere symbol to a complex endeavor involving both comprehension and expression. Teachers often find themselves grappling for the right words, especially in challenging situations.

In this context, we are conducting an exploratory action research study on the difficulties faced by 8th-grade students when using auxiliary verbs. A group of ten students comprising four boys and six girls were for this study.

### Classroom issue

In classrooms around the world, teachers often grapple with the challenge of helping students grasp the proper usage of auxiliary verbs. These seemingly innocuous words, such as "be," "have," and "do," play a pivotal role in constructing grammatically correct and meaningful sentences. However, mastering their nuanced applications can be a daunting task for learners, leading to various classroom issues.

One prevalent challenge is the confusion arising from the diverse functions of auxiliary verbs. Students frequently find it perplexing to differentiate between auxiliary verbs used in tenses, modals, and passive constructions. Understanding when to use "is," "has," or "did" requires not only memorization but also a deep comprehension of context—a skill that demands time and patience to develop.

Another hurdle lies in the irregular forms of auxiliary verbs. While some follow predictable patterns, others, like "am," "is," and "are," deviate from the norm. Students can easily stumble over these irregularities, leading to incorrect sentence structures and a lack of confidence in their writing and speaking abilities.

Furthermore, the intricacies of modals, which modify the meaning of the main verb, add another layer of complexity. Issues arise when students struggle to grasp the subtle differences between modals like "can," "could," "may," and "might." Understanding their varying degrees of possibility, permission, and ability requires careful explanation and extensive practice.

The classroom environment itself can exacerbate these challenges. Large class sizes, limited individual attention, and diverse language backgrounds among students can make it difficult for teachers to provide personalized guidance. As a result, some students might hesitate to ask questions or seek clarification, leading to persistent confusion and hindering their progress in mastering auxiliary verbs.

To address these issues, innovative teaching methods and resources are essential. Utilizing interactive activities, multimedia tools, and real-life examples can help contextualize the usage of auxiliary verbs, making the learning process more engaging and relatable. Additionally, providing regular feedback, encouraging peer collaboration, and offering targeted support to struggling students can create a supportive learning atmosphere where students feel comfortable tackling the challenges posed by auxiliary verbs.

In conclusion, the difficulty in using auxiliary verbs properly in the classroom is a multifaceted issue encompassing grammar intricacies, irregular forms, and the complexities of modals. By fostering an inclusive and interactive learning environment, educators can empower students to navigate these challenges successfully, enhancing their language proficiency and confidence in using auxiliary verbs accurately and effectively.

### **Exploratory questions**

Why do the students of my class find it difficult to use Auxiliary verbs properly?

### **Sub questions**

1. What are the most prevalent difficulties students encounter when using auxiliary verbs?
2. Are there specific patterns in students' challenges with different types of auxiliary verbs (e.g., modal auxiliaries, primary auxiliaries)?
3. How do students' native languages and language backgrounds influence their difficulties with auxiliary verbs?

### **Data Collection and Analysis**

Data was collected through a combination of methods, including classroom observations, written assignments, quizzes, and interviews with students. Errors related to auxiliary verbs were documented and categorized. Additionally, students' native languages and language backgrounds were recorded for analysis.

Some of the activities conducted in the classroom include, identifying auxiliary from the given passage, Fill in the blanks and match the following. etc.

### **Procedure:**

Ten students were selected for the task. They were asked to complete a sentence using an auxiliary verb. The sentences were then evaluated, and scores were assigned based on the accuracy of auxiliary verb usage.

### **Activity 1**

The first activity aimed at analyzing the usage of auxiliary verbs among 10 chosen students. The students were given a task, and their performance in terms of auxiliary verb usage is examined. The results show variations in their ability to correctly use auxiliary verbs.

None of the students scored 5 marks, indicating that none of them achieved perfect auxiliary verb usage. One participant scored 4 marks, showcasing a relatively high level of proficiency in auxiliary verb usage. Three students scored 2 marks, suggesting a moderate level of proficiency. Four students scored 1 mark, indicating basic proficiency but with room for improvement. Two students scored no marks, indicating a lack of proficiency in using auxiliary verbs.

**Discussion:**

The results of this analysis highlight the variability in students' ability to use auxiliary verbs correctly. While no student achieved a perfect score, the distribution of scores shows that some students performed better than others. The student who scored 4 marks demonstrated a relatively high level of skill in using auxiliary verbs, while those with no marks require additional support and instruction to improve their usage.

The analysis of auxiliary verb usage among the 10 selected students revealed a range of proficiency levels. This information can be used to tailor instruction and provide additional support to participants who struggled with auxiliary verb usage. It also emphasizes the importance of continued language learning and practice to improve grammatical accuracy.

**Activity 2**

Analysis of Students' Ability to Fill in the Blanks with Auxiliary Verbs: A Focus on Subject-Verb Agreement and Tense Forms

This section presents an analysis of students' performance in filling in the blanks with auxiliary verbs. The main objective of this task was to assess their understanding of subject-verb agreement and tense forms. Ten students were selected, and each was given ten questions with a maximum score of ten marks.

**Procedure:**

Ten students were chosen for the task. They were provided with sentences containing blanks where they had to insert the appropriate auxiliary verb while ensuring subject-verb agreement and tense consistency. Each correctly filled blank was awarded one mark, resulting in a maximum possible score of ten marks for each participant.

**Discussion:**

The results of the analysis are as follows:

None of the students scored a perfect ten, indicating that none of them answered all questions with complete accuracy. One student scored 5 marks, showcasing a moderate level of proficiency in subject-verb agreement and tense forms. Three students scored 4 marks, indicating a good understanding but with some errors. Four students scored 3 marks, suggesting a basic understanding with notable errors. Two students scored no marks, demonstrating a lack of proficiency in subject-verb agreement and tense forms.

The analysis of students' performance reveals a range of proficiency levels in their ability to fill in the blanks with auxiliary verbs while maintaining subject-verb agreement and tense forms. It is promising to see that one student scored 5 marks, indicating a moderate level

of skill. However, the majority of students scored below 5 marks, indicating room for improvement.

The students who scored 3 or 4 marks displayed some understanding but made noticeable errors, while those who scored no marks struggled significantly with the task. It is essential to provide additional instruction and practice in subject-verb agreement and tense forms to help these students improve their language skills.

The analysis of students' performance in filling in the blanks with auxiliary verbs highlights the need for continued focus on subject-verb agreement and tense forms in language education. While some students demonstrated moderate proficiency, the majority require further support and practice to enhance their skills in this area. This report can serve as a basis for designing targeted language improvement strategies for these students.

### **Activity. 3**

#### Analysis of students' performance in Matching Auxiliary Verbs to Subjects

This section provides an analysis of the performance of ten students in a task that required matching auxiliary verbs to subjects. The task comprised ten questions, each worth ten marks, and involved various subjective pronouns and subjective nouns. Students were asked to correctly pair the subjects with the given auxiliary verbs, which included forms of "be," "do," and "have." The aim of this analysis is to assess the students' proficiency in this task.

#### **Procedure:**

Ten students were selected to undertake the matching task. They were presented with ten questions, each featuring a subject and a set of auxiliary verbs. Students were instructed to match the correct auxiliary verb to the subject. Scoring was based on a scale of ten marks, with one mark awarded for each correct match.

#### **Discussion:**

The results of the analysis are as follows:

None of the students scored between six and ten marks, indicating that none of them achieved a high level of accuracy in matching auxiliary verbs to subjects. One student scored 4 marks, indicating a moderate level of proficiency in this task. Three students scored 3 marks, suggesting a basic understanding of the concept but with notable errors. Four students scored 2 marks, reflecting a limited grasp of the task. Two students scored 1 mark, indicating minimal success in matching auxiliary verbs to subjects.

Lastly, two students scored no marks, signifying a lack of proficiency in this particular skill.

The analysis reveals a wide range of performance levels among the students. It is noteworthy that none of them achieved a score greater than 4 marks, indicating a general challenge in accurately matching auxiliary verbs to subjects. This could be due to the complexity of the task, which required a strong understanding of subject-verb agreement and the different forms of auxiliary verbs.

While one student demonstrated moderate proficiency, most students struggled with this task, with the majority scoring 2 marks or less. This suggests that additional instruction and practice in subject-verb agreement, tense forms, and the appropriate choice of auxiliary verbs may be necessary for these individuals to improve their language skills in this area.

The analysis of students' performance in matching auxiliary verbs to subjects underscores the importance of continued language education and practice. While one student showed moderate proficiency, the majority require further support and guidance to enhance their ability in this specific skill. This report serves as a valuable reference for designing targeted language improvement strategies for these students

### **Teacher's question**

The following questions were posed to my colleagues and they tried to provide me with their best answers.

- 1 - Not Difficult: Students generally do not face significant difficulties using auxiliary verbs.
- 2 - Somewhat Difficult: Students sometimes struggle with using auxiliary verbs.
- 3 - Very Difficult: Students consistently find using auxiliary verbs very challenging.

### **Section 1: Assessment and Observation**

1.1. Rate your perception of your students' overall proficiency in using auxiliary verbs:

- 1 - Not Difficult
- 2 - Somewhat Difficult
- 3 - Very Difficult

### **Section 2: Common Errors**

2.1. Rate your perception of how frequently students make errors related to auxiliary verbs in their assignments and exercises:

- 1 - Not Difficult

2 - Somewhat Difficult

3 - Very Difficult

### Section 3: Tailoring Instruction

3.1. Rate your perception of how often you need to adapt your teaching approach to address students' difficulties with auxiliary verbs:

1 - Not Difficult

2 - Somewhat Difficult

3 - Very Difficult

### Section 4: Support and Improvement

4.1. On a scale of 1 to 3, with 1 being "not confident at all" and 3 being "very confident," how confident do you feel in your ability to help students improve their use of auxiliary verbs?

1 - Not Confident at All

2 - Somewhat Confident

3 - Very Confident

### **Teacher's voice**

This section delves into the opinions shared by five different teachers regarding the challenges faced in English language teaching. The teachers highlighted various aspects, including complex grammar rules, lack of foundation, inconsistent application, insufficient practice, fear of errors, lack of engagement, teaching methods, limited exposure to authentic English, individual learning style, and an overloaded curriculum. Each of these challenges plays a crucial role in shaping the learning experience of students.

Addressing these challenges requires a comprehensive approach that combines innovative teaching methods, individualized instruction, and a supportive learning environment. By recognizing and actively working to overcome these obstacles, educators can create a more effective and enriching English language learning experience for their students, fostering confidence, competence, and a lifelong love for the language.

### **Student's questions**

Title: Student Difficulty with Auxiliary Verbs

Introduction: This questionnaire aims to understand how comfortable or challenged you feel when using auxiliary verbs in English.

1 - Not Difficult: I have no difficulty using auxiliary verbs.

2 - Somewhat Difficult: I sometimes struggle with using auxiliary verbs.

3 - Very Difficult: I find using auxiliary verbs very challenging.

### Section 1: Understanding Auxiliary Verbs

1.1. Rate your difficulty in understanding what auxiliary verbs are (e.g., "be," "have," "do"):

1 - Not Difficult

2 - Somewhat Difficult

3 - Very Difficult

### Section 2: Forming Questions

2.1. Rate your difficulty in transforming affirmative sentences into questions using auxiliary verbs:

1 - Not Difficult

2 - Somewhat Difficult

3 - Very Difficult

### Section 3: Negative Sentences

3.1. Rate your difficulty in changing affirmative sentences into negative sentences using auxiliary verbs:

1 - Not Difficult

2 - Somewhat Difficult

3 - Very Difficult

### Section 4: Confidence and Improvement

4.1. On a scale of 1 to 3, with 1 being "not confident at all" and 3 being "very confident," how confident do you feel in your ability to use auxiliary verbs correctly?

1 - Not Confident at all

2 - Somewhat Confident

**Students' voice**

1. Anna , "I find auxiliary verbs confusing, especially in questions and negatives. Sometimes, I mix up 'do' and 'did,' and that messes up my sentences. More practice exercises could help."

2. Raj "For me, irregular auxiliary verbs are the toughest. 'Have' and 'be' change in so many ways, and it's hard to keep track. I think more visual aids and mnemonic techniques might make it easier to remember."

3. Sara : "I get nervous about making mistakes with auxiliary verbs, especially when speaking in class. The fear of sounding wrong holds me back. Maybe having smaller group activities where we practice speaking could help."

4. Midhun: "Understanding when to use 'will,' 'would,' 'shall,' and 'should' is my struggle. The nuances are subtle, and I often get them mixed up. It would be helpful if we had more real-life examples to grasp their usage better."

5. Lily "I think context matters a lot with auxiliary verbs. Sometimes, the rules change based on the sentence. I wish we had more interactive lessons where we can see how these verbs work in different situations."

6. Ahmed: "I agree, the context is crucial. I find it challenging to apply what I learn in different contexts. Maybe incorporating storytelling in lessons could help us see how auxiliary verbs naturally fit into conversations."

7. Maya "Grammar games help a lot, but I think we need more of those. Making learning fun would encourage me to pay more attention to the details of auxiliary verbs. They feel less like a chore then."

8. Kiran "I struggle with the irregular forms, especially in past tense. 'Was,' 'were,' 'been'—they don't follow a pattern like regular verbs. More exercises focusing specifically on irregular verbs would be great."

9. Vijayalakshmi "I wish we had more one-on-one sessions with the teacher. Sometimes, I don't want to ask questions in front of the whole class. Having individual help would make it easier to clear up my doubts."

10. Aisha : "I think it's also about repetition. We learn these rules, but we don't revisit them enough. Regular review sessions, maybe once a week, could reinforce our understanding and make using auxiliary verbs feel more natural."

From the students' perspectives, it's evident that a combination of interactive, context-based learning, visual aids, real-life examples, and individualized support can significantly alleviate the difficulties they face in using auxiliary verbs properly. Incorporating these elements into teaching strategies could enhance their confidence and competence in mastering this aspect of English grammar.

**Findings and observations**

The observations reveal a multifaceted landscape of challenges faced by both students and teachers in learning and teaching auxiliary verbs. Tailored approaches, supportive environments, engagement-enhancing methods, and a focus on foundational understanding emerge as key strategies to address these challenges effectively, fostering a more enriching learning experience for students.

**Action Plan**

Week	Objectives	Activities
1-2	<b>Enhance Understanding:</b>	<ul style="list-style-type: none"> <li>• - Conduct a diagnostic test to identify common challenges in using auxiliary verbs among students.</li> <li>• Review basic auxiliary verb rules in class with interactive examples and exercises.</li> <li>• Provide a list of common auxiliary verbs with their uses for students' reference.</li> <li>• Assign simple fill-in-the-blank exercises focusing on common auxiliary verbs.</li> </ul>

Week	Objectives	Activities
3-4	<b>Boost Confidence and Application:</b>	<ul style="list-style-type: none"> <li>• - Organize group activities where students create dialogues using auxiliary verbs.</li> <li>• - Conduct role-playing games where students act out scenarios employing auxiliary verbs in conversations.</li> <li>• - Encourage students to form small study groups and practice using auxiliary verbs together.</li> <li>• - Assign short writing tasks requiring the use of auxiliary verbs in context.</li> </ul>
5-6	<b>Facilitate Practical Application:</b>	<ul style="list-style-type: none"> <li>• - Organize a "Storytelling Day" where each student tells a short story using auxiliary verbs.</li> <li>• - Conduct grammar games (e.g., Bingo, Jeopardy) focusing specifically on auxiliary verbs.</li> <li>• - Provide real-life scenarios (e.g., ordering food, planning a trip) for students to practice using auxiliary verbs in class.</li> <li>• Assign a mini-project where students create a comic strip using auxiliary verbs to narrate a story.</li> </ul>
7-8	<b>Personalize Learning:</b>	<ul style="list-style-type: none"> <li>• - Provide individualized worksheets tailored to each student's common mistakes.</li> <li>• - Conduct one-on-one sessions with struggling students to address specific challenges related to auxiliary verbs.</li> <li>• - Encourage students to create flashcards with sentences using auxiliary verbs for self-quizzing.</li> <li>• - Share online resources and apps that offer interactive exercises on auxiliary verbs for personalized practice.</li> </ul>

Week	Objectives	Activities
9-10	<p><b>Foster Continuous Practice:</b></p>	<ul style="list-style-type: none"> <li>• - Implement a weekly "Verb of the Week" challenge where students focus on a specific auxiliary verb each week.</li> <li>• - Conduct peer review sessions where students evaluate each other's writing for correct auxiliary verb usage.</li> <li>• - Organize a classroom competition where students form teams and answer questions using auxiliary verbs.</li> <li>• - Assign a final project where students create a short skit or presentation incorporating auxiliary verbs effectively.</li> </ul>

### Personal reflections

In my personal reflection, I find myself confronted with the enormity of the task I undertook in exploring the challenges my students face in using auxiliary verbs effectively. This exploratory action research has been a journey marked by numerous hurdles and introspection.

Engaging in conversations with both my friends and students revealed a stark truth that left me feeling deeply disheartened. It was troubling to discover that many of my students struggled to construct a sentence without errors. This realization created a profound sense of self-reflection, forcing me to confront the disparity between my expectations and my students' abilities.

Seeking assistance became imperative. I reached out to various sources, recognizing that I couldn't face these challenges alone. However, this endeavour was met with resistance. Some students hesitated, fearing that their participation would somehow diminish their worth.

Parents questioned my sincerity, and even fellow teachers expressed scepticism, casting doubt on my methods and intentions. These experiences left me feeling isolated and disheartened.

Amidst these challenges, I refused to succumb to despair. Despite the doubts and criticisms, I persevered. There were moments when I had to advocate passionately, convincing my students, their parents, and even my colleagues about the authenticity of my efforts. I found it necessary, at times, to resort to using the mother tongue, breaking down barriers to communication and understanding.

I cannot deny the sadness that accompanied these struggles. The whispers and judgments of others were disheartening, but they did not dampen my resolve. In this moment, I want to express my heartfelt gratitude to everyone who selflessly contributed to this endeavour. Your support, whether acknowledged or unseen, has been invaluable. It is your collective encouragement that keeps my determination burning bright, despite the challenges.

As I move forward, I carry the lessons of this experience with me. I am more aware of the complexities of teaching and learning, and I am driven by a renewed commitment to finding innovative, inclusive, and effective teaching strategies. The road ahead might be difficult, but I face it with resilience, armed with the knowledge that every hurdle overcome brings my students closer to their linguistic goals.

# DIFFICULTY IN USING AUXILIARY VERBS

## EXPLORATORY ACTION RESEARCH

8TH STANDARD  
10 STUDENTS

### 1 PROBLEM IDENTIFICATION

Identify the research problem  
My students face difficulty in using Auxiliary verb in spoken and written English



### 2 CLASS ROOM ISSUE

.misuse and misunderstanding  
.incorrect forms of be, have and do.



### 3 RESEARCH QUESTIONS

. Why do my students of eight standard find difficulty in using Auxiliary verb properly?  
. What are the common errors?Is there any specific patterns?

### 4 DATA COLLECTION AND ANALYSIS

. Class room observations  
. Written assignments  
. Quizzes and interviews



### 5 ACTION PLAN

. Develop tailored lesson plan  
. Incorporate interactive activities.  
. Provide additional support and resources  
. Encourage peer collaboration

3 MONTHS

### 6 FINDING AND OBSERVATIONS

. Difficulty to distinguish subject verb agreement issues  
. Tense confusion  
. difficulty in framing negatives and interrogatives.

### 7 REFLECTIONS

. Students willing participation  
. Uninterested parents  
. Difficulty in collecting data  
. Will benefit students  
. Needs time and patience



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## Classroom Issue:

**Research issue: Students of 8th standard find very difficult to answer very short answer and short answer questions**

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### Introduction

Exploratory research is a type of research that is conducted when researcher wants to investigate a topic or issue for which there is limited knowledge or understanding. It is often the first step in the research process and aims to provide insights, generate hypothesis and establish the scope and parameters of a more in-depth study.

The exploratory research has made us to identify the problem and allowed us to investigate the problem in our classroom. It motivated us to implement a change or solution to evaluate the results. It helped us to improve our teaching learning practice and enhance the student learning process.

**Research issue:** 08 students of 8th standard find it very difficult to answer very short answer and short answer type questions.

### Objectives

- To enable the selected students to identify the words through pictures

- To enable the students to say few words and speak Simple sentences
- To enable the students to practice 4 or 5 letter words
- To enable the students to engage more and more in the language activities and games conducted in the classroom pertaining to improve writing skills
- To enable the students to write very short answer and short answer questions on their own
- To enable the students to enrich their vocabulary

### **Questionnaire to teachers**

1. What writing techniques or strategies are you teaching in the classroom?
2. Are there any recommended books or resources for the implement of children's writing skill?
3. Can you explain the steps of writing process that you teach in the class?
4. Can we set specific writing goals for students' improvement?
5. Are there any writing contest or additional opportunities for children to practice writing outside the class?
6. How can my children plan better for their writing assessment?
7. How can my children better revise and edit their writing assignments?

### **Questionnaire to students**

1. How often do you read newspapers?
2. How often do you read story books and magazines?
3. How often do you read books other than text books?
4. How often do you practice writing?
5. Do you engage in any language activity that helps to enhance you are vocabulary?
6. How often do you get your friends help in writing notes and other formats?
7. How do you practice to enhance your vocabulary?
8. Do you find challenging in writing words and sentences?
9. What words or sentences do you feel difficult to write?
10. How much time do you spend to practice writing in your home?
11. Can you describe how you feel when you have to write something?

## **Questionnaire to parents**

1. Can your child right his/her name?
2. Can your child right 3 or 4 letter word on his/her own?
3. Can your child right very simple sentences on his/her own?
4. How do you describe your child's writing skill?
5. At what specific time your child practice writing?
6. Does your child show interest in writing?
7. Have you noticed your child facing any difficulties in writing?
8. Do you want to say anything or would you like to share anything about your child particularly about his academic achievement and related to his writing skills?

## **Interpretation of data**

Creating an English atmosphere in the classroom would be a better idea to overcome the issue. Any child would be able to write only when he/she starts to speak something. To get success in this issue, the teacher has to play the role of a facilitator and should majorly focus on conducting activities which enhance the students' writing skills. Along with the activities, importance should be given to language games, dictation and vocabulary enriching activities like word puzzles, word ladder, word flowchart, mind map, dictionary work, etc. should be played in the classroom. The teacher has to narrate very simple sentences or small passages so that the children will listen and write. Students should be given picture charts and incomplete story written charts so that they should write the description for the pictures and complete the stories

## **Action phase**

The teacher has to fix the time limit to overcome this problem. A period of 8 to 10 weeks would be a better option to achieve success in this exploratory research as well as to make the children to attain the set objectives.

The teacher has to conduct the following activities week by week to achieve the objectives of making students to learn and write short and very short questions on their own.

**First week:** Use of word building blocks to identify and learn the words

**Second week:** Using the pictorial cards and the flash cards to teach new words

Third week: playing vocabulary building game example word flowchart. Mind Map etc

Fourth week: Use of dictionary and thesaurus to learn new words and meanings

Fifth week: Using the riddles rhyming words and rhymes

**Sixth week:** Using picture description handouts. The student has to describe whatever comes to their mind in simple words after watching the given picture

**Seventh week:** Using handouts with incomplete stories. The students has to imagine the story and complete the given task

**Eighth week:** Teaching concord. Subject plus verb agreement to the students so that they would write simple sentences without any mistakes

### **Challenges faced**

Students didn't give answers to some of the questions.

Though the students are interested to learn English, lack of exposure was the main reason.

Parents cooperation was very low.

Colleagues and fellow teachers responses were not much useful.

### **Conclusion**

After doing this exploratory action research:

- students will get interest in involving to play games and activities
- students will gain confidence to write small words and sentences

- students will start to learn and enrich their vocabulary.



**Chandrashekar N**  
**Lokesh M**  
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## Exploratory Research

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 Academic head.

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**An Extensive Questionnaire to collect the Data**

### RESEARCH ISSUE

Eight students of 8th standard finds very difficult to answer VSA & SA questions.

1. Questionnaire to teachers
2. Questionnaire to students
3. Questionnaire to parents

### Interpretation of Data

### Action plan

1. Creating an English atmosphere.
2. Major focus to conduct writing activities
3. Vocabulary enriching activities
4. Dictation & picture discription
5. Listen & write

1. Use of word building blocks
2. Use of new words flash cards
3. Handouts with incomplete stories
4. Playing vocabulary building games
5. Picture description handouts
6. Use of Dictionary & Thesaurus

## Findings

1. Pupil got interest in involving the games & activities.
2. Pupil gained confidence
3. Pupil started learning the new vocabulary
4. Over all findings is very good



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