

**ENHANCING THE SKILL OF DESCRIBNING THE
TEACHING LEARNING MATERIALS FOR THE
STUDENTS OF STANDARD VII**

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I would like to thank Principal for having guided me all through the work till its completion.

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1. INTRODUCTION

Language and speech are inseparable and they rule the world. Silence and sign language help us to some extent but speech only makes our thought process full in action. None can write whatever he or she thinks with the same speed but can speech the same to a great extent. Even there is a saying that if you cannot drive home a point in your speech in an hour, you can very well go and write a book on it. Man is a social animal and he basically needs and lives a social life. He lives in a society and cannot live alone. Even the Aborigines lived in groups and acted together. Then, they began to migrate to other places to meet their various needs. He is in the constant need of other to meet his daily needs and also, he has to help others in meeting their needs. **Speech and Thought are the twin blessings exclusively given to the humanity and these two differentiate us from animals.** We can proudly say that animals, birds, insects, etc. cannot speak and think. These two things - speech and thought shape our life in many ways and help man in achieving his goals and also live harmoniously with others - relations, friends and community. His speech needs various dimensions- statements, questions, commands and order, exclamatory, descriptions, commentaries, etc. on men and matters.

ACTION RESEARCH

Research is of many types and the Action Research is a special kind and unique in many aspects. It can be called a Miniature Research in all aspects. It has all the topics and criteria of the Research but in a miniature size. Its duration is short and it helps to find solution to the problem taken or at hand. The objectives of the Action Research aim at finding an immediate solution within a short duration to the problem faced by the students. None can generalize its results as it is group specific and teacher specific. Even the same methodology may not be successful for another class by the same

teacher. This Action Research is gaining currency nowadays as it finds instant solution to the problem in the class at hand and satisfies the Investigator. Even if the results are otherwise, it can be repeated. Any individual or a group can undertake this Action Research and find solution to their immediate problem instantly. Even Commercial companies undertake Action Research to test their- product in a specified area for sale. It is helpful to them to check the popularity of their products, and it gives them instant results.

The Action Research is more undertaken in schools to do remedial work for an issue at hand and do it immediately. All the possible ways and means are employed to find the solution of the problem. The cost, duration and the report are very simple and not complicated. A successful Action Research can be employed to another class in another school and it may or may not bear fruit. That will be the real fact of the case.

2.STATEMENT OF THE PROBLEM

The Investigator has been visiting schools in the district with the aim of helping both the teacher and the taught. He has been also helping the teachers in overcoming the minor academic issues and hard spot as far as teaching of English is concerned. On one such a visit, he found that many of the could not describe even a single object at their hand or a simple picture given to them in simple English sentences. They commit numerous mistakes in describing the given object or picture. They struggle for apt vocabulary and also correct sentences to describe the simple object or picture. They could not describe the things they are familiar with and they are using every day. They come to know many English words, which form part of their speaking Tamil sentences but could not speak in simple English. So he deemed it fit to undertake an Action Research regarding the topic.

3.SIGNIFICANCE OF THE STUDY

There is an urgent need of learning English, the global language and using it in speech and writing. Even the Chinese learn English in our Universities. The objective is to make the learners acquire the English-speaking skill as early as possible. Among the four basic skills of language- Listening, Speaking, Reading and Writing. Speaking plays a dominant role since it is the basic urge of man to speak and share his thought with others and also get information by enquiring. The former two are called skills of comprehension and the latter two are called skills of expression. Many of the Second Language learners find it difficult to speak fluently in English and write flawlessly. They cannot do even for a simple writing and speaking on a familiar topic. They struggle either for appropriate vocabulary of apt sentence structures to drive home their points. They commit to memory even big paragraphs and poetical stanzas but feel stumbling when they face real and own speaking or writing. Further, the grammar haunts like anything and they are afraid of it before speaking or writing a sentence of their own. They commit numerous errors while undertaking both the tasks. The difficulties in learning speaking English can be classified as follows:

- **Linguistic Problems**

- ❖ Lack of appropriate vocabulary
- ❖ Lack of grammatical knowledge
- ❖ Lack of fluency

- **Non-Linguistic problems**

- ❖ Fear of making mistakes while speaking or writing
- ❖ Fear of being watched and judged by others
- ❖ Lack of motivation- intrinsic and extrinsic
- ❖ Lack of exposure in using the target language
- ❖ Lack of the skill in speaking English continuously

But both the above can easily be overcome with simple and concrete steps and everyday practice. The normal conversation between teachers and students in the regular classes does not help create fully the appropriate environment to use English fluently. They can converse with the teacher or among themselves on simple and familiar objects they have in class, school and at home, to begin with more frequently. Many students feel shy in speaking in English and ask questions with others. Using familiar objects and pictures will help them talk freely and ask questions without any fear or feeling of shy. They should come out of their shell to achieve the task of talking about the simple objects or picture given to them.

4. PROBABLE CAUSES OF THE PROBLEM

- Students lack the appropriate vocabulary to use in speaking or writing English.
- They feel fear and shy in speaking even simple sentences in English.
- They fear of being watched and judged by other while using English in speaking.
- They read dialogues but lack environment for using their speaking skill.

5. PROBABLE REMEDIES OF THE PROBLEM

- Students should be given more opportunities to use English speaking in the class
- They must be taught simple sentences to speak fearlessly.
- They should be helped to coin sentences with the vocabulary they have.
- They must be given familiar objects, pictures and situations to speak in English.
- They should be trained to develop over fluency.

- They must be made to speak simple sentences on objects in the class, school and at home.
- They must be given this practice at least ten minutes a day exclusively.

6. OBJECTIVES OF THE STUDY

- To identify the entry level of the students in describing objects and pictures.
- To design various activities to motivate them to describe the things and pictures given to them.
- To execute the activities among the students to develop their skill of describing.
- To assess the improvement of the students after the intervention.

7. TITLE OF THE STUDY

**ENHANCING THE SKILL OF DESCRIBNING THE TEACHING
LEARNING MATERIALS AMONG THE STUDENTS OF STANDARD VII.**

8. METHOOLOGY

a.	Area	Language - Skill - Speaking – describing the simple objects or pictures given to them.
b.	Sample	39 Students of Class VII in Panchayat Union Middle School, Aavudayarkoil, Pudukkottai district.
c.	Tool	An Observation Schedule prepared by the Investigator
d.	Design	Single group Experimental method- Pretest and Post test was followed

9. PLANNING FOR INTERVENTION

After consulting the subject experts and the class handling teachers, the Investigator constructed the pretest question paper and administered the pretest to the students to know their level of describing the simple objects and pictures given to them. He gave them simply some objects and asked them to describe in two or three sentences. They struggled a lot in describing even the simple objects like a ball, a pen, etc. They searched for apt vocabulary and sentences to describe them and he found their score was very low. The long absence from school because of COVID pandemic, one-way on-line class, etc. have compounded the academic difficulties of the students. It led to problems in using the target language effectively.

Hence, the Investigator decided to plan for Intervention for the students. Their not-so-good performance in the pretest made the intervention inevitable. The treatment phase may be for ten working days within which, the Investigator hoped to complete the teaching and practicing of the description of simple objects and pictures to the students. The teacher concerned was given the task of implementing the activities already planned so that they had the practice every day. The ultimate aim of this Action Research is that the target students should be able to achieve the goal of developing their speaking skill in English, not only in describing the given objects and pictures but also on various topics for various speaking contests at school and district levels.

10. EXECUTION OF THE INTERVENTION

This Action Research aimed at enhancing the English-speaking skill - describing the Teaching Learning Materials- objects and pictures of the Upper Primary students. Based on the results of the pre and posttests, the Investigator concluded that the role of teachers is very important in creating a wonderful classroom situation to develop the skill of speaking English. The Investigator gave various activities to

enhance the speaking skill of the sample students through real objects, pictures, drawings, etc. through Power Point Presentation. Real objects and pictures are pivotal in motivating the students to frame sentences on them. The above-mentioned things are engaging and attract the attention of the students to speak some sentences. They get motivated to speak in English on seeing the objects or pictures on the screen or in real. They are part of the visual aids used as one of the techniques in teaching English as Second Language. According to Dictionary, picture is an image or likeness of an object, person, scene, reproduced on a flat surface especially by painting or photography; a metal image or impression. Visuals play a vital role in making a permanent record in the minds of the students than what they hear. Pictures can be sketches, drafts, graphs, comics, posters, cartoons, drawing, pictures in newspapers and magazines, wall papers, slides or photographs. They play a major role in learning a new language- vocabulary, sentences and grammatical items.

- The pictures are inexpensive and widely available.
- They can either be drawn simply or displayed from any source.
- They provide common experience to the entire group of students.
- They help students to prevent misunderstanding.
- They help the students to focus on the subject and make them active and responsive.

ACTIVITY 1: Describe really!

1. What is it?
2. What kind of Object is it?
3. What is the colour of the object?
4. What is the price of the object?
5. Where can we buy it?



The Investigator displayed some familiar objects, which we use in our daily life. He asked them to describe any one of the things in four sentences. They can name the object; say its color; its use; its cost; its shape or appearance. He gave a model description as follows:



- ❖ It is a cup.
- ❖ It is orange in color.
- ❖ It is a small cup.
- ❖ It costs Rs. 20/-
- ❖ It is used to drink tea or water.



When they made some mistakes, the Investigator did not interfere with their flow of sentences and let them complete the description as they knew and could. Then, he pointed out to the simple mistakes they made and asked them to avoid the same and like mistakes in their following activities. The presentation was repeated by others in turn. Initially many of the students made mistakes and avoided them in their description later. Gradually their mistakes got reduced due to observing others and understanding of the concept. They began to describe all the objects displayed on the table in the classroom.

ACTIVITY 2: Talk on the picture from the screen!

Describing

1.	It is a(name)	
2.	It is(colour)	
3.	It has (number) legs	
4.	We can see it in(place)	
5.	It costs.....(price)	

it orally the given sentences



The Investigator displayed some pictures from the Power Point on the computer in the class. He asked them to describe it in the same manner as they did in the first activity. They can name the picture; say its color; its use; its size or appearance. He gave a model description as follows:





- ❖ It is a bus
- ❖ It is white in color.
- ❖ It is long.
- ❖ It has many seats.
- ❖ It is used for travelling long distances.

The presentation was repeated several times so that the students became familiar with the describing sentence patterns. As and when pictures appeared on the screen one by one, the sample students describing them in their own way, as the Investigators did in the model sentence. As the pictures include varieties like buildings, small objects, big things, etc. they had much food for their thought and imagination. Moreover, all the pictures shown on the screen were used by them regularly or at least once a month. They voluntarily began to describe the pictures shown on the screen.





ACTIVITY 3 Describe from the flash!

The Investigator then showed some pictures from the flash cards. He showed them a set of two pictures and asked them to describe any one of them in the same manner as they did in the previous activity. They can name the picture; say its color; its use; its size appearance. He gave a model description as follows:



- ❖ It is a microphone or mike.
- ❖ It is black in color.
- ❖ It is made of iron and electronic particles.
- ❖ It is long.
- ❖ It is used for speaking or singing.
- ❖ Teachers, singer, political leaders, Ministers use it.

They were asked to minor changes in the sentences as was required by them like 'they are, they cost, we use them', etc. and they did so. As the pictures were shown on the flashcard, they described one of the two displayed objects in their own sentences using the framework presented by the Investigator. Now they made less mistakes and it showed their describing skill got improved gradually and positively. Most of the students chose the appropriate vocabulary and the sentence framework while describing. They have very well reduced their mistakes in describing the given pictures or objects. Their fluency too got improved a little better. They completed describing all the objects shown to them on the flashcards. After taking, they were asked to describe the object or picture they had taken from the box.

ACTIVITY 4 Speak from Lot!

In this activity, the sample students were asked to choose a paper role from a box on lot system. Accordingly, the Investigator prepared a number of lots and put them in a box. Each student came forward and selected a lot from the box. They chose a paper role from the box and each began describing it using the correct words and sentence structure. It was noticed that they had improved a lot due to the practice in the classroom and also by the three previous activities.

ACTIVITY 5 :Pick and Talk

Here the students were free to choose any object or picture from the surroundings or their bags or from the classroom and describe them in four or five sentences. Some selected their bag, geometry box, pencil, water bottle, etc. they collected on their own and they voluntarily began to describe them as expected.

ACTIVITY 6 Describing the objects they draw on their choice

In the penultimate activity, the sample students were asked to draw a picture of their choice on the board and describe it in their own sentences. They were free to draw any picture, they were told. The outline of a picture or just a stick figures would be enough to drive home the point. It need not be accurate but should give the resemblance like in the birds 'eye view. They could even draw pictures or objects not presented or shown so far or even unseen ones. Then they should describe them in simple sentences- four or five.

ACTIVITY 7 Speak on what others show or draw!

As the concluding activity of the treatment phase, one of the sample students was asked to draw an object on the blackboard and any one can describe it in their own way. Or, one student can describe a thing orally and the other can draw it accordingly. Both exercises proved fruitful among the students. Many came forward to draw a thing on the board equally there were enthusiastic students who began to describe the same. There was a healthy competition among the two team of the students to win. It proved to be a sin-win situation for all and all were happy.

11. DATA ANALYSIS

Table 1
The level of Pre test and post test

	%
Pre test	30%
Post Test	70%

The level of skills for teaching learning materials 30% in the pre-test to 70% in the post-test. This improvement indicates that there has been a significant enhancement in the level of skills for teaching learning materials.

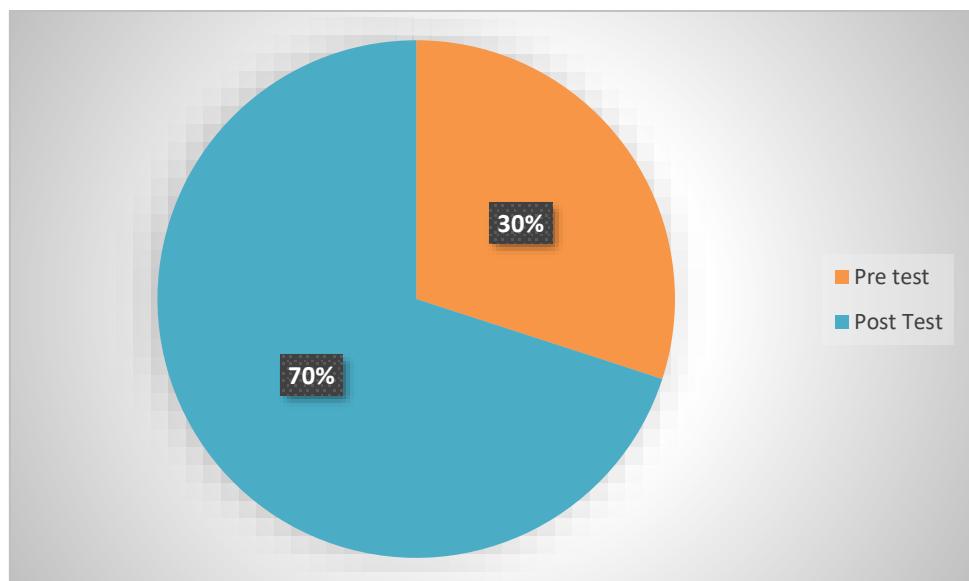


Table 2
Significant difference between the pre and post test of skills for teaching learning materials among VII standard students.

	Mean	SD	't' Value	Level of Significance
Pre test	7.73	4.75	8.23	S
Post Test	18.05	2.68		

Significant at 0.05 level 2.02

The table above indicates that the mean score of the post-test, 18.05, is higher than that of the pre-test, 7.73. The calculated 't' value of 8.23 exceeds the critical value of 2.02 at the 0.05 significance level. Therefore, it is concluded that there is a significant difference between the pre and post-test scores for teaching learning materials among VII standard students.

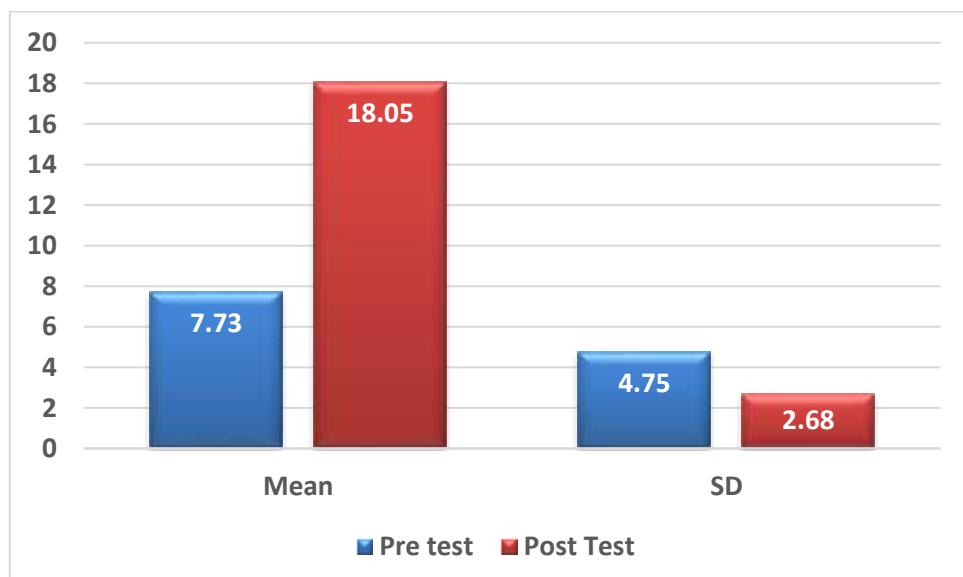


Table 3
Significant difference between the pre test of boys and girls for teaching learning materials among VII standard students.

Pre test	Mean	SD	't' Value	Level of Significance
Boys	7.4	3.82	0.89	NS
Girls	9.6	5.01		

Significant at 0.05 level 2.10

The table above indicates that the mean score of the pre-test for girls' students, 9.6, is higher than that of boys' students, 7.4. The calculated 't' value of 0.89 is less than the critical value of 2.10 at the 0.05 significance level. Therefore, it is concluded that there is no significant difference between the pre-tests of boys and girls for teaching learning materials among VII standard students.

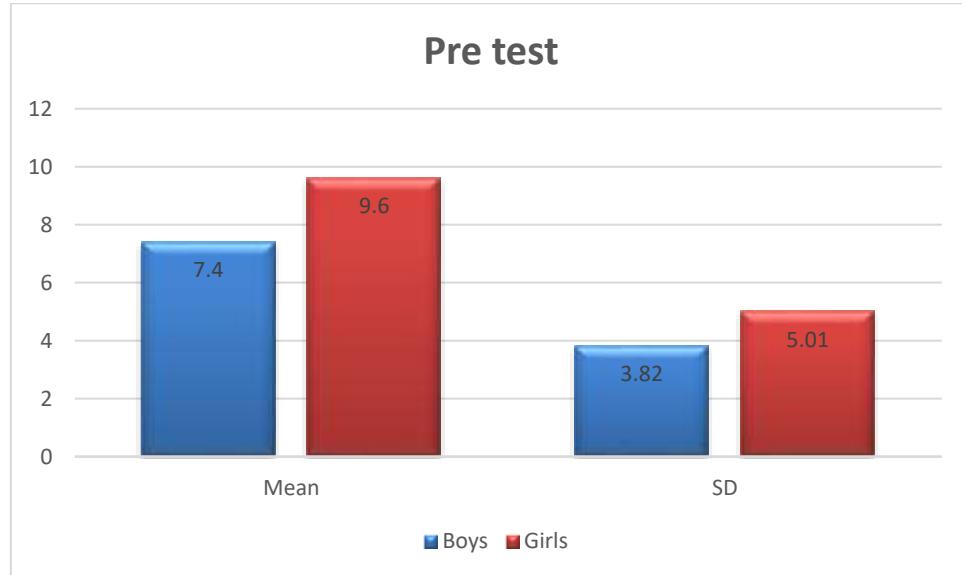
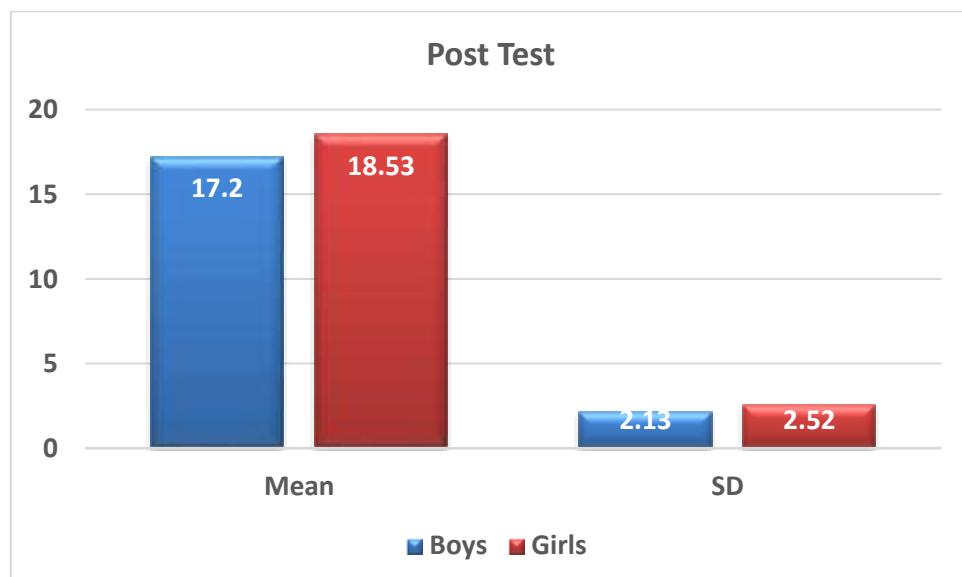


Table 4
Significant difference between the post test of boys and girls for teaching learning materials among VII standard students.

Post test	Mean	SD	't' Value	Level of Significance
Boys	17.2	2.13	1.05	NS
Girls	18.53	2.52		

Significant at 0.05 level 2.10

The table above indicates that the mean score of the post-test for girls' students, 18.53, is higher than that of boys' students, 17.2. The calculated 't' value of 1.05 is less than the critical value of 2.10 at the 0.05 significance level. Therefore, it is concluded that there is no significant difference between the post-tests of boys and girls for teaching learning materials among VII standard students.



12. FINDINGS OF THE STUDY

1. The level of skills for teaching learning materials 30% in the pre-test to 70% in the post-test. This improvement indicates that there has been a significant enhancement in the level of skills for teaching learning materials
2. The mean score of the post-test, 18.05, is higher than that of the pre-test, 7.73. The calculated 't' value of 8.23 exceeds the critical value of 2.02 at the 0.05 significance level. Therefore, it is concluded that there is a significant difference between the pre and post-test scores for teaching learning materials among VII standard students.
3. The mean score of the pre-test for girls' students, 9.6, is higher than that of boys' students, 7.4. The calculated 't' value of 0.89 is less than the critical value of 2.10 at the 0.05 significance level. Therefore, it is concluded that there is no significant difference between the pre-tests of boys and girls for teaching learning materials among VII standard students.
4. The mean score of the post-test for girls' students, 18.53, is higher than that of boys' students, 17.2. The calculated 't' value of 1.05 is less than the critical value of 2.10 at the 0.05 significance level. Therefore, it is concluded that there is no significant difference between the post-tests of boys and girls for teaching learning materials among VII standard students.

13.EDUCATIOAL IMPLICAITONS

The findings from this study on enhancing the skill of describing teaching-learning materials for seventh-grade students have significant research implications. The notable increase in teaching-learning material skills from 30% to 70% between the pre-test and post-test indicates a substantial enhancement in educators' abilities to convey instructional content effectively. This improvement underscores the efficacy of targeted interventions and training programs aimed at developing descriptive skills among teachers, highlighting the potential for similar interventions to yield positive results in pedagogical practice. Moreover, the statistical analysis showing a significant difference between pre and post-test scores, with a notably higher mean score in the post-test, emphasizes the effectiveness of such interventions in enhancing teaching-learning material skills among VII standard students. These findings contribute valuable insights into the importance of ongoing professional development initiatives tailored to improve instructional techniques, ultimately benefiting both educators and students in achieving better learning outcomes.

14.CONCLUSION

This Action Research aimed at developing the English Speaking skill- that of describing the given Teaching Learning Materials (Objects and Pictures) in simple sentences. Based on the findings, the Investigator concluded that the role of teachers is very important in creating wonderful environment in the class room to speak in English. All the aspects of speaking- content, grammar, pronunciation, vocabulary, fluency, etc. have improved among the students. Now the students are able to speak in English with confidence. They are able to describe any object or picture given to them in simple English sentences, as the techniques employed during the treatment phase stood them in good stead. The techniques helped them to shed their fear and feel of shy

in speaking English. It helped the students to practice the skill of describing among themselves on various objects and pictures they come across at class, in school and at home. The ultimate aim of this Action Research is to develop the speaking skill of the students not only to describe the given things and pictures but also of participating in various speech contests at school and district levels.

15. REFERENCES

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PRE / POST TEST QUESTION PAPER

Class : VII

Marks:

25School: PUMS, Avudayarkoil

Subject: English

1. Describe any one object on the table in simple sentences.
2. Describe any picture shown on the computer in four sentences.
3. Describe any one picture from among the flash cards.
4. Take any one roll from the box and describe the thing written on it in five sentences.
5. Draw an object and describe it in simple sentences.

RUBRIC FOR THE DESCRIPTION BY THE STUDENTS

Sl.No.	Vocabulary (5)	Sentence (5)	Pronunciation (5)	Content (5)	Fluency (5)	Total (25)

PRE TEST AND POST SCORES

Pre Test	Post Test
6	19
5	16
4	15
6	16
16	21
6	16
6	15
5	21
16	21
4	22
5	21
4	16
16	14
5	22
4	21
4	16
5	16
15	17
5	18
15	21

PRE TEST BOYS AND GIRLS SCORES

S.No	Pre Test	
	Boys	Girls
1	5	4
2	6	15
3	6	6
4	5	5
5	15	16
6		17
7		6
8		15
9		5
10		15
11		6
12		7
13		16
14		5

15		6
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POST TEST BOYS AND GIRLS SCORES

S.No	Post Test	
	Boys	Girls
1	16	17
2	15	21
3	16	17
4	18	19
5	21	22
6		17
7		17
8		18
9		18
10		22
11		15
12		15
13		22
14		16
15		22

PHOTOS











