

Enhancing the English Reading Skills among 5th Standard Students through Simple activities



ACTION RESEARCH REPORT
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Enhancing the English Reading Skills among 5th Standard Students through Simple activities.

Introduction:

In India, English was introduced with the arrival of East India Company who initially used the language for trade and commerce activities in the country and later, with the spread of the British Empire; it came to play a significant role in the political and educational life of the country. The main aim of education is to modify the behaviour of an individual. Through education an individual tries to adapt to his environment and adjust with the changing needs of the society.

Reading is one of the four main language skills alongside listening, speaking and writing. It comes after listening and speaking and is usually the third language skill that we learn in our language. While reading, we examine various written symbols such as letters, punctuation, and spaces and use our brains to translate them into words and sentences that we understand. We can either read quietly (in our brains) or vocally (saying every word).

To be able to read, we need to be able to:

- ❖ Identify the words we see (word recognition);
- ❖ Understand what they mean (comprehension);
- ❖ Connect words and their meaning so that reading is automatic and accurate (fluency).

According to the National Institute of Child Health and Human Development, reading is the single most important skill necessary for a happy, productive and successful life. Reading is a basic life skill and the lack of reading comprehension affects students' academic growth. It is the cornerstone of child's success in school and consequently throughout one's life.

Before dealing with the different skills and the role of each one to raise the reading level, it is important to describe what a reading skill is. To do so, one can refer for instance, to Urquhart and Weir (1998) who define it as “a

cognitive ability ... to interact with a written text.” Moreover, Paris et al. (1991) points out that “the reading skills refer to information processing techniques that are automatic.” That is to say, encompassing all the processes required unconsciously for the act of reading to take place. Reading is a basic skill. It is a keystone for a student’s success in college, in fact entire life. Without the ability of reading, opportunities for personal fulfilment and Job success definitely will be lost.

For many students, learning to read is challenging, and the process is made more challenging when it is unclear. Without proper reading strategies, many children struggle, and a large proportion fall behind when they are unable to acquire the skills needed to read material appropriate for their grade level. The term "reading strategies" refers to a broad category of explicit and purposeful actions that help readers translate written words into meaning. All students benefit from decoding and comprehension strategies, but English language learners, beginning readers, and struggling readers need them the most.

Reading plays a vital role in ones’ success in school. It is one of the most important skills in English an individual must need to master. It is a prerequisite of all learning areas. It serves as a gateway to every student to learn the different subjects because when a student has a difficulty in reading, he may encounter also difficulties in all subject areas.

When pupils lack the reading skills and unable to comprehend the important details that the key materials presented, their ability to learn new information is severely hampered. Such learners with low skills also tempted to throw up their hands and sigh when the teachers begin to work with them because of their reading ability and poor comprehension. In addition, results from most studies noted that a pupil suffers not only from the failure itself, but with all other subjects that depend on reading competence when learning to read does not fully develop at the time it is expected of him. Hence, identifying the source of reading difficulties of the learners must be done because proper diagnosis of a learner’s reading performance is critical to appropriate instruction and improvement in reading ability.

It was observed that the reading difficulties of pupils adversely affected the teaching and learning process. Pupils who were experiencing reading difficulties become inattentive during the discussion. They don't seem to understand the topic discussed due to lack of understanding of what have been read and said by the teacher. Some pupils hardly read two or three syllable words when reading in class. Sometimes these pupils experience low self-esteem that they prefer to sit at the back because they were afraid that they might be called to recite in the class. Instead of participating in the given tasks these learners tend to create noise just to interrupt their classmates who are interested in accomplishing the task. Moreover, learners with reading difficulties get low scores when teachers conduct an assessment.

English plays a major role in educational system and in the country. It is the administration or official language, and made as a mandatory subject in schools as well as colleges. The demand for English as the medium of instruction made to bring it as a subject even from schools. The styles and strategies of language teaching and learning are the significant elements that help the students to determine and enhance their language learning skill. In learning a subject or a new language, the pupils prefer various learning style and approach such as video, audio and analytic types. The important thing is to encourage the students, by creating awareness among them regarding the significance of English and then gradually helping the students to attain their goal. The basic objective should be to make the students independent. It is up to the teacher to make the students realize that gaining competence in English shall hold the master-key to success.

English Language Teaching in Tamilnadu promotes at every level of education. In Tamilnadu, the practice of English language teaching is largely based on the Grammar-Translation Method. This method uses mother tongue to teach or explain grammar on the focus of structural pattern of the language (Nunan, 1988). It is certain that, English language teaching in Tamilnadu has not benefitted or developed from the Grammar-Translation Method, which is one of the traditional and oldest methods. In the aspect of language acquisition, the curriculum or syllabus have to scrutinize the effective

learning approach to be adopted in the classroom. In second language teaching and learning, the speaking skill has an important role for creating an impact to develop the skills. According to Chaney, speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p. 13). The prominence of learning English has been underestimated in a way that, teaching to speak is taught only through repetition of dialogues or by rote memorization. Teaching speaking skills is considered to be important because it develops the students’ communication skills and makes them prepare to be confident in facing personal as well as social circumstances. The language education is about the basic language acquisition, the summaries of the learners and the environment of learning takes place in language teaching-learning. Thus, the paper exposes the inconsistent conditions of the language curriculum which place the second language learners in a poor situation.

IMPORTANCE OF ENGLISH AS A LANGUAGE

English is widely regarded as one of the most important languages in the world for several reasons. Firstly, it is a Worldwide Communication. Over 1.5 billion people speak English, either as a first, second, or foreign language, according to estimates. Secondly, English has become the language of international business and commerce. Proficiency in English opens up a wide range of career opportunities and enhances employability in the global job market. Thirdly because of its impact on culture English has significantly influenced international media, entertainment, and society. Understanding English helps people to interact with a variety of cultural expressions and promotes cross-cultural engagement. Fourthly, the most significant Internet and Technology. It is the language of programming and coding, opening doors for people to work in the IT and software development industries. Fifth, the travel and tourism sector make extensive use of English. It encourages cultural exchange, improves relationships, and travel experiences. Lastly, on the path to personal development, learning English may be revolutionary. It provides doorways to many viewpoints, concepts, and cultural traditions. Cognitive abilities including creativity, problem-solving, and critical thinking

are improved. Expanding social networks, fostering self-confidence, and gaining access to a multitude of educational options are all benefits of being fluent in English.

The National Education Policy (NEP) 2020 in India recognizes the importance of English as a language and emphasizes its role in the education system. Here are a few ways in which NEP 2020 highlights the significance of English:

- ❖ As a medium of instruction, children should be taught in their mother tongue or regional language until at least Grade 5.
- ❖ Multilingualism and multi-literacy, acknowledging the value of learning multiple languages.
- ❖ Global communication and employability.
- ❖ Access to Knowledge and Information.
- ❖ Digital Learning and Technology.

It's important to note that while the NEP 2020 recognizes the significance of English, it also promotes the preservation and promotion of regional languages and encourages a balanced and inclusive approach to language education.

English holds significant importance as a language in primary schools for several reasons:

Global Communication:

English is the most widely spoken language in the world. Teaching English at a young age provides students with a means to communicate with people from diverse cultural and linguistic backgrounds globally.

Access to Information:

A vast amount of information, including educational resources, literature, and scientific research, is available in English. Proficiency in English enables students to access this wealth of knowledge and broaden their understanding of the world.

Academic Advancement:

English is often the language of instruction in higher education institutions and international examinations. A strong foundation in English from primary school prepares students for academic success in secondary school and beyond.

Employability:

In today's globalized economy, proficiency in English is a valuable skill sought after by employers worldwide. Early exposure to English equips students with the language skills necessary to compete in the global job market in the future.

Cultural Understanding:

Learning English exposes students to different cultures, traditions, and perspectives. It fosters intercultural competence and empathy by enabling students to engage with literature, media, and people from diverse backgrounds.

Technological Literacy:

English is the dominant language of the internet, digital media, and technology. Proficiency in English empowers students to navigate online resources, communicate effectively in digital spaces, and utilize technology for learning purposes.

Critical Thinking and Creativity:

English language learning encourages critical thinking, problem-solving, and creativity. Through analysing literature, expressing ideas in writing, and engaging in discussions, students develop cognitive skills essential for academic and personal growth.

Personal Development:

English language proficiency enhances students' confidence, self-expression, and communication skills. It enables them to articulate their

thoughts, express their opinions, and interact confidently with others, thereby facilitating their overall personal development.

In summary, English language education in primary schools is crucial for preparing students to thrive in an increasingly interconnected and multicultural world, facilitating their academic, professional, and personal growth.

Need and Significance of the Study:

The ASER 2022 report says that children's basic reading ability has dropped to 'pre-2012 levels, reversing the slow improvement achieved in the intervening years'. The decline is seen across gender and across both government and private schools and is more acute in lower grades. Drops are visible in both government and private schools in most states, and for both boys and girls," ASER 2022 stated.

The ASER reading exam determined whether a child could read a story at the Class 2 level of difficulty, or letters, words, and a basic paragraph at the Class 1 level of difficulty. All children aged five to 16 in the sampled households underwent the test one-on-one. Each student received a grade as per the highest level they could read comfortably. Nationally, the proportion of children enrolled in Class 5 in government or private schools who can at least read a class 2-level text fell from 50.5 percent in 2018 to 42.8 percent in 2022.

We know that God created human in different condition and character, so they need to interact among people. People need a communication to know each other. It is a basic human activity, and basic of all human's communication is language. Language has some functions in people life, in everyday activities. There are four skills in learning English they are listening, speaking, reading and writing. Reading is important for children as it helps them gain knowledge. According to research, those who have good reading habits show signs of higher intelligence. After all, the more a child reads, the more they learn. The more they learn, the more they understand. The more

they understand, the more knowledge they gain. Apart from this, the benefits of reading are:

- It enhances imagination and creative skills.
- It develops language and literary skills.
- It improves self-discipline.
- It allows thinking skills to become more developed.
- It builds confidence.
- It builds a longer attention span and better memory retention.
- It helps to improve writing skills later in life.

The Indian government has recognized the importance of English language proficiency for national development. Initiatives such as the National Education Policy 2020 emphasize the need for multilingualism and the importance of English as a second language.

In Tamilnadu specifically, where Tamil is the primary language of instruction, developing English reading skills complements the state's efforts to provide a well-rounded education that prepares students for success in a diverse and interconnected world. It helps bridge the gap between regional and global communication, opening doors to broader opportunities for students from Tamilnadu

Problem Identification:

During my course of school visit in Panchayat Union Middle School, Villipathri, Kariapatti block I found students were lacking in English reading skills. Most of the students found difficult in reading English at their level. Hence, we have to search for supplementary or complimentary teaching-learning strategies which will enable the teacher to cover content in a short time more effectively. Several activities and reading applications are used to gear up as a powerful instructional aid in the teaching learning process.

Probable Causes:

Several factors can contribute to a lack of English reading skills among primary students:

- ❖ If students are not exposed to English outside of the classroom, they may struggle to develop reading skills. This could be due to a lack of English-speaking family members or limited access to English-language media.
- ❖ Students may lack foundational skills such as phonemic awareness, letter-sound correspondence, and vocabulary. Without these skills, they may struggle to decode words and comprehend text.
- ❖ Ineffective teaching methods or a mismatch between instructional strategies and student needs can hinder reading development. Teachers may need additional training in evidence-based reading instruction.
- ❖ Schools with limited resources may not have access to high-quality reading materials, technology, or professional development opportunities for teachers. Lack of resources can impede effective reading instruction.
- ❖ Some students may have learning disabilities such as dyslexia, which can affect their ability to read. Early identification and intervention are crucial for these students to receive the support they need.
- ❖ Factors such as socioeconomic status, parental involvement, and home literacy practices can influence children's reading skills. Students from disadvantaged backgrounds may have fewer opportunities for literacy-rich experiences at home.
- ❖ Students who lack motivation or have negative attitudes toward reading may not engage fully in literacy activities. Fostering a love of reading through engaging texts and activities can help motivate students to develop their reading skills. Several factors can contribute to a lack of reading skills in English among primary school students:
- ❖ For students whose first language is Tamil, English might pose a significant linguistic challenge due to differences in grammar, vocabulary, and phonetics.

Probable Solutions:

Improving English reading skills among primary school students in Tamil Nadu requires a multifaceted approach that addresses various factors contributing to the issue. Here are some probable solutions:

- Provide comprehensive training programs for English language teachers to enhance their pedagogical skills, including effective reading instruction strategies. Training should focus on interactive teaching methods, phonics instruction, and strategies for differentiating instruction to meet the diverse needs of students.
- Implement early intervention programs targeting students who demonstrate reading difficulties. These programs could include small-group instruction, one-on-one tutoring, or literacy intervention programs designed to address specific reading challenges.
- Create a literacy-rich environment in schools by establishing well-stocked libraries with age-appropriate English reading materials. Encourage regular reading activities, such as read-aloud sessions, silent reading time, and book clubs, to foster a love for reading among students.
- Integrate technology into English language instruction to make learning more engaging and interactive. Utilize educational apps, online reading platforms, and multimedia resources to provide students with additional opportunities to practice reading skills both inside and outside the classroom.
- Engage parents, caregivers, and community members in promoting English literacy at home and in the community. Provide resources and workshops for parents on how to support their child's reading development and encourage them to read with their children regularly.
- Revise the English language curriculum to incorporate more student-centered and communicative approaches to reading instruction. Ensure that the curriculum is culturally relevant and includes a variety of reading materials that reflect students' interests and experiences.

- Implement formative assessment practices to monitor students' reading progress regularly and provide timely feedback. Use assessment data to identify students who need additional support and tailor instruction accordingly.
- Foster professional learning communities among teachers to facilitate collaboration, sharing of best practices, and ongoing professional development. Encourage teachers to participate in workshops, conferences, and peer observations focused on improving English reading instruction.

Objectives:

The objectives of teaching reading skills in English to primary classes are tailored to the developmental stage and needs of young learners. Here are the primary objectives:

- ❖ The main objective is to develop students' ability to understand simple English texts. This includes comprehending basic vocabulary, sentences, and short paragraphs appropriate for their age and proficiency level.
- ❖ To help students recognize letter-sound relationships, blend sounds to read words, and decode unfamiliar words independently.
- ❖ To introduce new words in context, teach sight words, and provide opportunities for students to practice using new vocabulary in sentences and short passages.
- ❖ To focus on developing basic reading fluency. This includes reading aloud with accuracy, appropriate pacing, and expression.
- ❖ To make predictions, ask questions, make connections, and summarize the main idea of a text, laying the foundation for more advanced comprehension skills.
- ❖ To select engaging and age-appropriate texts that capture students' interest and imagination, motivating them to read independently and explore different genres.
- ❖ Introducing students to a variety of texts from different cultures and backgrounds is important. This broadens their

understanding of the world and exposes them to diverse perspectives and experiences.

- ❖ Reading skills are integrated with other language skills such as listening, speaking, and writing. The objective is to develop well-rounded language proficiency and to reinforce learning through multiple modalities.
- ❖ To track progress and identify areas for improvement. This includes informal observation, running records, comprehension checks, and other formative assessments.
- ❖ To lay a strong foundation for lifelong learning.

By instilling a love for reading and providing students with essential literacy skills, educators empower them to become confident, independent readers who can succeed academically and beyond.

HYPOTHESIS:

- ❖ There will be a significant difference in the mean scores for achievement in English Reading skills among students in their Pre-test performance between the boys and girls.
- ❖ There will be a significant difference in the mean scores for achievement in English Reading skills among students in their Post-test performance between the boys and girls.
- ❖ There will be a significant difference in the mean scores for achievement in English Reading skills among students Pre-test and Post-test performance.

Sample:

11 Boys and 11 Girls of fifth standard students totalling 22 students of Panchayat Union Middle School, Villipathiri, Kariapatti Block.

Design of the study:

- ❖ Pre test
- ❖ Treatment
- ❖ Post test
- ❖ Data Analysis
- ❖ Findings

Tools:

A questionnaire of 50 marks were taken from the areas like word reading, sentence reading, paragraph reading, advertisement reading and comprehending, paragraph reading and comprehending. This questionnaire is given to the students as Pre-test and Post-test. Pre-test was conducted to the students and the papers were evaluated. The investigator found the areas to which he has to concentrate. The investigator along with co-investigator prepared several learning materials for performing activities to enrich the reading skills.

Methodology:

Improving English reading skills among primary students in class 5 requires a combination of structured instruction, engaging activities, and ongoing support. Here are some effective strategies tailored specifically for English language development:

Phonics Instruction:

Provide systematic phonics instruction to help students understand the relationship between letters and sounds. Use phonics-based reading materials and activities to reinforce decoding skills and improve word recognition.

Sight Words Practice:

Teach high-frequency sight words that students encounter frequently in English texts. Use flashcards, games, and interactive activities to help students recognize and memorize these words quickly.

Vocabulary Building:

Introduce new vocabulary words regularly and provide opportunities for students to use them in context. Teach vocabulary through meaningful, real-world contexts, and encourage students to infer word meanings from context clues.

Comprehension Strategies:

Teach comprehension strategies such as predicting, questioning, summarizing, and making connections. Model these strategies through think-aloud and scaffolded practice activities to help students become more active and strategic readers.

Guided Reading Groups:

Organize small-group guided reading sessions where students read texts at their instructional level with teacher support. Provide targeted instruction and feedback based on students' individual needs and reading abilities.

Independent Reading Time:

Allocate regular time for independent reading, allowing students to choose books that interest them. Provide a variety of reading materials at different reading levels to accommodate diverse interests and abilities.

Reading Aloud:

Read aloud to students regularly to model fluent reading and expose them to a variety of English texts, including fiction, nonfiction, poetry, and informational texts. Encourage students to participate in discussions about the text and ask questions to deepen their understanding.

Literacy Centres:

Set up literacy centres with different activities focused on reading skills, such as word work, fluency practice, comprehension activities, and listening centres. Rotate students through the centres to provide them with a variety of reading experiences.

Cross-Curricular Integration:

Integrate reading activities into other subject areas, such as science, social studies, and art. Incorporate English texts and reading assignments that relate to the topics being studied, allowing students to practice reading skills in context.

Technology-Based Resources:

Utilize digital resources such as educational websites, e-books, and reading apps to supplement traditional instruction and provide additional practice opportunities. Use interactive features and multimedia elements to engage students and enhance their learning experience.

Parental Involvement:

Encourage parents to support their child's reading development at home by providing tips, resources, and suggestions for fostering a literacy-

rich environment. Encourage parents to read with their child, discuss books together, and visit the library regularly.

By implementing these strategies consistently and adaptively, educators can create a supportive learning environment where primary students in class 5 can improve their English reading skills and become confident, proficient readers.

Among these strategies investigator followed the following methodology to enhance the English reading skills among the students.

Phonics instruction:

Phonics instruction is a foundational approach to teaching reading that focuses on the relationship between letters and their corresponding sounds. It helps students decode words by recognizing letter-sound patterns, which is essential for fluent reading and comprehension.

Phonics instruction should be systematic and follow a logical sequence, starting with basic letter-sound correspondences and gradually progressing to more complex phonics patterns. Students were ensured that they should master each phonics skill before moving on to the next. Students were provided explicit instruction in phonics rules and patterns, making the relationship between letters and sounds explicit and clear to students. Use of direct instruction, modelling, and guided practice to teach phonics concepts systematically were done.

Students were engaged in multi-sensory activities that involve seeing, hearing, and manipulating letters and sounds. Hands-on materials such as letter tiles, magnetic letters, and sand trays were used to reinforce phonics concepts kinaesthetically. Phonemic awareness activities were integrated alongside phonics instruction to help students develop an understanding of individual sounds in spoken words. Practice segmenting, blending, and manipulating sounds orally before connecting them to written letters.

Decodable texts were provided that contain words with the phonics patterns students have learned. Decodable books allow students to apply their phonics skills in context and build fluency and confidence as they read. Common word families and patterns (e.g., -at, -an, -ig) were taught to help students recognize and decode words more efficiently. Word sorts, word walls, and word family

activities were introduced to reinforce these patterns. Phonics instruction were integrated with reading and writing activities to provide meaningful practice opportunities. Students were encouraged to apply their phonics knowledge while reading texts and writing sentences or stories. Students' phonics skills were assessed regularly through informal observations, phonics assessments, and reading fluency checks. Constructive feedback and targeted instruction based on students' strengths and areas for improvement were provided. Consistent opportunities for students to practice and review phonics skills through daily routines, small-group instruction, literacy centres, and independent reading activities were provided.

Articulation

Articulation exercises help children attend to the differences in mouth formation when making sounds. Research has shown that these exercises assist children in orally segmenting words and in spelling (Castiglioni-Spalten and Ehri, 2003). They are also effective with English-language learners as they help these learners focus on the unique and subtle differences in the sounds of English. See the charts that follow

Vowel Sounds Mouth Position Chart



Smile Sound

The long-e sound is a "smile sound." We look like we are smiling when we say this sound. The lips are close together, but not closed. Ask children to say the sound with you, noticing your mouth position. Have children place their hand under the chin as they say each of the following sounds in sequence: /ē/, /ī/, /ā/, /e/, /a/, /ī/, and /o/. Help them to notice how their mouth opens slightly with each sound.



Doctor Sound

The short-o sound is an "open sound." The lips form a circle. Ask children to say the sound with you, noticing your mouth position. Remind them that the letter *o* stands for the /o/ sound. When making this sound, your mouth is in the shape of an *o*. The sound you make is the same as when you are at the doctor's office and he is checking your tonsils.



Surprise Sound

The /ōō/ sound is a "surprise sound." This is the sound you make when you see fireworks on the Fourth of July. The lips are close together and oval in shape. Have children practice the sound as they look in a mirror. Help them to notice how their mouth opens a bit as they move from the /ōō/ sound to the /o/ sound.

Consonant Sounds Mouth Position Chart



/t/t
/d/d
/n/n
/l/l

(tongue pressed against roof of mouth behind top teeth)



/p/p
/b/b
/m/m

(lips closed)



/k/k
/g/g

(tongue pressed against bottom of mouth)



/th/th

(tongue between teeth)



/f/f
/v/v

(top teeth on bottom lip)



/ch/ch
/j/j
/sh/sh

(lips stuck out)



/s/s
/z/z

(teeth together, lips apart)

	Lips	Lips/ Teeth	Tongue Between Teeth	Tongue Behind Teeth	Roof of Mouth	Back of Mouth	Throat
stop	/p/ /b/			/t/ /d/		/k/ /g/	
nasal	/m/			/n/		/ŋ/	
fricative		/f/ /v/	/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/		
affricate					/tʃ/ /dʒ/		
glide					/j/	/hw/ /w/	/h/
liquid				/l/	/r/		

The 44 Sounds of English

Consonant Sounds

1. /b/ (bat)
2. /d/ (dog)
3. /f/ (fan)
4. /g/ (gate)
5. /h/ (hat)
6. /j/ (jump)
7. /k/ (kite)
8. /l/ (leaf)
9. /m/ (mop)
10. /n/ (nest)
11. /p/ (pig)
12. /r/ (rock)
13. /s/ (sun)
14. /t/ (top)
15. /v/ (vase)
16. /w/ (wagon)
17. /y/ (yo-yo)
18. /z/ (zebra)
19. /ch/ (cheese)
20. /sh/ (shark)
21. /zh/ (treasure)
22. /th/ (thumb)
23. /θ/ (the)
24. /hw/ (wheel)
25. /ŋ/ (ring)

Vowel Sounds

26. /ā/ (cake)
27. /ē/ (feet)
28. /ī/ (bike)
29. /ō/ (boat)
30. /yōō/ (cube)
31. /a/ (cat)
32. /e/ (bed)
33. /i/ (fish)
34. /o/ (lock)
35. /u/ (duck)
36. /ə/ (alarm)
37. /â/ (chair)
38. /û/ (bird)
39. /ä/ (car)
40. /ô/ (ball)
41. /oi/ (boy)
42. /ou/ (house)
43. /ōō/ (moon)
44. /ōō/ (book)

The co-investigator Mrs.Geetharani taught the students about the phonetic sounds in English. She taught how to spell the letters. She differentiated the sounds. This was carried out during lunch hour.

WORD CHAIN

The Word Chain game is a fun and challenging way to test your vocabulary and quick-thinking skills. Here's how it works:

- ❖ Start with a random word.
- ❖ The next player has to come up with a word that starts with the last letter of the previous word.
- ❖ Keep going, with each word starting with the last letter of the previous word.

For example:

- Player 1: Apple
- Player 2: Elephant
- Player 3: Tiger
- Player 4: Rabbit

And so on. The game continues until someone can't think of a word or repeats a word that has already been said. Want to start, or should I?

Importance of word chain game in English:

The Word Chain game can be quite beneficial for English language learners and enthusiasts in several ways:

- ❖ Playing the Word Chain game challenges participants to think of words on the spot, encouraging them to explore and expand their vocabulary.
- ❖ Since players must come up with words sequentially, it reinforces spelling skills as they visualize and spell out words.
- ❖ The game fosters associations between words, which can help players improve their understanding of semantic connections and word relationships.
- ❖ Word Chain is a fast-paced game that requires players to think quickly and creatively under pressure, enhancing their cognitive agility and flexibility.

- ❖ Regularly engaging in the Word Chain game can contribute to greater fluency in English, as players practice forming coherent sentences and expressing ideas using different words.
- ❖ Perhaps most importantly, the Word Chain game offers a fun and interactive way to learn and practice English, making the language learning process more enjoyable and motivating.

Overall, while the Word Chain game may seem simple on the surface, its benefits for language learning and development are significant. It's a versatile tool that can be adapted for various proficiency levels and settings, from classrooms to casual gatherings among friends.

The co-investigator Mrs. Geetharani explained in detail about the word chain game. She wrote three, four, five letters' words in flash cards. She asked first student to take any one card and to spell the letters and the word loudly. She asked the students to paste the word in the chart. First student picked the word cat and spell it. Then he pasted the word in the chart. Then she asked another student to pick a word. The student picked the word that started with the letter 't' i.e, "tree" (last letter of previous word). Likewise, the game continued. This game helped the students to think of words on the spot, encouraging them to explore and expand their vocabulary.

Bingo Game

Bingo is a classic game that can be adapted for primary classes to make learning English fun and engaging. Here's how you can set up a Bingo game tailored for primary school students:

Objective:

The objective of the game is for students to match words on their Bingo cards with words called out by the teacher until they form a line (horizontal, vertical, or diagonal) or fill their entire card, depending on the variation.

Materials Needed:

Bingo cards:

Create or print Bingo cards with words relevant to the students' English level. You can use vocabulary related to colours, animals, fruits, numbers, or any other topic being taught.

Markers:

Provide each student with a marker (e.g., small pieces of paper, coloured chips, or dry erase markers) to mark their Bingo cards.

Gameplay:**Distribute Bingo Cards:**

Give each student a Bingo card with a grid of words or pictures.

Call out Words:

As the teacher, call out words from the list corresponding to the words on the Bingo cards. For example, if a student's Bingo card has the word "cat," you would call out "cat." Repeat this process, randomly calling out words from the list.

Mark the Words:

Students should mark the words on their Bingo cards as they are called out. They can use their markers to cover the words or pictures.

Winning:

The first student to form a line (horizontal, vertical, or diagonal) of covered words shouts "Bingo!" to indicate they have won that round. Alternatively, you can play until someone fills their entire card.

Reward:

Offer a small prize or reward to the winner of each round to make the game even more exciting.

Reset:

After a round is completed, collect the markers, shuffle the word list, and distribute new Bingo cards for the next round.

Variations:

- ✓ Instead of calling out words, you can show flashcards or pictures and have students identify the corresponding word on their Bingo cards.
- ✓ For younger students or those learning basic English vocabulary, you can use pictures instead of words on the Bingo cards.
- ✓ To increase difficulty, you can introduce thematic variations such as "Verb Bingo" or "Weather Bingo," where students match verbs or weather-related words on their cards.

Bingo is a versatile game that can be adapted to suit various language learning objectives and age groups, making it a popular choice for primary English classes.

The co-investigator Mrs. Geetharani explained in detail about Bingo game. She created Bingo cards with words relevant to the students' English level. She used vocabulary related to colours, animals, fruits, numbers, or any other topic being taught. Students were provided with a marker (e.g., small pieces of paper, coloured chips, or dry erase markers) to mark their Bingo cards. Each student a Bingo card was given with a grid of words or pictures. The teacher, call out words from the list corresponding to the words on the Bingo cards. For example, if a student's Bingo card has the word "cat," you would call out "cat." Repeat this process, randomly calling out words from the list. Students should mark the words on their Bingo cards as they are called out. They can use their markers to cover the words or pictures. The first student to form a line (horizontal, vertical, or diagonal) of covered words shouts "Bingo!" to indicate they have won that round. Alternatively, you can play until someone fills their entire card.

Read Along App:

A Read Along app is a digital tool designed to assist users, particularly children, in developing their reading skills. It typically combines the features of an e-book reader with interactive elements to provide an immersive reading experience. Here's an overview of the key features and benefits of a Read Along app:

1. Text Highlighting:

The app highlights the words being read aloud, helping children follow along and associate spoken words with written text.

2. Audio Narration:

Read Along apps often include audio narration of the text, allowing children to listen to fluent reading while following along with the highlighted words.

3. Interactive Elements:

Some Read Along apps incorporate interactive elements such as animations, sound effects, and touch-screen interactions to engage children and enhance comprehension.

4. Pronunciation Assistance:

For learners struggling with pronunciation, the app may offer features such as word-by-word pronunciation or the ability to tap on individual words to hear them pronounced.

5. Vocabulary Support:

Read Along apps may provide definitions or explanations of unfamiliar words, helping children expand their vocabulary and comprehension skills.

6. Progress Tracking:

Many apps include features to track reading progress, such as the number of words read, time spent reading, or comprehension quizzes.

7. Personalization:

Some Read Along apps allow users to customize their reading experience by adjusting font size, background colour, or reading speed to suit their preferences.

8. Multilingual Support:

For bilingual or multilingual learners, some Read Along apps offer support for reading in multiple languages, providing an opportunity to practice reading skills in different languages.

9. Parental Controls:

To ensure a safe and age-appropriate reading experience, Read Along apps may include parental controls that allow parents to monitor usage, set reading goals, or restrict access to certain content.

Overall, Read Along apps can be valuable tools for promoting literacy and fostering a love of reading in children by providing an interactive and engaging platform for practicing reading skills.

Benefits of read along app:

Read Along apps offer several important benefits for learners of all ages, particularly for children and those who are developing their reading skills. Here are some key reasons why Read Along apps are important:

Improves Reading Comprehension:

By providing synchronized text highlighting with audio narration, Read Along apps help users associate spoken words with written text, enhancing reading comprehension and fluency.

Enhances Vocabulary Acquisition:

Many Read Along apps offer features such as word definitions or explanations of unfamiliar words, helping users expand their vocabulary as they read.

Encourages Independent Reading:

Read Along apps provide a self-paced and interactive reading experience, allowing users to practice reading independently and at their own level.

Supports Language Learning:

For bilingual or multilingual learners, Read Along apps with support for multiple languages provide an opportunity to practice reading skills in different languages, aiding in language acquisition and proficiency.

Engages Reluctant Readers:

The interactive elements, audio narration, and multimedia features of Read Along apps can help engage reluctant readers and make the reading experience more enjoyable and motivating.

Promotes Literacy Skills:

By fostering a love of reading and providing a supportive environment for practicing reading skills, Read Along apps play a crucial role in promoting literacy and lifelong learning.

Accessibility:

Read Along apps often offer customizable features such as text size, background colour, and reading speed, making them accessible to users with diverse learning needs and preferences.

Progress Tracking:

Many Read Along apps include features to track reading progress, such as the number of words read, time spent reading, or comprehension quizzes, providing feedback and motivation for users to continue improving their reading skills.

Parental Involvement:

Read Along apps often include parental controls that allow parents to monitor usage, set reading goals, or restrict access to certain content, encouraging parental involvement in children's reading habits.

Overall, Read Along apps are valuable educational tools that provide an immersive and engaging platform for practicing reading skills, supporting literacy development, and fostering a lifelong love of reading.

The co-investigator Mrs. Geetharani explained in detail about Read along APP to the students. She explained how to install the app in their mobile phone. After the initial download of the app and its stories, it works offline without Wi-Fi or data. It also doesn't require a sign in. However, we have to give it permission to record audio, and to take a photo if you want progress to be saved. But voice data is analyzed in real time on the device. Students were asked to tap on the virtual assistant Diya, and give the app permission to record audio, so that the app can listen and give feedback. Students were asked to explore the story library, play a game or download a new story from the list of options. Students were asked to tap the story they want to read. A digital storybook page, with Diya at the bottom of the screen will be seen. When we read a word and get it right, a star will appear. If we get it wrong, a red line will appear and we can tap the word to hear it said aloud. The app sets a reading goal of at least 10 minutes per day, and tracks your progress and the number of stars and badges you earn. We can tap Diya at any time for help pronouncing a word. we can hear Diya's feedback is positive and reinforcing. Parents can also create profiles for multiple kids to track individual progress. Read Along can personalize the experience for each profile and recommend the right difficulty level of stories and games based on reading performance in the app.

Apart from this, students can play games on jumbled words, speed reading, pop the balloons, letters with Kutuki, Phonics with kutuki, Kids TV story time, fun time, animals, family, my world, friends, funny etc.,

The investigator asked the students to create a profile for each student and do this activity for 10 minutes. They were asked to record the number of stars scored by them during this activity. This was done for a period of 5 days

and their scores obtained by them were recorded. It was found that students eagerly performed this activity and their language skills in reading has been enhanced during that process.

Jumbled words:

Jumbled words, also known as word scrambles or anagrams, can be used in various contexts to promote language learning, cognitive development, and entertainment. Here are some common uses of jumbled words in English:

- ✓ Jumbled words are often used as educational tools in classrooms to help students improve their vocabulary, spelling, and problem-solving skills. Teachers may create jumbled word activities as part of language arts lessons to reinforce word recognition and comprehension.
- ✓ For language learners, solving jumbled words challenges them to think critically about word structures and letter combinations, thereby enhancing their understanding of English grammar and syntax. It's a fun and interactive way to practice vocabulary acquisition and spelling.
- ✓ Jumbled words serve as engaging brain teasers and puzzles that stimulate cognitive abilities such as memory, attention, and reasoning. They provide mental exercise and entertainment for people of all ages, from children to adults.
- ✓ Jumbled words are commonly featured in word games, competitions, and trivia events. Games like Scrabble, Boggle, and Word Jumbles challenge players to unscramble letters to form meaningful words within a time limit, adding an element of competition and excitement.
- ✓ On social media platforms, jumbled word challenges have become popular as interactive content that encourages user engagement and participation. Users are presented with jumbled words or phrases and are invited to unscramble them in the comments section.

- ✓ In literature and entertainment, jumbled words may be used as cryptic clues or puzzles to add intrigue and complexity to storytelling. Characters might encounter mysterious messages or riddles encoded as jumbled words, requiring deciphering to uncover their meaning.
- ✓ Online platforms often offer interactive games and quizzes featuring jumbled words as part of their educational content. These resources provide accessible and engaging opportunities for self-directed learning and skill development.

Overall, jumbled words serve as versatile tools that promote language proficiency, cognitive agility, and entertainment across various contexts. Whether used in educational settings, recreational activities, or digital media, they offer a fun and effective way to engage with language and enhance linguistic skills.

The co-investigator Mrs. Geetharani explained in detail about the Jumbled word game. She Chose a set of words that she wants to scramble. These can be related to a specific theme, such as animals, fruits, colours, or any other category. She rearranged the letters of each word randomly to create jumbled versions. She made sure to mix up the letters thoroughly to increase the challenge for the solver. She used pen and paper to create the jumbled versions. She presented the jumbled words to students. She asked the students to write the jumbled words on a whiteboard, piece of paper. She asked to unscramble the words and figure out the correct order of the letters to form meaningful words. She provided a time limit or set a deadline for solving the jumbled words to add excitement and urgency.

If the jumbled words are particularly challenging, she provided clues or hints to help solvers decipher them. Clues can be related to the theme of the words or provide information about the intended word's meaning. After the students had attempted to unscramble the words, verify their solutions to see

if they correctly identified the original words. Teacher provided the correct answers and congratulate those who successfully unscrambled the words.

Teacher repeated it with a new set of words or create additional challenges with different difficulty levels. This keeps the activity fresh and engaging for participants. Performing jumbled words is a fun and interactive way to challenge others' language skills, promote vocabulary retention, and foster a sense of camaraderie among participants. Whether used in classrooms, family gatherings, or online communities, jumbled words activities provide an enjoyable opportunity for learning and entertainment.

Post Test:

After giving reinforcement to the students, a post-Test was administered on the next day, with the help of the questionnaire. The investigator evaluated the answer scripts. It was found that the students performed well after the treatment is given.

DATA ANALYSIS

S.NO	NAME OF THE STUDENT	PRE-TEST (100)	POST - TEST (100)
1	K.Kanishka	64	96
2	P.Madhusri	56	90
3	M.Sasikala	60	98
4	S.Sivaranji	54	76
5	M.Kanishka	46	82
6	P.Jothi	28	72
7	V.Pandiselvi	10	46
8	S.Malini	32	78
9	K.Ramalakshmi	24	68
10	K.Kayalvizhi	28	64
11	R.Raja Subiksha Sree	60	94
12	S.Sivasakthi	36	88
13	M.Karuppasami Pandi	26	68
14	Rithish kumar	16	56
15	M.Mayakannan	10	52
16	S.Manoranjan	16	48
17	I.Monish	22	76
18	P.Tharun	64	96
19	Ramu Muthukannan	12	54
20	Harishwaran	30	80
21	K.Harishwar	24	62
22	M.Sarankumar	22	68

The 't' test:

The 't' test is a statistical test that allows to compare two means to determine the probability that the difference between the means is a real difference rather than a chance differences. The test of significance of the difference between the two means is known as the 't' test.

It involves the computation of the ratio between experimental variance (observed difference between two sample means) and the error variance (the sampling error factor).

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where M_1 = Mean score of the first sample

M_2 = Mean score of the second sample

σ_1 = Standard deviation of the first sample

σ_2 = Standard deviation of the second sample

N_1 = Size of the first sample

N_2 = Size of the second sample

The computed 't' value is compared with the value of 't' given in the 't' tables at the appropriate degrees of freedom and at required level of significance. If the calculated 't' value is greater than or equal to the table 't' value then the difference between the sample mean is significant at the level of significance.

Hypothesis 1:

Research Hypothesis (H_R)

There will be a significant difference in the mean scores for achievement in English reading skills among students in their pre-test performance between the boys and girls.

Null Hypothesis (H₀)

There will be no significant difference in the mean scores for achievement in English reading skills among students in their pre-test performance between the boys and girls.

Pre-Test Performance of Boys and Girls

Group	N	Mean	SD	't' value	Significance
Boys	11	25.27	14.97	1.9343	Not Significance
Girls	11	42.00	18.24		

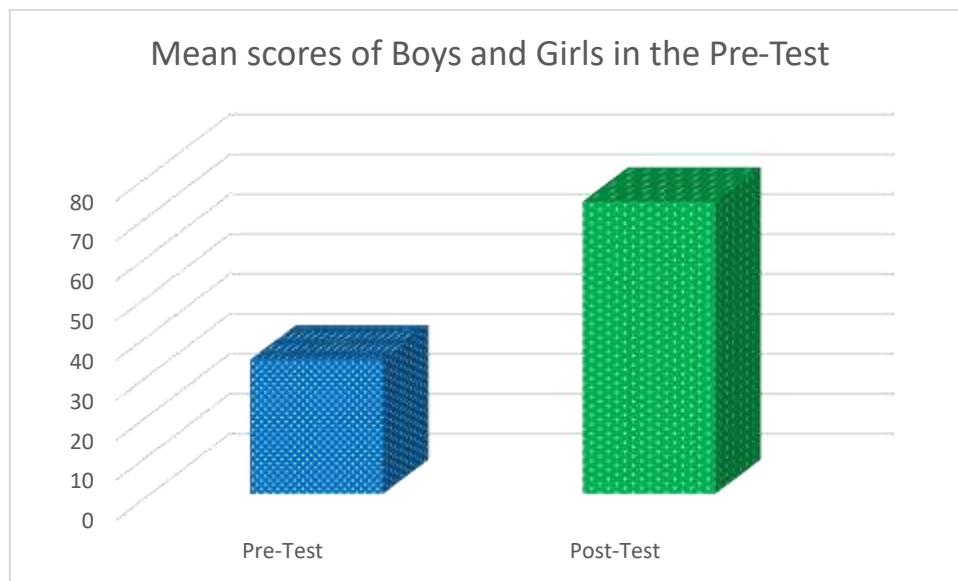
$$t_{(0.01)} = 2.58$$

The table reveals the following facts.

- ❖ The calculated "t" value is less than the table value
- ❖ "t" value is not significant at 0.01 level
- ❖ Hence the research hypothesis is rejected and null hypothesis is accepted.

There will be no significant difference in the mean scores for achievement in English reading skills among students in their pre-test performance between the boys and girls.

Graph showing mean scores in Pre-Test performance of Boys and Girls



Hypothesis 2:

Research Hypothesis (H_R)

There will be a significant difference in the mean scores for achievement in English reading skills among students in their post-test performance between the boys and girls.

Null Hypothesis (H₀)

There will be no significant difference in the mean scores for achievement in English reading skills among students in their post-test performance between the boys and girls.

Post-Test Performance of Boys and Girls

Group	N	Mean	SD	't' value	Significance
Boys	11	68	15.57	1.3475	Not Significance
Girls	11	78.55	15.80		

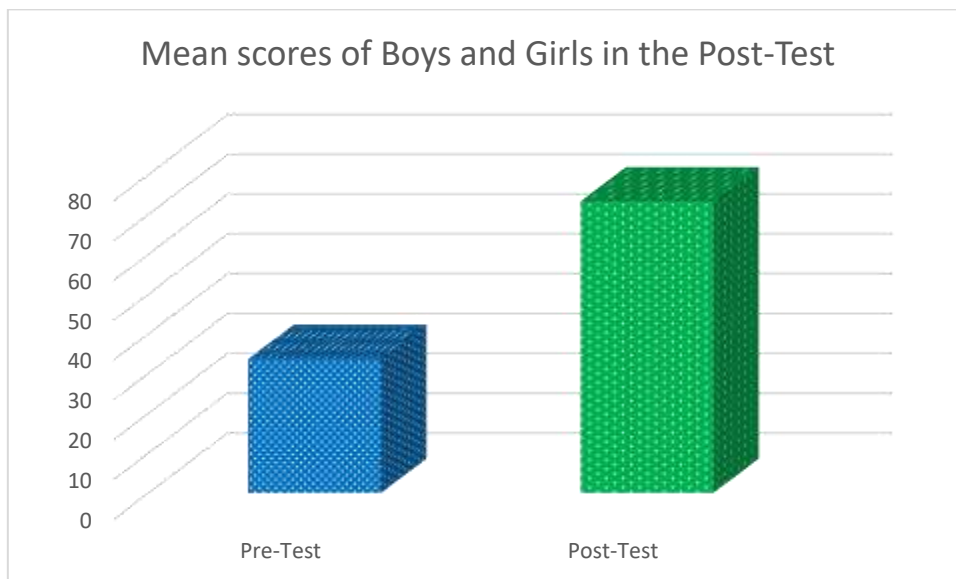
$t_{(0.01)} = 2.58$

The table reveals the following facts.

- ❖ The calculated “t” value is less than the table value
- ❖ “t” value is not significant at 0.01 level
- ❖ Hence the research hypothesis is rejected and null hypothesis is accepted.

There will be no significant difference in the mean scores for achievement in English reading skills among students in their post-test performance between the boys and girls.

Graph showing mean scores in Post-Test performance of Boys and Girls



Hypothesis 3:

Research Hypothesis (H_R)

There will be a significant difference in the mean scores for achievement in English Reading skills among student’s pre-test and post-test performance.

Null Hypothesis (H₀)

There will be no significant difference in the mean scores for achievement in English reading skills among student’s pre-test and post-test performance.

Pre-Test and Post-Test Performance

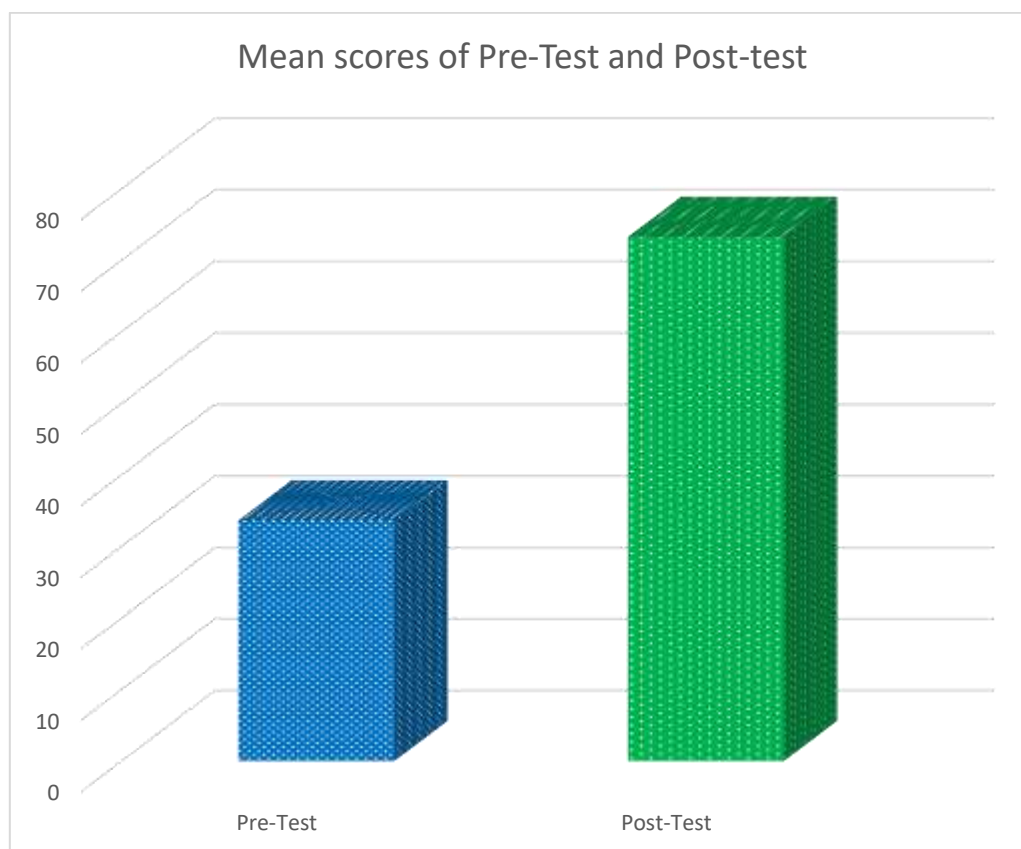
Group	N	Mean	SD	't' value	Significance
Pre-Test	25	33.64	18.40	24.6236	Significance
Post-Test	25	73.27	16.23		

$$t_{(0.01)} = 2.58$$

The table reveals the following facts.

- ❖ The calculated “t” value is less than the table value
- ❖ “t” value is significant at 0.01 level
- ❖ Hence the research hypothesis is accepted and null hypothesis is rejected.

There will be a significant difference in the mean scores for achievement in English reading skills among students pre-test and post-test performance.



Findings:

The means post-test scores differ significantly (0.01 level) with the pre-test mean. The implication of that is that the level of acquiring of the basic reading skills in English has increased due to the strategies adopted by the investigator during the research. Students learned through activity-based learning scored significantly better. Students' reading skill was improved because the reading activities engaged them actively. On the other hand, routine teaching or teaching through conventional method did not engage students in the classroom. Students in the regular classes considered activities to be routine and boring since lack of interesting activities. The results of this study reflect the discovery of Watkins (2007), who suggest that students can acquire competence in language skills if they are exposed to meaningful language learning activities. Similarly, low achievers also showed better performance over the high achieving student because activity-based learning provided more opportunities to the students to get actively involved in the learning process.

Conclusion:

The following conclusions were drawn in the light of results and discussions: It was concluded from the analysis of data that the students learned through various activities performed better since students were involved and active in the lessons. In other words, the activities provided students many opportunities to develop their reading skills. The low performers in the pre-test showed significant improvement on the post test of reading. The low performers in the pre-test participated more in learning activities. The results also showed that high performing students in the pre-test showed better reading performance because the activities were more attractive.

Recommendations:

Improving English reading skills among primary students is crucial for their academic success and lifelong learning. Here are some recommendations for teachers to enhance English reading skills among primary students:

- ❖ Foster a classroom environment that promotes a love for reading. Establish a cozy reading corner with comfortable seating and a variety of age-appropriate books.
- ❖ Recognize that students have varying reading levels and abilities. Provide differentiated instruction by offering a range of reading materials that cater to different skill levels and interests.
- ❖ Engage students in interactive read-aloud sessions where the teacher reads a text aloud while actively involving students in discussions, predictions, and reflections about the text.
- ❖ Allocate time for independent reading during class where students can choose books based on their interests and reading levels.
- ❖ Organize guided reading groups where students are grouped based on their reading levels. Provide targeted instruction and support to help students develop specific reading skills.
- ❖ Explicitly teach reading strategies such as predicting, summarizing, making connections, and asking questions. Model these strategies and provide opportunities for students to practice them independently.
- ❖ Offer constructive feedback to students on their reading progress and comprehension skills. Provide individualized support to struggling readers through targeted interventions and additional practice.
- ❖ Incorporate reading activities into other subject areas such as science, social studies, and mathematics. Use texts related to these subjects to reinforce reading skills and promote cross-curricular learning.
- ❖ Emphasize the importance of vocabulary development by introducing new words in context, providing opportunities for students to use and practice new words, and incorporating vocabulary-building activities into lessons.
- ❖ Engage parents and caregivers in supporting their child's reading development at home. Provide recommendations for age-appropriate books, suggest reading activities, and encourage parents to read with their children regularly.

- ❖ Incorporate technology tools such as educational apps, interactive e-books, and online reading platforms to enhance students' engagement with reading materials and provide additional support as needed.
- ❖ Recognize and celebrate students' reading achievements and milestones. Create a culture of literacy appreciation by showcasing students' work, hosting book fairs or author visits, and organizing reading-related events and contests.

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QUESTIONNAIRE
DISTRICT INSTITUTE OF EDUCATION AND TRAINING
PALAYAMPATTI
PRE-TEST/POST-TEST

Name of the student:

Class:

MARKS: 50

I. Read the following words

10 Marks

- | | | |
|--------------|------------|----------------|
| 1. Green | 8. theatre | 15. scooter |
| 2. furniture | 9. house | 16. car |
| 3. book | 10. camel | 17. television |
| 4. chair | 11. kitten | 18. dustbin |
| 5. dress | 12. frog | 19. Almirah |
| 6. park | 13. oxen | 20. tailor |
| 7. cinema | 14. Snail | |

II. Read the following sentences.

10 marks

1. The king has a crown.
2. It is my kite.
3. This is our house.
4. We like our school.
5. I love my family.
6. She is my friend.
7. He is a doctor.
8. Ram is a teacher.
9. Seetha takes a bath every day.
10. The owl is on the tree.

III. Read the following paragraph.

10 marks

A little mouse and a brown cow are friends. One day the cow moos loud. The mouse hears the sound. It finds the cow near a house. They go out for a walk. They reach the town. There is a big crowd in the town. They see a clown in the crowd. He sings a song. The cow and the mouse listen to the song and walk home.

IV.

10 marks

Read the advertisement and answer the question given below.



Answer the following questions

1. What is the advertisement about?
2. What is free, for LED TV?
3. What is the size of the screen of the TV?
4. When does the offer end?
5. What is the name of the dealer?

V. Read the following passage and answer the questions below:

10marks

There are a great many million fish in the sea, but this story is about just one of them and a very small one at that. Now, this little fish had everything in the sea to make him contented, but he was not happy. You will laugh when I tell you why he was not. He was unhappy because he was very small.

1. How many fish was there in the sea?

- | | |
|-------------------|------------------|
| (A) Thousand fish | (C) Million fish |
| (B) Billion fish | (D) Lac fish |

2. Where did the fish live?

- | | |
|-----------------|------------------|
| (A) In the pond | (C) In the river |
| (B) In the sea | (D) In the tub |

3. Who was unhappy?

- | | |
|-----------|------------|
| (A) Fish | (C) Cat |
| (B) Mouse | (D) Lizard |

4. This story is about just.....

- | | |
|-----------------|-------------------|
| (A) Two of them | (C) Three of them |
| (B) One of them | (D) Many of them |

5. What did the little fish have in the sea?

- | | |
|---------------|----------------|
| (A) Something | (C) Everything |
| (B) Nothing | (D) Anything |

PHOTOS



Students were involved in Pre-Test



Writing materials were distributed to students



Students were involved in Jumbled word activity with co-investigator



Students were involved in Word Chain activity with co-investigator



Students were involved in Read along activity with investigator



Students were involved in Read along activity with co-investigator



Students were involved in Phonics Instruction activity



ABSTRACT

Name of the Researcher	: PL.Alagappan, Senior Lecturer, DIET, Palayampatti
Name of the Topic	: Enhancing the English Reading Skills among 5th Standard Students through Simple activities.
Defining the Problem	: During my course of school visit in Panchayat Union Middle School, Villipathri, Kariapatti block I found students were lacking in English reading skills. Most of the students found difficult in reading English at their level. Hence, we have to search for supplementary or complimentary teaching-learning strategies which will enable the teacher to cover content in a short time more effectively. Several activities and reading applications are used to gear up as a powerful instructional aid in the teaching learning process.
Probable Causes	: ❖ Students may lack foundational skills such as phonemic awareness, letter-sound correspondence, and vocabulary. Without these skills, they may struggle to decode words and comprehend text. ❖ Ineffective teaching methods or a mismatch between instructional strategies and student needs can hinder reading development. Teachers may need additional training in evidence-based reading instruction.

	<ul style="list-style-type: none"> ❖ Schools with limited resources may not have access to high-quality reading materials, technology, or professional development opportunities for teachers. Lack of resources can impede effective reading instruction. ❖ Some students may have learning disabilities such as dyslexia, which can affect their ability to read. Early identification and intervention are crucial for these students to receive the support they need. ❖ Factors such as socioeconomic status, parental involvement, and home literacy practices can influence children's reading skills. Students from disadvantaged backgrounds may have fewer opportunities for literacy-rich experiences at home. ❖ Students who lack motivation or have negative attitudes toward reading may not engage fully in literacy activities. Fostering a love of reading through engaging texts and activities can help motivate students to develop their reading skills.
<p>Probable Solutions</p>	<p>:</p> <ul style="list-style-type: none"> ❖ Implement early intervention programs targeting students who demonstrate reading difficulties. These programs could include small-group instruction, one-on-one tutoring, or literacy intervention programs designed to address specific reading challenges. ❖ Create a literacy-rich environment in schools by establishing well-stocked libraries with

	<p>age-appropriate English reading materials. Encourage regular reading activities, such as read-aloud sessions, silent reading time, and book clubs, to foster a love for reading among students.</p> <ul style="list-style-type: none"> ❖ Integrate technology into English language instruction to make learning more engaging and interactive. Utilize educational apps, online reading platforms, and multimedia resources to provide students with additional opportunities to practice reading skills both inside and outside the classroom. ❖ Engage parents, caregivers, and community members in promoting English literacy at home and in the community. Provide resources and workshops for parents on how to support their child's reading development and encourage them to read with their children regularly.
<p>Objectives</p>	<p>:</p> <ul style="list-style-type: none"> ❖ To develop students' ability to understand simple English texts. This includes comprehending basic vocabulary, sentences, and short paragraphs appropriate for their age and proficiency level. ❖ To help students recognize letter-sound relationships, blend sounds to read words, and decode unfamiliar words independently. ❖ To introduce new words in context, teach sight words, and provide opportunities for

		<p>students to practice using new vocabulary in sentences and short passages.</p> <ul style="list-style-type: none"> ❖ To focus on developing basic reading fluency. This includes reading aloud with accuracy, appropriate pacing, and expression. ❖ To make predictions, ask questions, make connections, and summarize the main idea of a text, laying the foundation for more advanced comprehension skills.
<p>Hypothesis</p>	<p>:</p>	<ul style="list-style-type: none"> ❖ There will be a significant difference in the mean scores for achievement in English reading skills among students in their pre-test performance between the boys and girls. ❖ There will be a significant difference in the mean scores for achievement in English reading skills among students in their post-test performance between the boys and girls. ❖ There will be a significant difference in the mean scores for achievement in English reading skills among students pre-test and post-test performance.
<p>Sample</p>	<p>:</p>	<p>11 Boys and 11 Girls of fifth standard students totalling 22 students of Panchayat Union Middle School, Villipathiri, Kariapatti Block.</p>
<p>Design of the study</p>	<p>:</p>	<ul style="list-style-type: none"> ❖ Pre test ❖ Treatment ❖ Post test ❖ Data Analysis ❖ Findings

<p>Findings</p>	<p>: The means post-test scores differ significantly (0.01 level) with the pre-test mean. The implication of that is that the level of acquiring of the basic reading skills in English has increased due to the strategies adopted by the investigator during the research. Students learned through activity-based learning scored significantly better. Students' reading skill was improved because the reading activities engaged them actively. On the other hand, routine teaching or teaching through conventional method did not engage students in the classroom. Students in the regular classes considered activities to be routine and boring since lack of interesting activities.</p>
<p>Recommendations</p>	<p>: </p> <ul style="list-style-type: none"> ❖ Foster a classroom environment that promotes a love for reading. Establish a cozy reading corner with comfortable seating and a variety of age-appropriate books. ❖ Recognize that students have varying reading levels and abilities. Provide differentiated instruction by offering a range of reading materials that cater to different skill levels and interests. ❖ Engage students in interactive read-aloud sessions where the teacher reads a text aloud while actively involving students in discussions, predictions, and reflections about the text. ❖ Allocate time for independent reading during class where students can choose

	<p>books based on their interests and reading levels.</p> <ul style="list-style-type: none">❖ Organize guided reading groups where students are grouped based on their reading levels. Provide targeted instruction and support to help students develop specific reading skills.❖ Explicitly teach reading strategies such as predicting, summarizing, making connections, and asking questions. Model these strategies and provide opportunities for students to practice them independently.
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