

A Report on Action Research

**RECTIFYING THE PROBLEM FACED BY THE
STANDARD IV STUDENTS IN USING ADJECTIVES
THROUGH AURAL ORAL ACTIVITIES**

Investigator

L.K. ABISHA

Lecturer

DIET, Vanaramutti



**DISTRICT INSTITUTE OF EDUCATION AND TRAINING
VANARAMUTTI - 628721
THOOTHUKUDI DISTRICT**

March - 2018

S.NO	CONTENT	PAGE NO.
1	Background of the study	1
2	Perception of the Problem	1
3	Analysis of the Problem	2
4	Probable Causes	3
5	Development of Propositions	4
6	Action Hypothesis	5
7	Planning for Intervention	5
8	Execution of Intervention	5
9	Duration of intervention	17
10	Evidences Collected	17
11	Data Collection and Analysis	17
12	Findings	20
13	Net gain of the present effort	20
14	Summary of Action Research	21
	Bibliography	

Title : Rectifying the problem faced by the Standard IV students in using Adjectives through aural Oral activities.

1. Background of the study :

English as an international language plays a crucial role in our day to day life. The reason is that the significance of English is recognized by more and more people who learn this language as their second language. Therefore, English is taught as a L₂(ESL) to Children since their early age.

Vocabulary plays a vital role in acquiring the skill of using adjectives > English learners find it difficult in using adjectives meaningfully in their speech and writing. Only the usage of adjectives make the conversation clear and ornamental.

When the investigator visited Municipal Primary School, Stalin Colony, the students in standard IV felt difficult in using Adjectives appropriately. They felt difficult in using adjectives meaningfully.

2. Perception of the Problem :

Teaching grammar is not simply a question of handing out clear, linguistic information to the learners. If this were the case, teaching language would be an easier job. Some how, the teacher have to induce, attract and persuade their students to a joyful learning of a grammatical item.

Rather than creating a joyful atmosphere in a grammatical class, the rules are given priority. The students are forced to by heart the rules of the grammatical item. This confuses the students and make them hate learning grammar.

The students think that understanding grammar and using it appropriately is a very big task. In the same way they think using adjectives in a right way is also risk to carry out.

3. Analysis of the Problem :

The target group under consideration for the present action research is the students who have already taught adjectives but they still have no confidence in using adjectives both in speaking and writing.

Adjectives are describing words that modify or tell about a noun. Using adjectives in our speech, makes the talk attractive and descriptive. In writing, using adjectives make writing detailed and ornamental.

Adjectives are classified into six different types. A qualitative adjective tells about the size, shape, colour or quality. A quantitative adjective describes about the amount (i.e., few, little, some, many etc). A demonstrative adjective points out or specifies the nouns. An interrogative adjective introduces questions. A descriptive adjective points out one adjective from two or more things. A possessive adjective shows the possession of the nouns. Most of the students may be aware of the rules and regulations of the above said things regarding adjectives. Even though they know all the rules, they find it difficult in using it in their speech and writing. Their ability in using adjectives is not as effective as they should be. Consequently the students have an aversion towards learning English in general and using adjectives in particular. The researcher finds these problems among the targeted groups and the subject of the present action research are no exemption.

At this stage the researcher and the target group felt that they are in need of daily monitoring. The researcher decides to give aural oral activities which make the target group to perceive the skill. It increases motivation and self esteem among the students. Different activities will make the student, to get mastery in using adjectives appropriately in speaking and writing.

4. Probable Causes :

Among various reasons, the researches has made out the following as the probable causes for the problem under study.

The reasons are

- ❖ As English is not the mother tongue for the targeted group, they found it boring.
- ❖ Lack of English proficiency .
- ❖ Lack of motivation in acquiring the English language skills.
- ❖ Very little space to practice English language among their family and school environment.
- ❖ Lacks of exposure to other resources other than the traditional method in learning adjectives.
- ❖ Lack of knowledge in using modern technologies for learning adjectives.
- ❖ Lack of practice and activities given to use adjectives.
- ❖ The targeted group is forced to memorize the rules rather than practicing it.
- ❖ Too much of explanation about adjectives caused confusion among the learners.
- ❖ Traditional method of teaching made the learners feel boring.

This is not an exhaustive list of causes presumed by the researcher that may contribute to the problem in their own way.

5. Development of Proportions :

Despite of all the probable causes the researcher has classified, she is aware of various facts that rectify the problem is using adjectives among the standard IV students.

Hence the following approaches are proposed.

1. The students shall be encouraged and motivated in using adjectives.
2. To make the students understand that English is only a language like their mother tongue and it is not a subject.
3. Innovative and interesting activities in adjectives shall be given to them.
4. Different exposure is created for the students to use adjectives.
5. Rather than blindly following the traditional method, power point presentation can be used.
6. Adequate oral practice is given in using adjectives.
7. Video and audio related to adjectives can be played to give aural, oral practice to the students.
8. Enhancing the students attention in learning adjectives by giving aural training.
9. Group activities related to adjectives shall be given by dividing the target group into small groups.
10. Proper orientation shall be given to the students to practice adjectives through aural oral practice.
11. Slow learners will not be left out rather they are motivated to be active, attentive and become the part of the process.
12. Through various activities the knowledge of adjectives is improved.

6. Action Hypothesis :

Through aural oral practice the difficult in using adjectives is rectified.

7. Planning for Intervention :

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Action research is a period of inquiry conducted by the researcher which describes, interprets and explains classroom situations while executing a change if intervention aimed at improvement and involvement. It develop reflective practices giving positive changes in the schools and on educations and also it improves students achievements.

For the purpose of present study, the researcher's targeted group is standard IV students where mother tongue is Tamil and their medium of instruction is Tamil. They never get an opportunity to communicate or listen to English in their family or school circumstances. So to use adjectives in their speech is very difficult though they have interest in communicating in English.

Inspite of all these problems faced by the standard IV students in using adjectives, the researcher thought that quality improvement at this stage will be helpful to the students. Unlike the usual way of testing the subjects before and after the interventions using questionnaires, observation were made before and after interventions. In order to have the real effect, the subjects were not informed of the pre-test.

8. Execution of Intervention :

The following stages have been involved in the action research.

1. Meeting the Headmaster and the teacher of the select school.
2. Preparation of the assessment items.
3. Assessing the entry behavior (pre-test).
4. Identifying the problem in framing questions.
5. Planning of intervention.
6. Execution of intervention.
7. Assessing the exit behavior (post test)

- 8. Comparing the performance of the pre-test and post-test scorings and
- 9. Findings the improvement in framing questions.

8.2 Target Group :

Twenty two old IV students from Municipal Primary School, Stalin Colony was taken as the sample for the present study.

8.3 Tools Used :

In order to mark out the improvement of the target group under the study of rectifying the problem in using adjectives a questionnaire was prepared and administered to 22 students studying in V standard in Municipal Primary School, Stalin Colony. There were 25 questions each carrying one mark pre-test and post-test were conducted using the same question.

8.4 Statistical Techniques Applied :

The following statistical techniques were used for analyzing the collected data in the form of pre-tests and post-tests.

8.4.1 Percentage Analysis :

In order to find out the percentage the students having low, average and high level of achievement, the percentage analysis has been made use of in this action research.

8.4.2 Arithmetic Mean :

The researcher has made the following formula for calculating arithmetic mean.

$$\bar{X} = \frac{\sum x}{n}$$

Where \bar{x} = Arithmetic mean

Σ = Sum of x = Scores of distribution, N = Number of Score.

Intervention I

The students were given a detailed description about an adjective. The different types of adjectives should be known to them. Only then they could use the adjectives appropriately. Qualitative adjective and Quantitative adjective were also been explained with examples and exercises to practice were given at the last. A power point presentation was used to explain the above said items.

An adjective is a word that qualifies a noun. It adds to the meaning of the noun. It modifies or describes the noun.

(e.g.) good, bad, high, low, beautiful, ugly

An adjective shows the quality of the noun.

(e.g.) Ramu is a tall man.

Nina is a playful child.

An angry woman shouted at us.

An adjective describes the quantity of the noun. It gives the answer for the question 'how much'.

(e.g.) Some water is left at the bottom of the tank.

There is enough food for two.

He spent all the money.

Exercise:

1. Geetha look beautiful.
2. Somu has a small dog.
3. The watchman is a lazy man.



Intervention II

The students were taught to the adjectives of numbers and demonstrative adjective. They were given practice to differentiate and identify these two types of adjectives.

The adjectives of number give the answer for the question ‘how many’ or show the order of things in a series.

(e.g.) I have two sisters.

All the boys are in A group.

Some children are playing cricket.

Note : Adjectives like some and all are adjectives of quantity when used with uncountable nouns and adjectives of numbers when used with countable nouns.

Demonstrative adjectives point out or specify the nouns. The nouns they point out come immediately after the adjectives. (Note: the demonstrative adjectives stand alone)

(e.g.) This boy is a player.

That building is our office.

These children are healthy.

Exercise:

Find out the adjectives from the following sentences.

1. The third boy in the second row is my cousin.
2. These boys are not well obedient.
3. Take that book and come to me.



Intervention III

The students were given description and practice in interrogative and distributive adjectives which helps them to find out and use the adjectives properly.

Interrogative adjectives introduce questions. Here again the nouns that qualify should come immediately after the adjectives.

(e.g.) What is your name?

Which book did you buy?

Whose house is that?

Distributive adjectives point out one from two or more. Here too, the nouns they qualify come immediately after the adjectives.

(e.g.) Each member has one vote.

Every country turned down the proposal.

Neither student admitted guilt.

Exercise:

Find out and circle the adjectives from the following sentences.

1. Either country can stop the war.
2. What colour is the orchid?
3. Whose pen is this?



Intervention IV

The below worksheet is given to all the students and they were asked to colour the picture and write four adjectives below the picture given. This exercise provoked their thinking ability and made them to recall the previous knowledge.

Name: _____ Date: _____

Adjectives

Color each picture. Then write four adjectives to describe each picture. Be creative!

	
<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>
	
<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>



Intervention V

The below worksheet was given to the students and they were asked to fill in the blanks with proper adjectives.

Name: _____

Adjectives

An adjective describes a noun.
 Directions: Look at the pictures below. Write the size that best completes each sentence.

large little tall short wide

 Hungry bunny was too _____ to reach the apple.

 I used a hand lens to see the _____ ant.

 The fancy peacock spread his _____ feathers.

 Jumbo the elephant is very _____.

 Giraffes eat leaves from the _____ trees.

©www.HaveFunTeaching.com



Intervention VI

The below worksheet was given to the students and they were asked to read aloud and replace the given adjectives with another one which suits the sentences.

10. Kinds of adjective



Presentation



- Tiger:** I think it is a **dangerous** dog.
Monkey: That dog is **beautiful**.
Tortoise: I have **two** dogs of that kind.
Frog: **Whose** dog are you talking about?
Snake: I am talking about **her** dog.

All the words in bold print above are **adjectives**.
Can you think of other adjectives to replace them?

Intervention VII

We use *a little* with singular uncountable nouns. We use *a few* with plural countable nouns.

For Example:

She saves a little money everymonth.

Mala stayed a few weeks in Chennai.

The exercise was given to the students and they were asked to fill the blanks using a few or a little.

1. You have _____ time left.
2. There are _____ chairs in the room.
3. He only spent _____ dollars there.
4. I take _____ sugar with my coffee.
5. We had _____ pints of beer there.

Intervention VIII

Circle the adjectives in the sentences and colour the picture.

Name: _____

Find the adjectives

Circle the adjectives in the sentences. Color the pictures when you have finished.

The brown dog was hungry. 

The little girl was crying. 

My mum has a spotty bag. 

I saw a big jet flying. 

I love my soft pillow. 

The above worksheet was given to the students which made them very active and interesting. They filled and coloured the worksheet with curiosity.



Intervention IX

A worksheet consist of many words was given to the students. They were asked to circle the adjectives or the words that describes a noun.

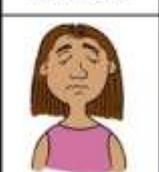
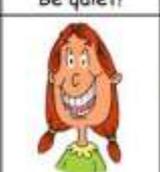
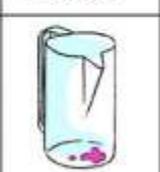
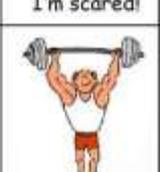


This activity not only made them to find out the adjectives but also to built their vocabulary. The researcher helped them in explaining the meaning of the words that they did not know.

Intervention X

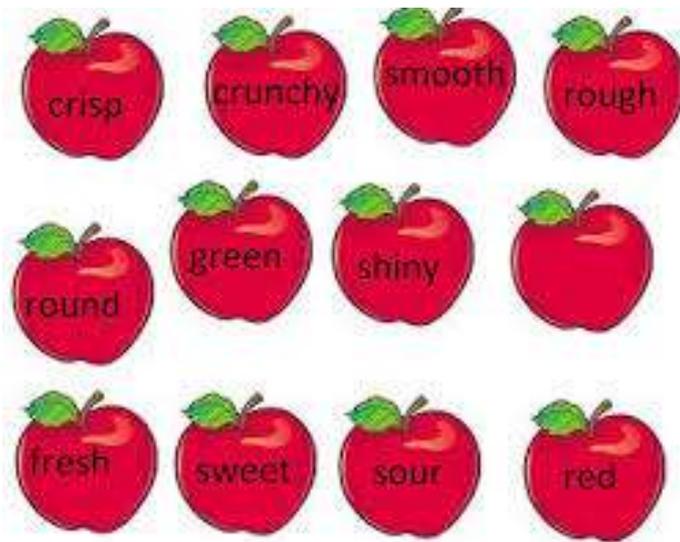
The students were asked to look at the worksheet and read it aloud. The researcher explained each picture and described why the adjective was used.

Adjectives

 It's hard	 He's thin	 He's thirsty	 It's old	 They're smelly!
 He's weak	 Shhh! Be quiet!	 He's cold	 He's noisy!	 He's tired
 She's sad	 She's happy!	 It's new	 It's empty	 Help, I'm scared!
 It's full	 He's hot	 It's wet	 She's ugly	 He's strong
 It's slow	 He's angry!	 It's small	 It's delicious!	 It's soft

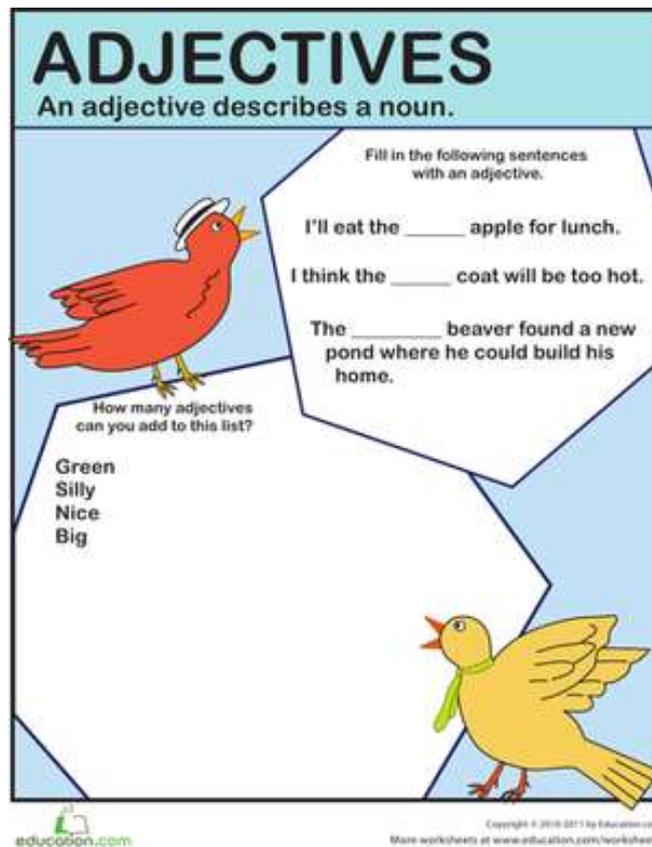


The different adjectives which described an apple was given to the students. They were asked to fill an apple with proper adjective.



Intervention XII

A worksheet was given to the students and they were asked to fill in the blanks with proper adjective. They were also asked to write down some adjectives which they can remember.



9. Duration of Intervention

Since this action research is a method of solving the problems of the std IV students, three weeks were given for rectifying the problem in using adjectives through aural oral practice. Enough time was provided to strengthen each component for improving the target competencies.

10. Evidences Collected

The researcher could observe the development of the students in rectifying the problems in using adjectives through aural oral practice. In order to collect and record their improvement their scores were recorded in the form of two tests Pre – test and Post – test.

11. Data collection and Analysis

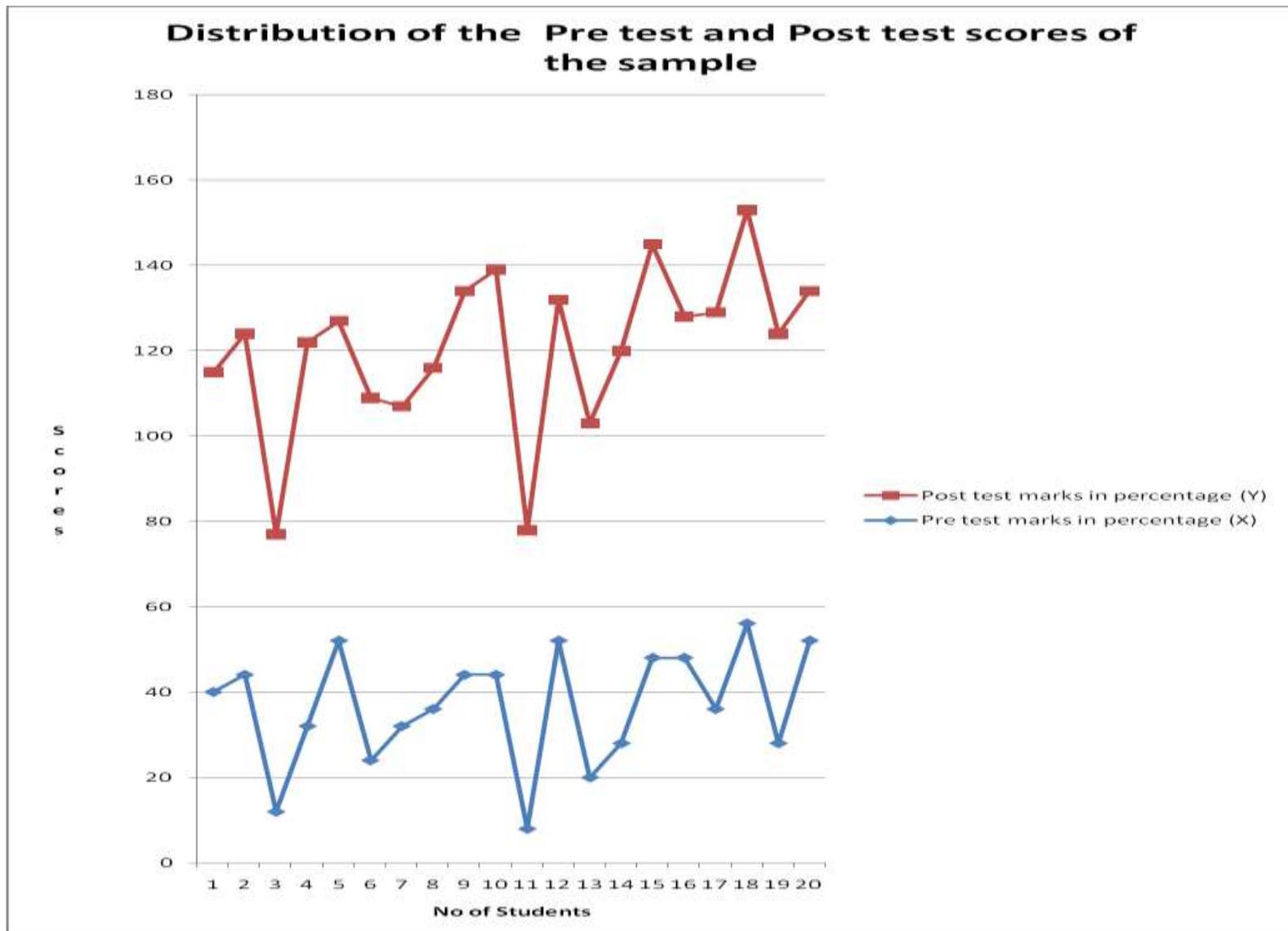
The collected data were processed and analyzed with the help of percentage, frequency, mean, and graphical representation in order to find out the meaningful interpretation of the raw scores. They are presented systematically in the following pages.

Pre test and post test were conducted for 25 marks by giving the same question.

Pretest and posttest marks were tabulated.

Distribution of the Pre-test and Post test scores of the sample

Sl. No	Pre test marks in percentage (X)	Post test marks in percentage (Y)	Difference (X-Y)
1	40	75	35
2	44	80	36
3	12	65	53
4	32	90	58
5	52	75	23
6	24	85	61
7	32	75	43
8	36	80	44
9	44	90	46
10	44	95	51
11	8	70	62
12	52	80	28
13	20	83	63
14	28	92	64
15	48	97	49
16	48	80	32
17	36	93	57
18	56	97	41
19	28	96	68
20	52	82	30



Data analysis

By giving continuous practice in using adjectives to the students brought good result. The result revealed that the pre test average is 41.8% and the post test average is 84% . Hence, the score gained due to exposure to the practices is 47.2%.

12. Findings

This action research proved that the students of standard IV in Panchayat Union primary school, Stalin colony rectified the problem in using adjectives. Usage is more important than memorizing the rules for Grammar. The pre test average is 41.8% and the post test average is 84% . Hence, the score gained due to exposure to the practices is 47.2%.

13. Net gains of the present effort

- After providing some aural oral activities to the students they were able to identify and use adjectives in simple sentences.
- By making them to practice adjectives continuously they felt it easy in using it.
- Their confident level increased in using adjectives.
They made use of adjectives in framing simple sentences
- The target group come to know about adjectives and motivated to use it in their speech and writing.
- By providing importance in using adjectives, the students are sure to show their interest in other grammatical items too

14. Summary of Action Research

The study entitled “**Rectifying the problem faced by the standard IV students in using adjectives through aural oral practice.**” was carried out for a sample of 20 students of standard IV Panchayat Union primary school, Stalin colony, Thoothukudi District.

The investigator found out that the students were unaware of using adjectives. As the target group’s mother tongue is not English they thought using adjective is a difficult task. They confused adjectives with adverbs. They could not able to find the adjectives in the sentences. They were unable to differentiate the types of adjectives.

The investigator explained adjectives with examples using power point. She explained the types of adjectives with more examples. The investigator prepared aural oral activities to improve the students in identifying and using adjectives both in their speech and writing. This attempt proved highly useful to the students of standard IV Panchayat Union primary school, Stalin colony, Thoothukudi District.

Bibliography

Agarwal Y.P. (1990), Statistical Methods, Concepts, Applications and Computations, New Delhi, Sterling Publishers Pvt Ltd.

DISTRICT INSTITUTE OF EDUCATION AND TRAINING

VANARAMUTTI

Action Research Pre Test / Post Test

Name :

Std: IV

School : Municipal Primary School,

Stalin Colony, Kovilpatti

I. Read the sentence and pick out the adjective.

1 x 10 = 10

1. It's a small problem. _____
2. I have a great idea. _____
3. The price is cheap. _____
4. I like hot food. _____
5. The flowers are pretty. _____
6. He is my new friend. _____
7. The bus is slow. _____
8. Winter is cold. _____
9. I want a different haircut. _____
10. She arrived early. _____

II. Match the following.

1 x 5 = 5

1. a delicious - book
2. a deep - meal
3. a loud - light
4. a bright - noise
5. a thick - ocean

III. Fill in the blanks using much or many.

1 x 5 = 5

1. We saw _____ animals at the zoo.
2. How _____ oranges did you put in the box?
3. There isn't _____ sugar in my coffee.
4. I don't have _____ friends.
5. The old man hasn't got _____ hair on his head.

IV. Fill in the blanks using a little or a few.

1 x 5 = 5

1. Can you please buy _____ apples?
2. We need _____ water.
3. I have _____ money left.
4. I take _____ sugar with my coffee.
5. He only spent _____ dollars there.