

RESEARCH PROJECT ABSTRACT 2023-2024

NAME OF THE DIET:

District Institute of Education and Training, Keelapaluvur, Ariyalur District.

NAME AND DESIGNATION OF THE RESEARCHER:

Dr.S.BALASUBRAMANIAN, Senior Lecturer

TITLE:

Improving the content knowledge of seventh standard students in geography through online etymology dictionary

1. INTRODUCTION

The Etymology dictionary explains a chronological account of the birth and development of a particular word or element of the word. The researcher has prepared on line etymology dictionary for thirty technical terms present in two lessons. This OED link or QR code was sent to all students in the class. The technical terms were explained with origin of words, from which language it is derived? The literary meaning of the word suited etc., these informations were given in English language as well as in Tamil (vernacular) language also with two to three minutes relevant videos.

An online etymology dictionary can bridge the gap between abstract words and concrete understanding by providing visual and interactive elements to learning. It allows students to explore the roots and history of words, often through diagrams and contextual explanations.

2. NEED AND SIGNIFICANCE

The researcher is a being a teacher educator and had chance interacted with teachers and students and came to the conclusion that this is a difficulty faced in learning these technical terms. So the researcher came to the conclusion to prepare online etymology dictionary because of the following reasons. 1. Even though Etymology Dictionary is available in the market, it is only for higher classes and only in English language and the cost of the dictionary is not affordable for government school children. 2. According to Edger Dale cone, learning through visual is more effective than verbal teaching. So the researcher has decided to develop online Etymology dictionary for technical terms present in two lessons in seventh standard geography in social science subject. Even though many technical terms are present in

other subjects, the geography lesson named 1. Interior of the earth and 2. Land forms lessons were taken up for this research study.

The goal of this study is to help students better understand scientific and social science terminology through the use of an online etymology dictionary. This tool allows them to explore word origins, reducing the need for rote memorisation. This approach can improve comprehension and retention of subject matter while sparking greater interest and understanding in learning.

This study is crucial because it can potentially transform how students learn. By gaining a clear understanding of word origins, students are likely to perform better academically. Moreover, online tools like this can promote educational equity by providing easy access to all learners. This way, students with various learning styles can also benefit. This study underscores the importance of innovative teaching methods in enhancing learning experiences and fostering a more inclusive and engaging educational environment.

3. OBJECTIVES

1. To improve the understanding of technical terms in geography among seventh standard students
2. To find out the significant difference between pre test and post test scores of geography lessons after intervention.
3. To find out the significant difference between pre test and post test of geography lessons with reference to their
 - a) Gender
 - b) Medium of students

4. HYPOTHESES

1. There is a significant improvement in learning the technical terms in geography lessons after intervention
2. There is a significant difference between pre test and post test scores of geography lessons with reference to their a) gender b) medium
3. There is a significant difference between pre and post test scores of geography lessons with reference to their a) gender b) medium of the students

5. METHODOLOGY

a) Method

Single group experimental design pre test and posttest method was adopted

b) Sample

The students studying in GHSS, Thirumanur was taken as sample. Thirty-three students in Tamil medium and twenty students in English medium in seventh standard students were taken as sample. The total number was fifty three for this research study.

c) Intervention

The online etymology dictionary was distributed (hard copy and soft copy link) to all students. The students were allowed to refer the dictionary at anytime. During the research study five days intervention was given to the students.

d) Tool

Pre test questionnaire and post test questionnaire were developed by the researcher and used for this study to measure the content knowledge.

e) Data analysis

All the data were analysed using SPSS passage version 25. Mean, median and 't' test were employed.

6. MAJOR FINDINGS

There is a significant improvement in the learning through online etymology dictionary.

7. CONCLUSION

This research study clearly indicates that using online etymology dictionary improved the content knowledge of the students and the academic achievement the students. There is a significant improvement in learning geography concepts.

8. EDUCATIONAL IMPLICATIONS

Online etymology dictionary may be prepared for other subjects also. The science subjects have many technical terms. So, this type of dictionary may be useful for the students. If they learn the technical now, it will be easy for them in their higher

classes. The government may take steps to prepare online etymology dictionary in order to reach all students in Tamilnadu.

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NAME OF THE DIET:

District Institute of Education and Training,
Keelapaluvur, Ariyalur District

NAME AND DESIGNATION OF THE RESEARCHER:

N.Rajendran, Lecturer

TITLE:

Developing Spoken English among the students of standard V using cooperative learning at Ariyalur block.

1. Introduction

In today's world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering and education. Therefore in my opinion, English is the most important communication language in the world which enables to survive in the world.

2. Need and significance

Now Tamilnadu government have introduced English medium in primary schools. In these schools the students have the problem of spoken English. Moreover when they enter higher class and practicing simplified ALM they should know to read and speak. So the researcher decided to take up this Research project.

3. Objectives

- i. To study the level of fifth standard students in English reading and speaking PUMS, Pallakrishnapuram and PUPS Arungal in Ariyalur district.
- ii. To study the difficulties of fifth standard students in English reading and speaking at PUMS, Pallakrishnapuram and PUPS Arungal in Ariyalur district.
- iii. To develop a cooperative activities package according to the need of the students to overcome the difficulties.
- iv. To find out the effectiveness of a cooperative activities package developed by the researcher to develop the English reading and speaking.

4. Hypothesis

- i. The level of students in spoken English and reading is poor among the students of fifth standard at PUMS, Pallakrishnapuram and PUPS Arungal in Ariyalur district.
- ii. There is no significant difference between the mean score of students in pre-test and post test.

5. Methodology

a) Method

Single group Experimental design, pre-test-treatment-post test method was adopted for this study.

b) Sample

The students studying in fifth standard in Ariyalur district was taken as the population. The 78 students studying in fifth standard at PUMS, Pallakrishnapuram and PUPS Arungal in Ariyalur district was the sample.

c) Intervention

The performance of students in English reading and spoken was assessed by observation using Spoken English Skill measurement scale (pre-test). The students were practiced using Cooperative Learning Package (CLP) developed by the researcher and also from the YouTube for the period of two months. In Cooperative Learning Package (CLP) the training was given for Vocabulary development, pronunciation and reading and writing simple sentences in English and therefore they were able to speak in English. Then the students were assessed continuously as well as comprehensively. Then the result was analysed statistically.

The students were classified into following categories based on the problems faced by them:

- Unable to read even alphabets
- Unable to read and spell
- Hesitation
- Memorized reading (Reading without knowing proper word)
- Unable to speak with correct pronunciation
- Difficult in making sentences

- While speaking unable to speak with proper pause and correct pronunciation
- Speaking without modulation

The students faced the above problems. In order to correct aforesaid difficulties, different activities were designed and practiced in the class room. The students were trained using these packages with the help of pre-service students, subject teachers and the researcher.

Cooperative Learning Package (CLP) gives Hands on experience through activities as well as multimedia which is the computer controlled integration of text, graphics, drawings, still and moving images, animations audio and other media where every type of information can be represented stored transmitted and processed digitally.

In the Cooperative Learning Package, (CLP) alphabet charts, word cards, pronunciation cards, syllable cards, matching cards, flashcards, radio, audio-video tapes, television, overhead projector, PowerPoint presentations, projectors, 3D models real objects are the materials used for teaching and learning.

d) Tool

1. Spoken English skill measurement scale (SEM Scale)

This scale was developed and validated by the researcher. This scale contains 25 items (Simple questions associated with their day to day activities)

Administration of Pre – test.

Pre – test was conducted using (SEM Scale). The researcher interacted with the children and the responses were recorded.

Planning and Executing activities

In order to develop the reading skill of the students the following Cooperative Learning Package (CLP) activities were planned prepared and executed. Activities were given to the students by the researcher and the class teacher

1. Activity:

Alphabet card – The students were asked to read the alphabet card. The alphabet card is with an alphabet with a diagram.

2. Power point:

A power point was prepared in such a way that each slide has an alphabet with suitable pictures. It was projected by a projector and the teacher asked the students to read aloud with proper sound.

3. Activity with newspaper:

Every student was supplied with a newspaper. The teacher asked the students to round the pronounced alphabets. Then the students were asked to read the alphabets with proper sound. Teacher assisted the students wherever required.

4. Activity with word card:

In a word card two letter words and three letter words were printed. Every student was supplied with a card and asked to read. Correction was done wherever necessary by the researcher / The Teacher / The student teacher.

5. Activity with video:

A video with two letter and three letter words with proper pronunciation was played. The students were asked to listen the video.

6. Activity with a word power point:

A power point was prepared with two letter words and three letter words. It was projected on the screen, the students were asked to read the words with proper pronunciation. The teacher helped wherever necessary.

7. Newspaper activity:

The students were supplied with a English newspaper. The teacher read some words and asked the students to underline the words in that page.

8. Activity with phonetic card:

A video with phonetic card was played. The students were asked to listen the video and to speak. This video was played repeatedly till the students were able to speak correctly.

9. Activity with sentence card:

In a sentence card some simple sentences were written every students was supplied with a sentence card. Then the students were asked to read properly.

10. Activity with power point:

A power point was developed with some simple sentences in each slide. It was projected on the screen and the students were practiced for reading. Then the students were trained individually with PowerPoint until they read correctly.

The students were trained well with the above activities, so that they were able to read the sentences well. After the intense training the post – test was conducted with the same scale and the same content page. Then the students’ reading and speaking skill was improved considerably. The performance of the students were assessed and tabulated below.

e) Data analysis

The post – test performance was compared with the pre – test performance. It was found that the posttest performance was very good.

Table.1 Average percentage in Pre-test scores

Total number of Students	Total scores of all students	Average	Average percentage
78	1656	17.18	34.36

Table.2 Average percentage in Post-test scores

Total number of Students	Total scores of all students	Average	Average percentage
78	2858	38.10	76.20

Table.3. Average percentage difference between Pre-test scores and Post-test scores

Total number of Students	Average percentage of all students in		Difference between Pre-test and Post test Average percentage
	Pre-test	Post-test	
78	34.36	76.20	41.84

Hypothesis 1

The level of students in spoken English and reading is poor among the students of fifth standard at PUMS Pallakrishnapuram and PUPS Arungal. From the table.3 it is clearly proved that there is a significant difference between pre test and

post test. The post test score 41.84 times higher than pre-test score. So that null hypothesis is rejected and research hypothesis is accepted. Therefore the performance of the students in Spoken English and reading is certainly improved.

Table.4. the difference between Pre-test scores and Post-test scores- t-test Overall

Test	N	Mean	Std. Deviation	t value	df	Significant Level
Pre-test	78	34.36	13.91	6.23	77	0.01
Post-test	78	76.20	11.45			

Hypothesis 2

There is no significant difference between the pre-test and post-test scores

From the table.4 it is clearly proved that there is a significant difference between pre-test and post-test, that is the t-value 6.23, the calculated value is greater than table value. Hence the null hypothesis is rejected and research hypothesis accepted. Therefore the performance of the students is well in the post test.

6. Major Findings

Very good improvement was found among the students. In the post test it was found that all students were able to read and speak.

7. Conclusion

Since English is the official as well as commutation language it must be developed at the primary level is important. Once students are able to read and speak they can develop in other subjects such as Science also. It is the time to take necessary steps to develop English spoken and reading skills. Unless we develop reading and spoken skill in English, performance of students in English medium will be very poor.

8. Educational Implications

Based upon the final result, the researcher addresses to those who can consider the following recommendations.

- The Cooperative Learning Activities have to be generalized in teaching English as a foreign language. This method can be applied for any class for learning English.

- The teachers have to be trained to use the Cooperative Learning Activities in the teaching/learning process
- The difficulties that may face the teachers in applying the Cooperative Learning Activities in classrooms have to be anticipated and solved in advance.

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NAME OF THE DIET

District Institute of Education and Training, Keelapalur, Ariyalur district.

NAME AND DESIGNATION OF THE RESEARCHER

Dr.S.Vijayakumar, Lecturer

TITLE

Difficulties encountered by secondary teachers in solving the issues of adolescents

1. INTRODUCTION

Adolescence, defined by WHO as the age group of 10-19 years, constitutes 21.4 percent of India's population. Secondary teachers play a pivotal role in the educational and personal development of adolescents, a phase marked by significant physical, emotional, and social changes. Navigating through the intricate web of challenges that adolescents face requires a keen understanding of their unique needs and the ability to address a multitude of issues. However, secondary teachers often find themselves grappling with academic struggles, social pressures, mental health concerns, and behavioral issues, making their role not just instructive but also deeply supportive. To ensure the holistic development of students during this critical phase, educators must balance empathy, patience, and effective communication, going beyond traditional pedagogical approaches. The diverse nature of adolescent challenges necessitates a tailored and individualized strategy, further complicated by the rapidly changing landscape of technology and social media. Thus, secondary teachers must engage in ongoing professional development and collaboration with support services to foster a safe and inclusive learning environment.

2. NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is a crucial developmental stage that requires the attention and support of both society and the state. The transition from school to college presents significant adjustment challenges for students, involving physical, social, emotional, and psychological factors. Teachers and guidance personnel must be aware of these concerns to provide adequate support. Comprehensive knowledge of adolescence allows parents, teachers, and counselors to effectively guide and counsel adolescents. Understanding these adjustment problems helps in creating supportive educational

environments, addressing the immediate needs of secondary teachers, and enhancing the overall well-being and development of adolescents, thus benefiting both the education system and society.

3. OBJECTIVES

1. To explore and understand the lived experiences of teachers when they encounter and attempt to address adolescents' issues in the educational setting.
2. To examine how teachers make sense of the various challenges and interpret the difficulties as they encounter when dealing with adolescents.
3. To identify and categorize the specific types of issues or problems that teachers found most challenging when dealing with adolescents and to elucidate the characteristics of these difficulties.
4. To investigate how teachers perceive their roles and responsibilities in addressing adolescents' issues and to explore the influence of these perceptions on their interactions with students.
5. To identify and analyze the strategies, coping mechanisms, or support systems that teachers employ to manage the difficulties encountered when addressing adolescents' issues, and to assess the effectiveness of these strategies.

4. RESEARCH QUESTIONS

1. What are the lived experiences of teachers in attempting to solve adolescents' issues in the educational setting?
2. How do teachers interpret and make sense of the various challenges or difficulties encountered when dealing with adolescents' issues?
3. What are the specific types of issues or problems that teachers found most challenging when dealing with adolescents?
4. How do teachers perceive their own roles and responsibilities in addressing adolescents' issues, and how do these perceptions influence their interactions with students?
5. What strategies, coping mechanisms, or support systems do teachers employ to manage the difficulties encountered when addressing adolescents' issues?

5. METHODOLOGY

a) Method

The present study adopted a qualitative method

b) Sample

The participants in the study are teachers responsible for instructing 8th, 9th, and 10th-grade students in both government and government-aided schools within the Thirumannur block of Ariyalur District. There were 42 participants from 12 schools involved in the semi structured interview.

d) Tool

In the study exploring the difficulties faced by secondary teachers in addressing adolescent issues, a semi-structured interview approach is employed using the semi-structured interview tool.

e) Data Analysis

Non-statistical data analysis was used in this study

6. MAJOR FINDINGS

1. Student Engagement and Motivation:

- Challenges include digital distractions; strategies involve interactive activities and positive classroom climate.

2. Behavioral Issues:

- Managed through clear expectations, consistent consequences, and personalized support.

3. Academic Performance:

- Challenges with differentiation and supporting diverse academic levels while maintaining high standards.

4. Social and Emotional Well-being:

- Addressed through social-emotional programs, counseling, and supportive environments.

5. Parental Involvement and Support:

- Emphasized for addressing adolescent issues, with strategies like effective communication and partnerships.

6. Resource Constraints:

- Limitations in access to support services, materials, and professional development.

7. Policy and Administrative Support:

- Needed for effective implementation of strategies and creating a positive learning environment.

Themes from Interviews:

1. Teacher Obedience:

- Enhanced through engaging students and responsible media use, alongside collaborative efforts.

2. Academic Ambience:

- Focused on behavior management, socialization, and positive reinforcement.

3. Diverse Issues:

- Addressed through targeted approaches, rule enforcement, and meeting diverse student needs.

4. Fail to Revisit Oneself:

- Challenges in behavior management and balancing autonomy within a positive classroom culture.

5. Distinctive Behaviors:

- Managed through addressing diversity, parental involvement, and tailored behavior plans.

6. Narcissism:

- Strategies include addressing self-centered attitudes and promoting positive self-image.

7. Over Ambitious:

- Addressed through workload management and creating supportive school environments.

8. Poor Belongingness:

- Managed through maintaining motivation and coping with work-related stress.

9. Sour Graphism:

- Addressed through enhancing colleague support and fostering a positive work environment.

10. Hostility:

- Strategies involve addressing hostile attitudes and supporting teacher development.

11. Uncertainties:

- Managed through time management, communication, and self-care practices.

12. Unevenness in Profession:

- Addressed through setting boundaries and seeking support networks.

7. CONCLUSION

The study on difficulties faced by secondary teachers with adolescent issues underscores the complexity of modern education. It encompasses behavior, digital distractions, family dynamics, peer pressures, health, academics, social influences, and school environment. Addressing these demands collaborative efforts among educators, parents, administrators, policymakers, and communities. Teacher training should cover behavior management, cultural competence, and conflict resolution. Evidence-based interventions, policy reforms, and holistic approaches are advocated for student well-being and success. Incorporating digital wellness, family support, peer mentorship, effective communication, and health education are vital for a positive learning environment. The study emphasizes ongoing research and collaboration to support teachers in navigating adolescent challenges effectively.

8. EDUCATIONAL IMPLICATIONS

The implications of the study on the difficulties encountered by secondary teachers in solving the issues of adolescents are vast and significant across educational institutions and societal frameworks. The study emphasizes the necessity of comprehensive teacher training programs that equip educators with effective strategies for managing adolescent behavior, fostering student engagement, and

promoting positive learning environments. These programs should prioritize interpersonal skills, conflict resolution techniques, and cultural competence to meet diverse student needs. Collaborative approaches involving teachers, parents, administrators, and community stakeholders are crucial in addressing adolescent issues and promoting student well-being. Insights into coping strategies and resilience-building among teachers also highlight the importance of prioritizing teacher mental health and job satisfaction. The study's findings call for evidence-based interventions and policy reforms to create conducive learning environments for both students and teachers, contributing to a more inclusive and supportive educational ecosystem.

RESEARCH PROJECT ABSTRACT 2023-2024

NAME OF THE DIET:

District Institute of Education and Training,
Keelapaluvur, Ariyalur District

NAME AND DESIGNATION OF THE RESEARCHER:

M.Mala, Lecturer

TITLE:

Improving the Skill of spoken English in the classroom among primary teachers through the S-C-S model.

1. INTRODUCTION

English language plays an essential role in our lives as it helps in communication. It is the main language for studying any subject all over the world. English is important for teachers as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities.

2. NEED AND SIGNIFICANCE

Here we discuss why basic skills are important in education. On the amazing things about education is that teachers all have different styles, approaches, personalities and background, and they all have valuable lessons and experiences that they can offer to students. However, there are essential skills that teachers need in order to communicate with students to solve problems to use emotional intelligence and adaptability. The four language skills such as Listening, Speaking, Reading and Writing (LSRW) are very much important to every primary teacher.

When the researcher observed the Ennum Ezhuthum classes the difficulty in using these basic skills in language by the teacher was identified. Hence the researcher felt the need to improve the skills in English with spoken skills. So the researcher has selected this problem and found out the solution and to disseminate to other teachers also to improve the skills in English language.

3. OBJECTIVES

1. To assess the level of skills in spoken English among primary

2. To enhance the usage of action verbs, vocabulary among primary teachers in daily classroom Interaction.
3. To make the primary teachers to use simple English conversations during classroom teaching.
4. To improve the skills in English Language.

4. HYPOTHESES

1. Level of skills in spoken English among primary teachers is below average.
2. There is no significant difference between primary school teachers and upper primary school teachers in using the skills in spoken English.
3. There is no significant improvement between the primary teachers with reference to years of experience.

5. METHODOLOGY

a) Method

Single group - Experimental design

b) Sample

11 Primary school teachers and 11 Upper primary school teachers were taken as sample

c) Intervention

Investigator has prepared the three components for enhancing the speaking skills for primary teachers which are useful in classroom interaction with students. The three components are simply speaking, conversation and short stories.

S – C – S model for speaking skill development

Simply Speaking

single word substitution

Action verb

self introduction

about my school

about my teaching experience

Conversation

simple conversation

probing questions

video preparation

Short stories

showing picture

creating small sentence

narrating story

video preparation

youtube videos sharing

The above structured model was used by the researcher in this research.

d) Tool

- Spoken English Assessment Scale
- English S-C-S Model

e) Data analysis

Statistical data analysis was used in this study.

Descriptive and Differential analysis was applied in the analysis.

6. MAJOR FINDINGS

This study is focused on primary teachers to improve the skills in spoken English through S-C-S model. Based on the data analysis the researcher has concluded that initial level of skills in spoken English among the primary school teachers is below average with entry level mean score was found to be 22.72. SD value was 3.58 only and high in the upper primary school teachers with the mean score 26.18 and SD value was 5.87. So the skill in spoken English of upper primary school teachers is higher than the primary school teachers.

After the completion of intervention to the primary teachers the skills in spoken English has improved effectively through SCS model. In this study, the skills in English at the exit level were analysed. Teachers with less than 20 years of experience showed good improvement in the skills in spoken English than the teachers with more than 20 years of experience. Teachers with less than 20 years of experience showed the mean score value 33.53 and SD value 5.85.

Both in primary and upper primary schools, class 4 and 5 handling teachers exit level mean score value was found to be 32.86 and SD value was found to be 5.87. The exit level means score value of primary school teachers was found to be 33.09 and SD value was found to be 6.87. Which is higher than the primary teachers in upper primary schools? The post mean value of upper primary school teachers is found to be 32.63. So both type of primary school teacher's achievement level has increased considerably.

With reference to the years of experience the skills in spoken among the primary teachers with less than 20 years of experience post mean value was found to be 33.53. It is higher than the teachers with more than 20 years of experience.

7. CONCLUSION

This research study is focused on using S-C-S model for enriching the skills in spoken English among the primary teachers. Significant differences were observed by the researcher. An improvement was observed between the teachers of primary and upper primary with reference to years of experience.

8. EDUCATIONAL IMPLICATIONS

1. This S-C-S model is useful to primary teachers as well as higher class teachers
2. This model can be useful to visually challenged teachers and students.