

# Need of English & Expected Knowledge of English at Primary Level

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**ANITHAMANI.P**

**ZERO INVESTMENT INNOVATION FOR EDUCATION INITIATIVES DETAILED IDEAS SUBMISSION FORM**

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## I. INTRODUCTION

Listening speaking reading and writing are the four basic skills in all Languages. As we know, Tamil is a mother tongue we need not pay so much of effort to teach. From birth, children have a lot of chance to listen and speak. They can easily understand the language. In schools, we introduce only the writing pattern of letters, words and sentences.

But in case English is very new to the children. We must introduce all the four skills in the school itself, so we should create enough of chances to develop the skills in the classroom as well as school environment.

When children are exposed to a second language, they need readiness or preparatory course. As for as English is concerned they have a great deal of listening opportunities. Many children have acquired the knowledge of handling English words without any conscious efforts. They can be able to use around 200 words along with their mother tongue.

## NEED OF ENGLISH & ITS IMPACTS

India is a multilingual nation we need a universal language for communication. The advanced science and information technology make the world as a village. We are leading a globalized life style. We move all over the world on job, tour and etc., We should develop our language to communicate with other people all around the world.

As it is a language of the widest international scenario, English language is one of the richest and most beautiful languages in the world. We should value it for both the cultural and political reasons as the medium of communication. In the international and in our national sphere.

### Impact in our schools:-

Generally, all parents prefer their children to be in a white color job. According to them, knowledge of spoken English is a gateway to achieve their wish. So they are interesting in enrolling their children in English medium schools. This is the main reason of decreasing of rate of admissions in Government and Government aided schools.

The package of school fees, tuition fees, van/bus fees is more expensive and beyond their affordability. So before finishing school studies they economically forced to go back again to government or aided schools where the education is free. The fact is they get fluency neither in English nor in Tamil. They are unable to finish 10<sup>th</sup> or 12<sup>th</sup> due to this unstable school life

students are mentally imbalanced.

As per our Government. Primary education is a fundamental right to each child in our country. However, some of the students are unable to finish the schooling due to the above said problem.

To avoid these problems it is our duty to provide the minimum level of English knowledge along with free education in our schools.

However, it is impossible for our schools to provide such knowledge because we have to teach 4 subjects in our mother tongue (Tamil) and only one is English. They are not able to use common scientific, mathematical terms and simple conversation in English. Moreover, they do not have adequate chances to use English. Unfortunately in our educational system, a student has to study his/her higher education only in English, during that time students from our schools (Tamil medium) struggled a lot due to lack of English knowledge. They are also not able to achieve in any of competitive exams such as NEET, IIT, JEE, AIPMT even after scoring highest marks in board exams

## COMPETENCIES AT PRIMARY LEVEL

The textbook defines needed competencies at each level of primary classes that is, from standard one to five according to this when a student completes his/her primary education should have the following skills.

- Listening**
  - Pronunciation of alphabet and words
  - Rhythmic reading of rhymes and short poem
  - Simple and connected sentences with correct intonations
  - Simple dialogues, small skits and dramas
  - Carry out comments, instructions and requests
  - Listen T.V. radio ads and understand messages
- Speaking**
  - Responding to common questions and greetings
  - Asking simple questions on situations
  - Describing pictures
  - Using sorry, preposition, kinship terms, action words, may, could, degrees of comparison, will and won't
  - Ask for information and help from others
  - Short conversation with peers
  - Introducing oneself
- Reading**
  - Words, sentences and connected sentences
  - Paragraphs, long dialogues, stories and jokes

- Advertisement from T.V. or from newspaper
- Road signs, simple instructions, directions and jumbled sentences
- Writing**
- Write all the competency, under reading skills
- Leave letter, permission letters, complained letters filling up bank, post office and bank forms etc...

### Vocabulary and Functions

Parts of body, name of household things, words related to schools, occupations, professions, plurals by adding s, es, ies, ves and irregular plurals, coining new words by adding or changing letters, name of common place, use of prepositions, kinship terms, gender names etc.

## II. PROBLEM IDENTIFICATION

The above said skills are to sort out from English text books from classes 1 to 5. Prepared by the Directorate of Elementary Education approved by SCERT and NCERT on behalf of the Government of Tamil Nadu and published by Tamil Nadu Text book Corporation

English is an essential language to everyone and everywhere. The student from Tamil medium (Govt. and Govt Aided) Schools should achieve at least the minimum level of competency. The teachers are responsible to do it. Most of our parents are uneducated, and students do not have a chance to use English in their houses and surroundings. Nevertheless, the parents whether they are educated or uneducated want their children to be fluent in English. They are thrilled to listen to their children speak English – whether correct or incorrect. They compare their children with others who study in English medium schools. “This mentality is the main reason which affects the enrollment of Government and Government Aided schools.”

These schools are having adequate syllabus, the best methodology, well qualified teachers, child oriented class rooms, in and out door games, extra curricular activities such as drawing, painting, drama, art work and etc., Even then most of the parents do not like their children to study in these schools. Even most of the teachers and Government Educational Officials are not interested to admit their children in these schools. The one and only reason is lacking of Communicative English.

The Government has provided books, notebooks, uniform, noon meal and study materials at free of cost. Even parents from below poverty line such as daily wages, laborers, estate employees, etc., are not giving importance to the free

education. However, they are ready to pay money at English medium schools to provide English knowledge.

It is impossible in our schools to provide such knowledge because we have to teach four subjects out of five in our mother tongue (Tamil) and only one in English. So that they could not have adequate chance to use English

## DEFINING THE PROBLEM

In our schools parents and schools are fully dependent on teacher. It is our duty to fulfill the expectation of the parents and students. We must mold the student to communicate fluently with others and face the problems bravely.

Five students from standard –III to V at Aided primary school, Glendale were taken and undergo action research to know whether they have knowledge in the above said skills. Moreover, to find out the difficulties and solutions of usage English. A pretest was conducted, and they scored 45% of marks on average.

All the students are able to answer the question, which was taken from the textbook they can easily understand the language and interact fluently. They are able to write and read every syllable and multisyllable words, connected sentences and understand functional grammar.

Nevertheless, they are unable to understand and respond. The words / sentences, which are generally used in the surroundings. They struggle to read and write and very simple words such as preposition articles, action words and questions.

From Standard I – V the syllabus covers, adequate competences to develop all language skills. Even though the children are failed to handle English language as the students in the English medium schools.

Our school students ( Tamil medium ) could not participate any of the interschool competitions such as paper presentation, quiz competitions, group discussions, poetry competitions and etc., because of lack of communicative English and lack of awareness of these programs.

## PROBABLE CAUSE

English is one among the five subjects in the schools that also as a language subject. Students can develop very few vocabulary and simple functional grammar. They do not know anything about scientific or mathematical terms because we teach all other subjects in mother tongue (Tamil) and we are teaching those terms in

English. We spend only 20% of time for English teaching learning process.

Children can use English to greet the teachers and friends. They also use may, can, excuse, sorry. However, these small things are not enough to get fluency in English. The reason for the inability of student to speak in English can be added the lack of practice. Another inhibiting factor is the teacher's insistence on accuracy.

We must remember that at the initial stage, 'Fluency is more important than Accuracy'. Generally, classroom-teaching focus on development of reading and writing skills, oral interaction and communication skills are not usually given much importance..

### SEARCH FOR TENTATIVE SOLUTIONS WITH ZERO INVESTMENTS

Make more classroom situation to use English language

Classroom English has a wider scope it does not refer to the teacher's English alone includes pupil's English also. It includes the English that is the result of interaction between the teacher and pupil(s) and, among pupils, the teacher has to speak and encourage his student to use English so that there is a wide opportunity for the pupils to pick up the language.

Every day the teacher can spend five to ten minutes in chatting. It can be about the pupil's birthday, the dress, local, festivals, family and etc.,

If you cultivate speaking skill, we will definitely enrich the spoken style and standard.

- Simple Conversation with friends inside the classroom, outside the classroom, while playing, at lunch and break time.
- Encourage the children to speak in English at home
- Encourage the children to speak in English with the strangers.
- Grouping up to two, three, four letter words according to the alphabetical order.
- Pick up the naming words and do words separately.
- Separate the questions and statements.
- During the assembly, sing an English song and pray a few words in English, Reading English news paper headlines.
- Giving simple commands in English to develop art and craft ideas
- Teach some spelling game and word game
- Watch the students; pick out the words from their game. Translate it into English and motivate those used words.

- Motivate the children to read short stories, comics and dialogue, watch English movies, and channels.

### FINDING INNOVATION SOLUTION IN PRACTICAL

- ❖ Teacher can give simple commands and request
- ❖ Read a short story or paragraph and ask questions about it. Can improve the listening capacity
- ❖ Get the answer for simple questions about themselves family members, daily happening, food, dress and etc.,
- ❖ Give them a picture or object and ask them to speak few words about it.
- ❖ Speak about the kinship terms.
- ❖ Develop a conversation from the lesson and make a role-play.
- ❖ Pick up the new words from the lesson and teach pronunciation and meaning, motivate them to use them on their own sentences.
- ❖ Make the students to write words and sentences on their own
- ❖ Coining new words from given word or letters
- ❖ Frame sentences in past and future tense.
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- ❖ Motivate the children to ask questions on situations
- ❖ Teach them to ask permission, fill up forms, and compare things.
- ❖ Teach about household things and purpose of tools

### IMPLEMENTATION OF SELECTED INNOVATION SOLUTION

- Teachers should use only English in the classroom with the body language during the informal conversation
- All of you stand up / sit down, Turn topageno \_\_\_\_\_
- Form a circle, stand in a line, say a rhyme
- Take your books/notebooks/workbook and etc.,
- Go to the ground

- Ask the children to talk in English in and outside the classroom and teach them few common statements and questions

➤ **INSIDE THE CLASSROOM**

- ✓ Where is my book/ pencil..
- ✓ Give me a rubber, book...
- ✓ Move and sit..
- ✓ I have finished writing.. reading
- ✓ Write/read, fast..
- ✓ Shall I write on the B/ Role/ book
- ✓ I can't understand
- ✓ Tell me once more

➤ **OUTSIDE THE CLASSROOM**

- ✓ Come let us play
- ✓ Come we'll go out/ground
- ✓ Where is my/your bag, shoe, plate...
- ✓ Did you see my..
- ✓ Teacher calls you..
- ✓ Where you went..
- ✓ It is mine/yours
- ✓ I don't know

- Separate the words from the lesson according to the number of letters, the alphabet order, known and unknown words.

- Pick up the naming words (Nouns) doing words (Verb) rhyming words from the lesson

□ **Two letter Words**

In, on, an to, of up, at, it, am, be, so, do, no... My, me..

□ **Three letter words**

The, are, not, you, ant, cut, dig, axe

□ **Four letter words**

Take, have, time, wait, ever, seed,

□ **Known words**

Market, tomato, greens, tiger, father, mother, snake, monkey, minister, dance, singer.

□ **Unknown words**

Quarreled, confusion, soldiers, sight, village fair, marry-go-round, innocent, cunning, musician, spoil, indigestion, and etc.,

□ **Rhyming word**

Four-sore, Six-fix, see-bee, bright-flight, ball-wall, where-everywhere-care, wail-tail, cup-up

**Playing Games with zero investments**

**Icebreaker**

x-Tick Tock  
All- who is that,  
x-I am (Name)  
All - What do you want x-I want (colour)  
All- what colour  
x (Name any colour)  
Instead of colour can ask time, flowers, fruits, vegetables, and etc

**Circle games**

Tall - short, open - shut, big - small

**Dictation and spelling lists are given everyday. motivate the students to frame new sentences using the new words from the lesson :-**

1. Raju and James went to market  
Vijay and Predeep went to market - own
2. The ant looks pity on the ant  
My mother took pity on the beggar.
3. Peacock is a dancer Monica is a dancer
4. The monkey is carrying a small pot on its head  
The woman is carrying a small bag on her head

**Telling simple stories and make a role-play:-**

Example:-

1. Monkey and capseller
2. Cunning crane
3. Wise fox

**Develop the lesson as a small skit and act in the classroom:-**

1. I will do next time
2. The magic chisel
3. The joy of sharing

**Set individually look at the grid think what will happen if you do all these things write out the sentences and read them to the whole class:-**



1. Drink dirty water
2. Eat fast food
3. Watch TV all the time
4. Disobey traffic rules
5. Neglect your studies

(e.g.) If we drink dirty water, we will get cholera.

### Riddles and Jokes

1. What do you break when you talk?  
Silence
2. What did the baby corn say to the mother corn?  
Popcorn

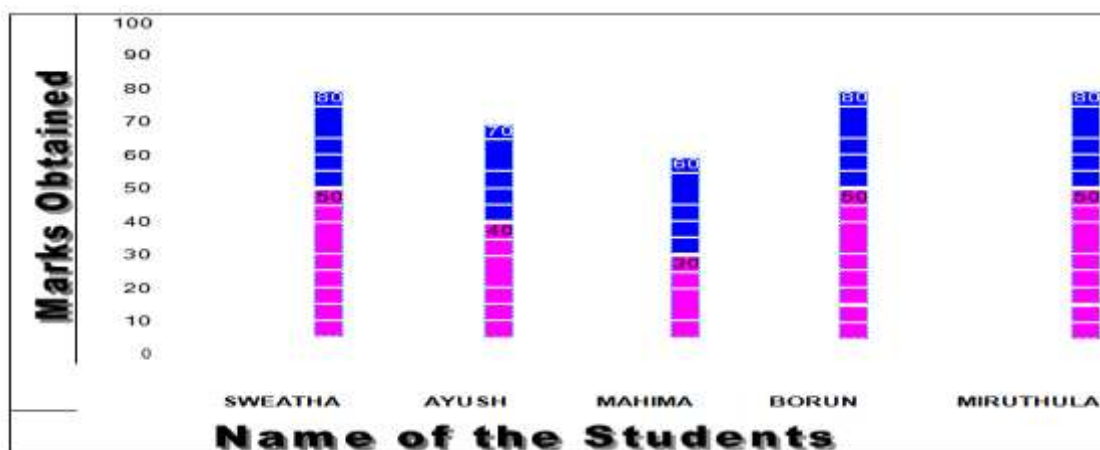
3. What do you call a foreigner?  
Import 'ant`

4. Which thin man wears a brown cap?  
Matchstick

5. Why is B always cool?  
Because it is between A and C

### III. ANALYZING THE FINDINGS

The above said solution was practiced with 5 students for the past three months and a posttest was conducted, listening, reading, speaking and writing skills, vocabulary and functions are examined by oral and written tests. Marks obtained by the student show a notable difference within the students.



Pink color refers to the marks obtained in the pretest  
Blue color refers to the marks obtained in the posttest

### IV. ACHIEVEMENTS

From the above picture, we can know that students have gained 30% of marks. This progress is possible only through regular practice. During the period of research, more time was spent on English than on other four subjects, but it is not possible throughout the year because we have to concentrate on all five subjects and cover all competencies.

But we have to give regular practice and use as much as we can. Extra coaching is very essential for teaching English. Then only the students can gain at least a minimum level of English knowledge. Teaching a language is not matter, but the use of language can only provide fluency. This fluency is followed by

best communicative skill, communicative English is a challenge in our schools..

Continuous evaluation and monitoring of the achievement to every moment in language learning is necessary.

### REPORT ON RESEARCH OF INNOVATIONS

This research was done at a aided primary school, Glendale, 5 students from standard 3 to 5 were taken for the action research.

The main reason to select this topic is

- ✓ English is becoming a universal communicative language
- ✓ English language itself plays an important role in the enrollment of students in government schools..

- ✓ Make a positive difference to student through effective communication training
- ✓ Teacher can speak and use simple English with gesture they need not worry more about completing syllabus
- ✓ To improve the knowledge of English we have to increase number of subject to be taught in English

## V. CONCLUSION

Many great people are known by their excellent communication and their way of delivering the English language, in which they have grown. Institutions leave behind imprints on the sands of time. We strive to achieve global identity through our innovative methods and strenuous efforts for the betterment of the student's community to enable them to develop their communication skills. Guidance by expert faculty and opportunities for acquiring the state-of-the-art knowledge enable the students to face the fast changing world of Technology and Management. By our teaching methodology we inculcate right attitude and values and motivate them to conceive innovatively, act independently and take decision accordingly in all their pursuits and solving of problems right from the school level so as to enable them to contribute to the development of the Society and Nation building process. The students are developed into portals of learning and entrepreneurial development in their academic curriculum.

## ACTION RESEARCH-FINDINGS-ABSTRACT FORMAT

1. Name of the District - The Nilgiris
2. Name of the Block - Coonoor
3. Teacher Investigator Name - P. ANITHAMANI
4. School Address - Aided Primary School, Glendale Cell no : (+91) 9489386492
5. a) Title of the action research - Need of English Language & Expected Knowledge of English at Primary Level
- b) Objectives of the study - Oral Communication
6. Methodology
- a) Reason for the problem selected - Increasing the enrollment of students at government and aided schools
- b) Tools/any aids used - Oral and Written test
7. **Major Findings** - Insufficient time for those who study in Tamil Speaking school children.

## 8. RECTIFICATION

- a) It can be rectified by increasing number of subjects in English
- b) Extra coaching for spoken English
- c) regular usage of library