DISTRICT INSTITUTE OF EDUCATION AND TRAINING, TINSUKIA

Action research Report

Title of the Action Research Study:

"IMPROVING ENGLISH LANGUAGE READING SKILLS AMONG CLASS 4 STUDENTS THROUGH PHONICS-BASED AND INTERACTIVE TEACHING STRATEGIES."

(The study was carried out under D.I.E.T., Tinsukia as an initiative for qualitative improvement of English Reading Skills among the lower primary students.)

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1. Introduction

Reading is a fundamental skill that serves as the foundation for academic success and lifelong learning of learners. In elementary level, the ability to read fluently and comprehend texts is important for students to progress in other subjects. However, many elementary level learners, particularly in Classes I to V, struggle with reading due to limited phonemic awareness, vocabulary, and decoding skills. Traditional teaching methods that focus on rote memorization and passive learning often fail to engage students and develop their reading abilities effectively.

Phonics-based instruction and interactive teaching strategies have been widely recognized as effective approaches to improving reading skills. Phonics helps students understand the relationship between letters and sounds, enabling them to decode words more easily. Meanwhile, interactive strategies, such as storytelling, games, and peer discussions, promote active engagement and enhance comprehension. By combining these approaches, educators can create a more dynamic and supportive learning environment that fosters reading proficiency among elementary level students.

Significance of the Study

This study is significant for teachers, students, and curriculum developers. Teachers can gain insights into effective methods for improving reading skills, while students may experience enhanced literacy and confidence in reading. Additionally, curriculum developers can use the findings to refine instructional materials and teaching approaches. By exploring the impact of phonics-based and interactive teaching strategies, this research aims to provide practical solutions to improve English language reading proficiency for the elementary level students, ultimately contributing to their academic growth and future learning success.

1.1 Introduction of problem Area:

Despite efforts to enhance literacy skills in early education, many Class 4 students continue to face difficulties in reading English language. Weak decoding skills, poor comprehension, and lack of confidence hinder their progress, affecting their overall academic performance. This study aims to investigate how phonics-based instruction and interactive teaching strategies can improve English language reading skills among Class IV students. While investigator visited a school named Puberun Lower Primary School,

Matiakhona, under Hapjan Education Block of Tinsukia district and interacted with the students of class IV standard about the basics of English Language which are there in the text book and found that the students are not able to read the simple words even some students could not recognized the English alphabets, the investigator finds that there is need to improve the English language reading skills among the primary level students.

1.2. Probable causes of the problem:

a) Learners are not able to recognize the English alphabets.

b) Learners find difficulty to make proper sound of English alphabets and words.

c) Learner unable to do spelling of the English words.

d) Learner get difficult to understand the English language because it is a new foreign language for them.

e) English language is an unfamiliar to the primary level learners.

1.3. Statement of the problem:

Among the above mentioned problems the investigator has selected the following problem as topic of the research study:

"Improving English Language reading skills among class 4 students through phonics-based and interactive teaching strategies."

2.0 Objectives of the Study

1. To assess the current reading abilities of Class 4 students.

2. To implement phonics-based and interactive teaching strategies in reading instruction.

3. To evaluate the effectiveness of these strategies in enhancing students' reading skills.

4. To identify the challenges and best practices in applying phonics-based and interactive approaches.

3. Action hypothesis:

"If the teacher transacts with learners through phonics-based and interactive teaching strategies then the students will show better performance in English language reading skills."

4. Delimitation of the study

The study was delimited as follows:-

i) The study was conducted only among the students of class – IV students of Puberun Lower Primary School of Tinsukia district.

ii) Only the 14 Nos. of students were selected from the class.

iii) Only 2 Nos. of teachers were taken for the feedback and observation of class transaction and English language reading practices in the classroom.
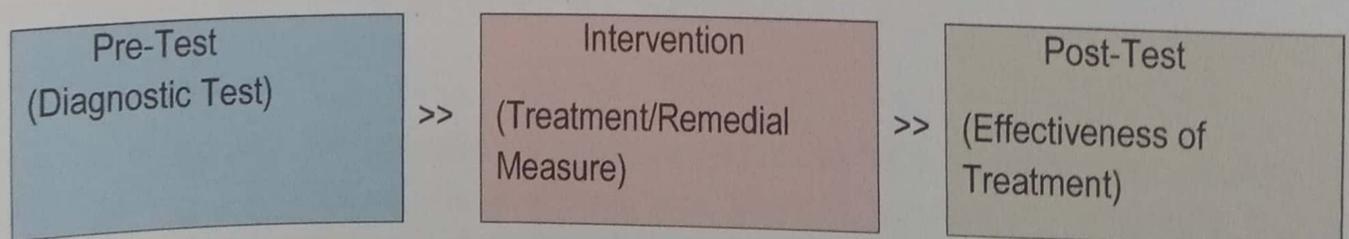
5. Methodology

5.1. Selection of samples:

14 Nos. of learners were selected as sample among the class 4 standards of Puberun LP School, Matiakhona, Tinsukia by using random sampling technique from the total population of class 4 learners of the school.

4.2. Selection of research design:

For the study, the Survey design and Quasi-experimental design was selected.

Block diagram of Quasi-Experimental design

Pre-Test (Diagnostic Test)	>>	Intervention (Treatment/Remedial Measure)	>>	Post-Test (Effectiveness of Treatment)

This study will use a classroom-based action research approach to identify issues, implement interventions, and measure improvements.

6. Sources of baseline data: Pre-Test and Post Test data

6.1. Selection of tool (for data collection):

Questionnaire, Observation Schedule, Rating Scale, Test-items for Pre-test and Post- test

7. The study was done as per following timeline:

Sl.No.	Activities	Duration	Tentative Dates
01	Sharing with teachers and students of the target school.	1 - Day	1st week of Oct'24
02	Holding of Pre-test (diagnostic test)	1 - Day	2nd week of Oct,'24
03	Preparation of transaction plan in association with teachers and students (also grouping of students)	1 - Day	1st to 4th week of November.'24
04	Transaction of lesson plan (us of innovative approach/ method/ technique/ skill etc. as a part of intervention strategy)	20 – Days	December, 2024
05	Holding of post-test	1 - Day	1st week January.,2025
06	Data analysis and writing of research report.	5 - Days	2nd week of January'25

8. Pre-Test

A reading test was conducted among the sample students of class-IV with very simple words and sentences from the textbook to test the previous knowledge and found that around 80% students were not able to read the simple words and sentences of English language from the text book.

9. Intervention – I

The investigator conducted two days classes with the help of interactive reading activities like, read aloud sessions and role playing sessions by engaging the learners. At first teacher read the words aloud by showing the charts where the words and related pictures of English alphabets are there. Learners will follow the teachers and they will try to read the words aloud. Outside the classroom the learners played the role with the help of flash card pictures and sound of alphabets.

A story was told by the teacher from the text book with proper sound and action. These activities were continued for two weeks among the learners.

10. Assessment

After two weeks interventions an assessment was done for diagnostic test to identify the difficulties faced by the learners in reading of English language and identify the slow learners with the help of reading test and decoding the words.

11. Intervention –II

The following activities were practiced among the sample students during the interventions-

Activity 1 – Phonic and Word Recognition

Learners were taught the phonics systematically to help learners to decode the common words as well as unfamiliar words with the help of alphabet chart and word chart (a TLM prepared by investigators).

During the class transaction flashcards with sight words and common vocabulary were used systematically and word segmentation and blending activities were practiced.

Activity 2 – Guided Reading Sessions

The learners were organized in small reading groups and provided some of English story books, big size English words chart, English text book and asked them to read aloud, the teachers encouraged to read aloud and provided corrective feedback.

Activity 3 – Read aloud and storytelling

Some of the story selected from the text book and story book and teacher read the stories to model fluency and expression where interactive story telling were practiced by engaging learners.

Activity 4 – Vocabulary Development

With the help of pictures, actions and from real life examples introduced new words with its phonics, sounds, spelling etc. Some of the word games like word hunts, crossed words and Pictionary were given to the learner to play in groups to identify the new words and word forms.

Activity 5 – Shared and Paired Reading

Students were given read in pairs and discussed the word meanings and its spelling with loud reading together also used the buddy system where stronger readers help weaker ones.

Activity 6 – Use of Technology and Multimedia

Some of the reading audios and videos from YouTube were used to provide the phonics and sounds of English words, sentences, small stories etc. in class transactions through which students learned the English word and sentences with proper sound.

12. Post-Test

After the interventions I and II, the English language reading test was conducted by the investigator as post test among the sample students of class - IV. The students were given to read a paragraph from the text book and an unseen paragraph from a story book for the test.

13. Data Analysis

13.1. Data analysis of Pre-Test

The investigator conducted a reading test on English language among the sample students to find out the performance in English language reading without any previous intervention. The performance of students in the test was as below. (Table – 1)

Table-1

Performance of sample students in Pre-Test

| Sl.No.	Performance Grade	No. of students	% of students
01	A	0	0
02	B	1	7.14
03	C	2	14.29
04	D	11	78.57
	Total	14	

Grade A = 80% and above

Grade B = 60% and above

Grade C = 30% and above

Grade D = Below 30%

On the basis of the above table-1 the data can be represent in a pie diagram to make it more clear understanding for the analysis.

Figure – 1

Performance of sample students in Pre-Test in English Reading Skill
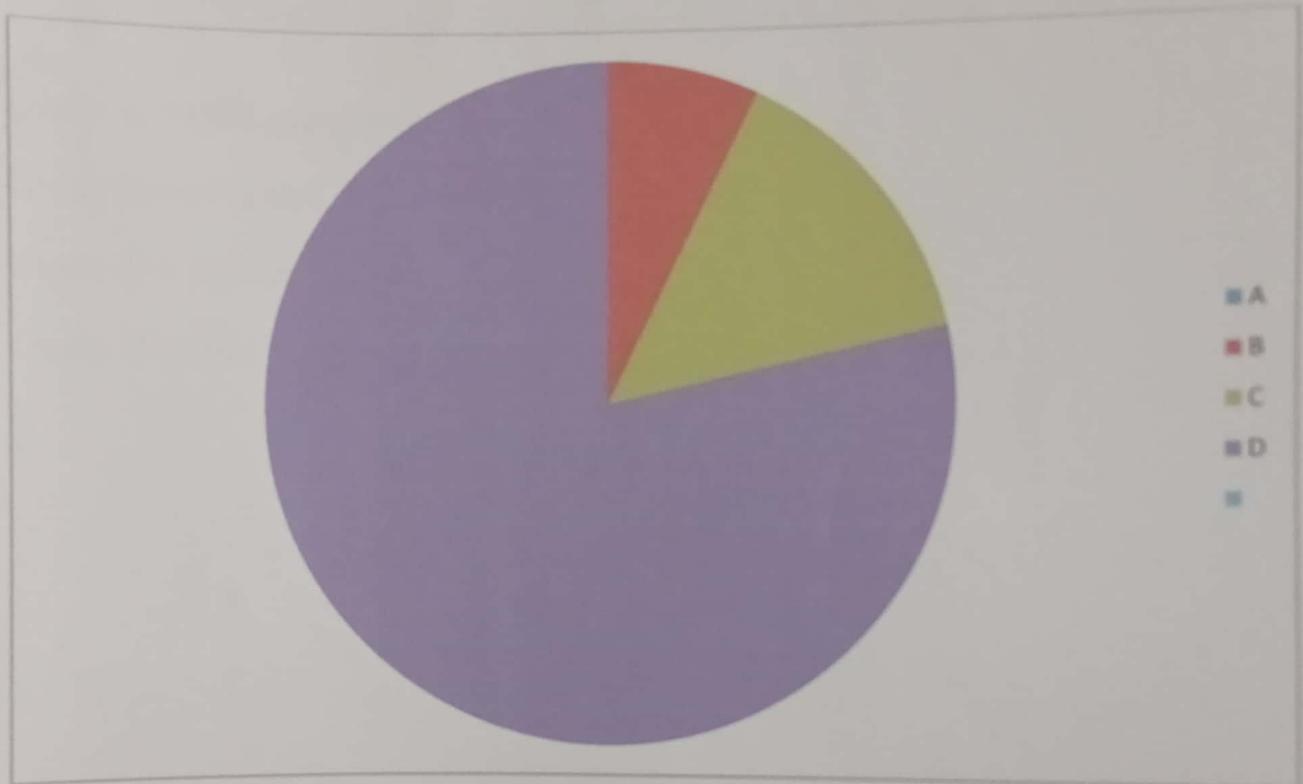
From the above table-I and Figure – 1, it has been seen that the performance of students in A grade 0 per cent and most of the students scored grade D i.e., 78.57 per cent. Before the test the teachers were continued the classes in traditional method for English language teaching in class IV.

13.2 Data Analysis of Post Test

The investigator conducted a reading test on English language among the sample students to find out the performance of the students after the interventions. The performances of the students in the test are as below. (Table – II)

Table-II

Performance of students in post test in English Reading Skill

Sl. No.	Grade	No. of students	Percentage of students
01	A	9	64.29
02	B	3	21.43
03	C	2	14.29
04	D	0	0
	Total	14	

Grade A = 80% and above
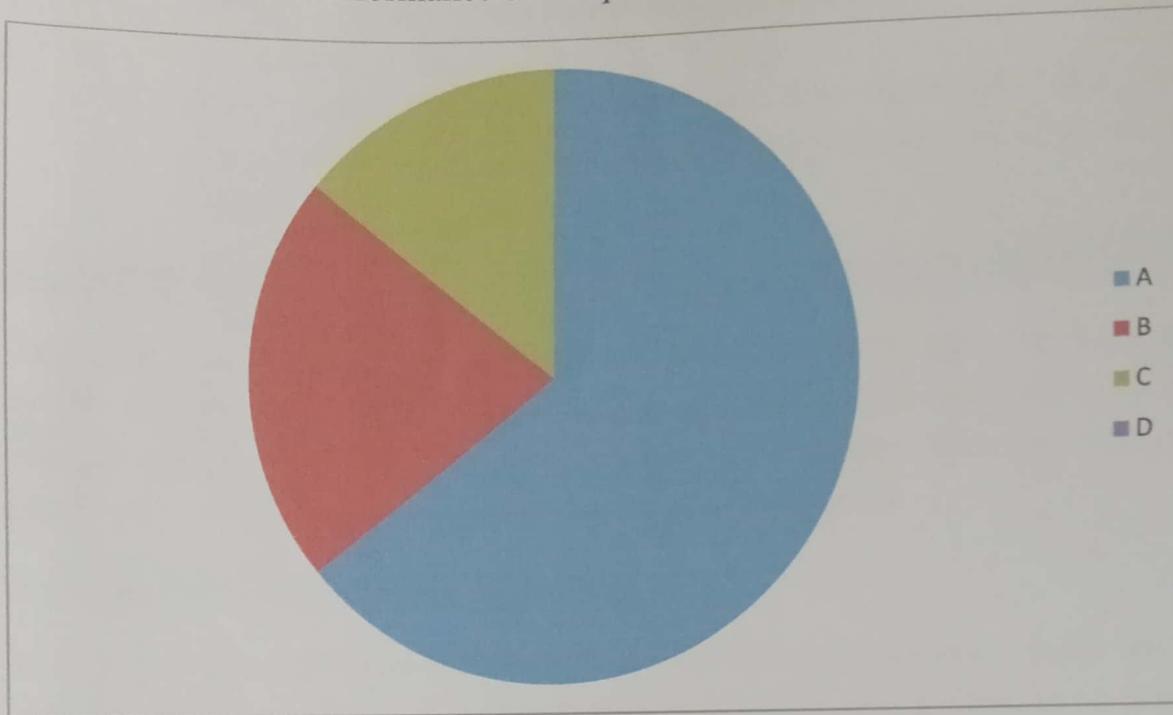
Grade B = 60% and above

Grade C = 30% and above

Grade D = Below 30%

On the basis of the above table-II the data can be represent in a pie diagram to make it more clear understanding for the analysis.

Figure – 2

Performance of sample students in Post-Test

From the above table-II and Figure – 2, it has been seen that the performance of students in grade A is 64.29 per cent and the students scored grade B is 21.43 per cent., Grade C scored only 14.29 per cent and nobody scored grade D. This performance was shown by the students in the test after the systematic intervention for the improvement of English reading skill among the learners.

14. Findings

From the study and after the analysis the data the following are the findings to fulfill the objectives of the study-

1. Most of the learners (78 per cent) could not read English before intervention but after the intervention it has been seen that the English language reading skills of the learners increased from 0 percent to 64.29 percent.
2. Students showed improvement reading speed and accuracy after repeated reading activities.
3. It has been seen that phonics-based interventions helped students decode words efficiently.
4. The use of guided oral reading improved pronunciation and confidence among the learners.
5. Storytelling and interactive reading strategies led to better understanding of texts and words of the learners.

6. Using digital tools audio video made reading more engaging and interesting.
7. Peer reading partnerships increased collaboration and confidence among the learners.
8. Study shows that the students face the challenges like phonemic awareness, motivation and parental involvement in case of English reading skills.

15. Test of Hypothesis

The data analysis and findings of the action research study reveals that the hypothesis set in the study is positive. That is, if the teacher transacts with learners through phonics-based and interactive teaching strategies then the students will show better performance in English language reading skills.

16. Suggestions and recommendations

16.1. It is important to strengthen phonics and word recognition skills among the learners with the help of intensive phonics instruction and multisensory techniques like letter tiles, tracing words, flash card and decoding charts of English language.

16.2. Teacher can conduct small-group reading practices and repeated reading methods to provide support to the learners.

16.3. Teacher can help the learners and motivate them by using ICT like audio-video on English reading skills.

16.4. It is important to use DIKSHA portal or the SCERT/NCERT recommended e-resources on English reading techniques.

16.5. Improvement of the student engagement in English reading with the help of word games, role play, peer reading and storytelling techniques.

16.6. It is important to strengthen teacher support and training by providing professional development on English reading skills for elementary level learners.

16.7. It is important to increase parental involvement and motivation to support the learners for English reading habits at home.

17. Conclusion

The study reveals that a multi-strategy approach, including phonics, comprehension activities, technology integration and parental involvement are important for the

improvement of the English language reading skills among the lower primary level learners. The interventions have been successful in some extent in improving English language reading skills of the students during the study. However continued efforts are needed to support to the learners through instructions, guidance and stronger teacher parent collaboration. Monitoring progress and refining interventions will help for the improvement of reading skills among the learners. Since, the study was done among very limited students of Puberun LP School of Tinsukia district of Assam; there is wider scope on it to study for better findings and implementation.
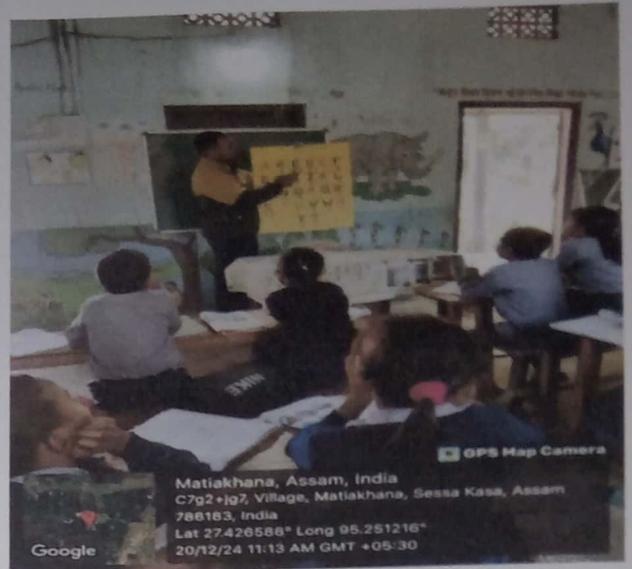
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6. youtu.be/kd52AnillPGY (DIKSHA)

Photographs of Action Research Study Activities

Intervention 1

Intervention 2

Pre test

Post test

Interventions

Matiakhana, Assam, India
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অসমীয়া বৰ্ণমালাৰ ধ্বনি পাঠোদ্ধাৰ

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