

**ENHANCING THE USAGE OF LANGUAGE LEARNING WEBSITES AMONG
PRIMARY CHILDREN**

ACTION RESEARCH REPORT – 2023-2024

SUBMITTED BY

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SUBMITTED TO



**STATE COUNCIL FOR EDUCATIONAL RESEARCH AND TRAINING
CHENNAI – 600 006.**

CERTIFICATE

It is certified that this Action Research entitled, **“ENHANCING THE USAGE OF LANGUAGE LEARNING WEBSITES AMONG PRIMARY CHILDREN”** submitted to **SCERT, Chennai-600 006** by **R.RAJESH**, Lecturer is an original and independent research work done by him in **District Institute of Education and Training, Mayanur** during the year **2023-24** and this work has not previously formed the basis of the award of any degree, diploma, associate ship, fellowship or any other similar title.

Place: Mayanur
Date :

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(Approval of the ZARC)

This Action Research is approved on _____

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DECLARATION

I (R RAJESH), do hereby declare that the Action Research entitled, “ENHANCING THE USAGE OF LANGUAGE LEARNING WEBSITES AMONG PRIMARY CHILDREN” submitted to SCERT, Chennai-600 006 is my original work and independent research study and it has not previously formed the basis of the award of any degree, diploma, associate ship, fellowship or any other similar title.

Place: MAYANUR

Date : .0 .2024

Signature of the Researcher

(R.RAJESH)

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Signature of the Investigator
(R.RAJESH)

CONTENTS

S.NO	CONTENT	PAGE. NO
1	INTRODUCTION	8
2	RATIONALE FOR THE STUDY	8
3	IDENTIFICATION OF THE PROBLEM	9
4	PIN-POINTING THE PROBLEM	9
5	DIAGNOSING THE CAUSES OF THE PROBLEM	10
6	OBJECTIVES OF THE STUDY	10
7	FORMATION OF ACTION HYPOTHESIS	10
8	DELIMITATIONS OF THE STUDY	10
9	ACTION PLAN	10
10	TESTING OF HYPOTHESES	11
11	MEASUREING THE PREVIOUS KNOWLEDGE	12
12	IMPLEMENTATION OF STRATEGIES	12
13	MEASURING THE ACHIEVEMENT LEVEL AFTER TREATMENT	12
14	ANALYSIS OF DATA	19
15	FINDINGS OF THE STUDY	23
16	CONCLUSION	23
17	REFERENCES & APPENDICES	24

LIST OF TABLES AND FIGURES

TABLE/FIG NO	<i>TITLE</i>	<i>PAGE NO</i>
1	Pre-test and post-test scores of children	13
2	Pre-test and post-test scores of Boys	15
3	Pre-test and post-test scores of Girls	17
4	Range of pre-test scores	19
5	Range of post-test scores	19
6	Pre-test percentage of male and female children	20
7	Pre and post-test percentage of the children	20
8	Post-test percentage of male and female children	21

INTRODUCTION

When one is engaged in any practical activity, involving physical work (Doing practical work) all the senses are used to perceive. Knowledge is through all the senses. Hence the flow of knowledge is through many channels and naturally is quick, complete and more accurate. This is learning by direct experience. The Model school is an activity school which emphasis the creative aspect of experience. Activities are meant to provide varied experiences to the children to facilitate the acquisition of knowledge, experience, skill and attitudes. It is important to realize that an activity based curriculum would provide joyful learning climate in the class room. There is a need to develop a system of competencies that can be transacted through a set of activities. All the children need opportunities for various kinds of game. They expect creative play, songs and stories etc., it is a prerequisite to create joyful learning climate in the classroom.

Research is a systematic and refined technique for obtaining an adequate solution for a problem. There are three types in research.

1. Basic research
2. Applied research and
3. Action research.

The process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions is action research. Action research, thus , is a form of research carried out by the practitioners into their own practices. It is a form of self-reflective enquiry undertaken by the participants in education.

RATIONALE FOR THE STUDY

Living in the era of Technology based learning, children are necessarily to have quality in language learning education. It can't be taught and it has to be caught. In other words pupils practice language by doing with the help of Computers, Websites and Mobile applications. Websites enables them to do more activities which are highly expressive and realistic and are useful motivating, simplifying the language learning process, making joyful learning, applying the concepts to the daily activities and concrete ideas. Knowing the importance of play way method of instruction and which recognized as an intervention

strategy to help the children overcome of their cognitive problems. The children are made to become aware of the competency by computer and websites by doing activities and games. It must be child-centred.

It makes teaching and learning very interesting and lively. This method assists the learners to learn effectively the concept clearly in motivation, self -learning, group discussion, reinforcement and evaluation. Activities applied for gathering information, classification, comparison, discrimination, matching, adding of key information. In PUP-School students felt hard to identify the appropriate websites related to language learning. The investigator decided to teach the concept through websites, with the help of the websites like Language learning websites like Live lingua.com, Learnallanguage.com, Open culture.com, Surface language.com, BBC language.com. Hence the Investigator takes up this topic to get solution.

IDENTIFICATION OF THE PROBLEM

The Investigator visited PUP Puthuvadi in Kadavoor Block. In that School he discussed on problems faced by the teacher who is handling primary classes. She said that the students felt hard to identify and pronounce English and Tamil alphabets which plays a vital role in language learning. Then the investigator tested the students regarding the concept with the help of websites. Majority of the students were not able to understand the concept. These concepts were somehow difficult for the students in different schools which are visited by the investigator. Hence the investigator interested to solve this problem and taken up as a problem for the study.

PIN-POINTING THE PROBLEM

In PUPS Puthuvadi School he discussed on problems faced by the teacher who is handling Language viz both Tamil and English for primary classes. She said that the students felt hard to identify the shapes, pronounce the letters both in Tamil and English alphabets. Hence the Investigator decided that students have basic problem with that concept to understand. Thus the Investigator pin-pointed the problem and the study was confirmed as **“ENHANCING THE USAGE OF LANGUAGE LEARNING WEBSITES AMONG PRIMARY CHILDREN”**.

DIAGNOSING THE CAUSES OF THE PROBLEM

The causes of problem may be only one or more than one of the following.

- i) Students are not having basic knowledge about the shape, identification and pronunciation of both Tamil and English alphabets
- ii) Teachers do not make the children to visualize the structure and shape of both Tamil and English alphabets.
- iii) Students do not have adequate knowledge and awareness on appropriate websites for language learning.

OBJECTIVES OF THE STUDY

The objectives of the study are

- a. To measure the previous knowledge of the Students in the selected competency.(Usage of websites)
- b. To find out the achievement level of the Students after treatment through Direct purposeful experience in the usage of websites.
- c. To find out the significance of difference between pre-test and post test scores of Students.

FORMATION OF ACTION HYPOTHESIS

- i) Students are not having basic knowledge about the appropriate websites for language learning.
- ii) Teachers do not make the children to visualize the features involved in websites related to language learning.
- iii) Students do not have adequate knowledge in language learning websites.

DELIMITATIONS OF THE STUDY

The following are the delimitations of the present study.

- 1. The study was restricted to the teaching of Tamil and English language at Primary stage.
- 2. Owing to constraint of time, treatment covers only one topic.
- 3. Since it was an experimental study, the study was confined to one rural school.

ACTION PLAN

As the investigator proposed to find out the solution, the Action plan was made, which consisted as follows.

a. Selection of Sample

Students who have been studying in primary stage of PUPS school, Puthuvadi Kadavoor Block are the population of the study. 25 children had been taken as sample for the study.

b. Tools Used

A tool was prepared by the investigator containing 10 objective type questions. These questions are taken from the features of mobile applications like Language learning websites like Live lingua.com, Lernal language.com, Open culture.com, Surface language.com, BBC language.com tool was used to conduct pre-test, measure the previous knowledge of the students. The same questions were for the post-test also to measure the achievement level of the students in selected competency.

c. Strategies used

Activities with materials were used for treatment with the help of Language learning websites like Live lingua.com, Lernal language.com, Open culture.com, Surface language.com, BBC language.com. Individual and group activities were given to the children with materials by the investigator for the action research purpose.

TESTING OF HYPOTHESES

The framed Action Hypotheses were tested by collecting data through enquiry mode. As per the collected data, the Action Hypothesis were rejected or accepted. The investigator analysed the Hypotheses one by one to accept or reject.

- *Students are not having basic knowledge about the appropriate websites for language learning*

Investigator enquired the teacher and also tested the students in the class room. The teacher said that the students did not have concept clarity. For example, students did not have basic ideas about

- Websites
- Structure and Shape of both Tamil and English alphabets
- Pronunciation of Tamil and English alphabet.

Generally the students do not have the basic knowledge about the websites, identification and pronunciation of both Tamil and English alphabets .Hence the framed Action Hypothesis was accepted.

- ***Teachers do not make the children to visualize the features involved in websites related to language learning***

The investigator observed the class rooms. The teachers do *not use websites while teaching Tamil and English alphabet*. Hence the framed Action Hypothesis was accepted.

- ***Students do not have adequate knowledge in language learning websites.***

The investigator enquired the teacher about the usage of language learning websites in relation with language learning in the class room regarding Tamil and English. The teacher said that he did not give activity practice to the concept. Hence based on the teacher's report the framed Action Hypothesis was accepted.

MEASURING THE PREVIOUS KNOWLEDGE

The investigator concluded that the students were not able to identify the appropriate websites related to language learning. So he decided to teach the concepts with the help of websites like Language learning websites like Live lingua.com, Lernal language.com, Open culture.com, Surface language.com, BBC language.com. To measure the previous knowledge of the students in the selected competency, the investigator used the tool which was prepared by him. The tool consisted of 10 objective type questions. These questions are taken from features of the afore mentioned websites.

IMPLEMENTATION OF STRATEGIES

With the help of the websites viz Language learning websites like Live lingua.com, Lernal language.com, Open culture.com, Surface language.com, BBC language.com children were given direct purposeful experience on handling the features of the websites.

MEASURING THE ACHIEVEMENT LEVEL AFTER TREATMENT

After the treatment with actives and materials, post test was conducted. To measure the achievement level of the students in the selected competency, the investigator used the same tool which was used in the pre test. The tool consisted of 10 objective type questions. These questions are taken to test the children knowledge in websites.

Table – 1

PRE TEST – POST TEST SCORE

SL NO	NAME	PRE-TEST SCORE	POST-TEST SCORE
1	Kishore	20	60
2	Sabarivasan	20	80
3	Girishiv	30	70
4	Chandru	10	80
5	Sakthivel	20	80
6	Santhosh	30	70
7	Yogini	10	60
8	Akshaya	10	70
9	Kanishka	10	60
10	Dharani	10	70
11	Anushka	30	80
12	Kirsha	30	80
13	Kirithu	10	70
14	Thansika	10	70
15	Sabarish	30	70
16	Rishanth	10	70
17	Deebanraj	10	80
18	Dharshan	10	70

19	Boominathan	10	90
20	Agarsani	20	90
21	Kavinraj	10	90
22	Gurumoorthi	20	80
23	Poovarasani	10	80
24	Dharani	10	80
25	Sharmila	10	70
	TOTAL	400	1870

$$M_1 = \frac{\sum X_1}{N} = \frac{400}{25} = \mathbf{16}$$

$$M_2 = \frac{\sum X_2}{N} = \frac{1870}{25} = \mathbf{74.8}$$

Table – 2

PRE TEST – POST TEST SCORE - BOYS

SL NO	NAME	PRE-TEST SCORE	POST-TEST SCORE
1	Kishore	20	60
2	Sabarivasan	30	70
3	Girishiv	20	80
4	Chandru	30	70
5	Sakthivel	10	60
6	Santhosh	10	70
7	Sabarish	10	70
8	Rishanth	30	80
9	Deebanraj	30	80
10	Dharshan	10	90
11	Boominathan	10	90
12	Agarsan	20	80
13	Kavinraj	10	80
14	Gurumoorthi	20	80
15	Poovarasana	10	80
	TOTAL	260	1140

CHART -1

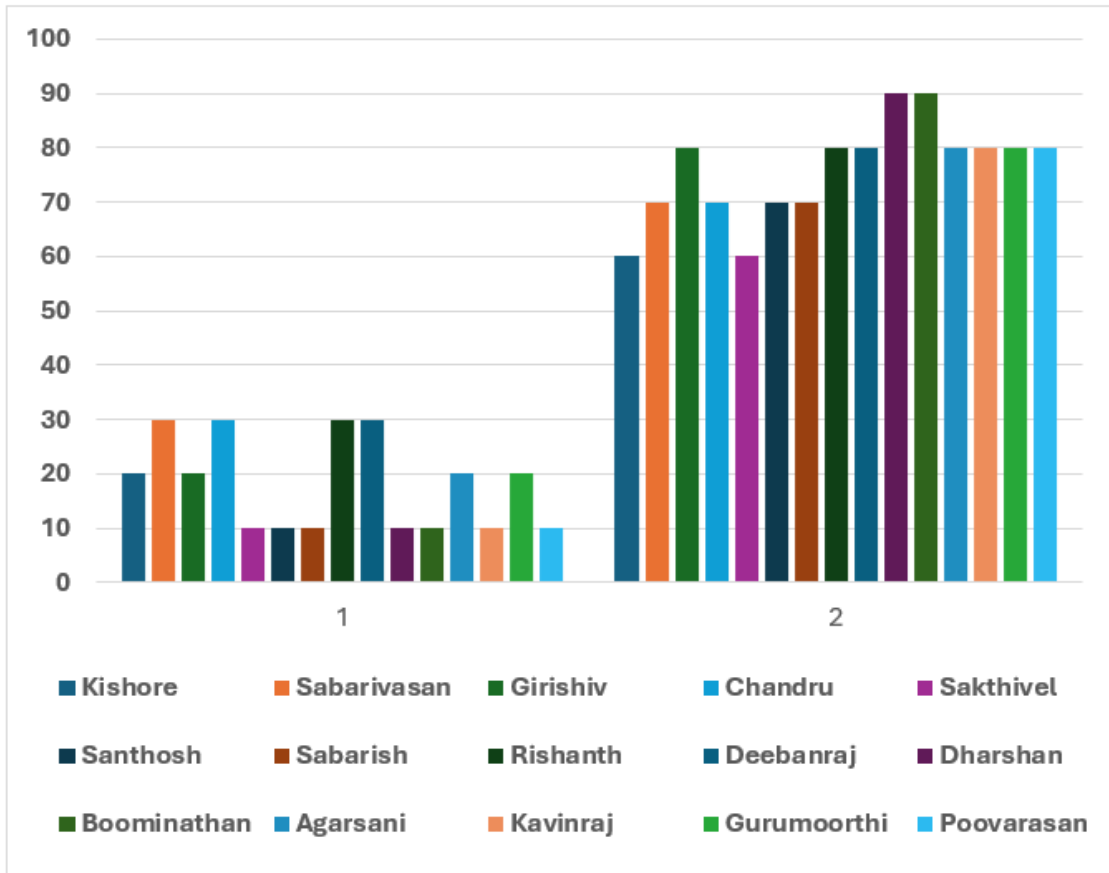
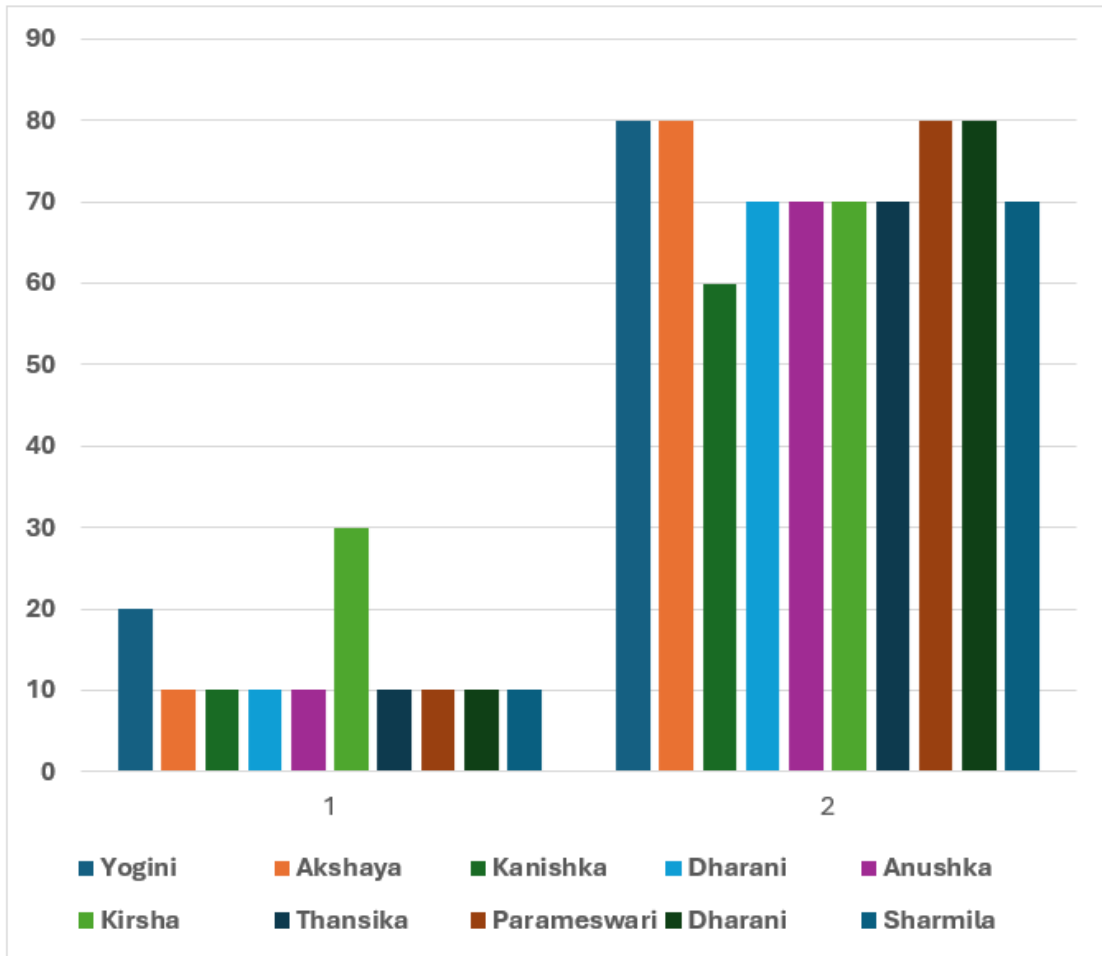


Table – 3
PRE TEST – POST TEST SCORE - GIRLS

SL NO	NAME	PRE-TEST SCORE	POST-TEST SCORE
1	Yogini	20	80
2	Akshaya	10	80
3	Kanishka	10	60
4	Dharani	10	70
5	Anushka	10	70
6	Kirsha	30	70
7	Thansika	10	70
8	Parameswari	10	80
9	Dharani	10	80
10	Sharmila	10	70
	TOTAL	130	730

CHART -2



ANALYSIS OF DATA

Mean and standard deviation were calculated for the pre and post-tests scores of the students. Using t-test, significance of the difference between the means of pre and post-tests was calculated. The results are presented in the following tables.

TABLE 4
RANGE OF PRE-TEST SCORES

Sl.No	Marks	No. of students
1.	0-50	24
2.	50-100	01
	Total	25

This table shows that number of students scored between 0 and 50 is 24. The number of students scored between 50 and 100 is 01. The highest mark is 60 in the pretest.

TABLE 5
RANGE OF POST-TEST SCORES

Sl.No	Marks	No of students
1	10-50	02
2	50-100	23
	Total	25

This table shows that number of student scored between 0 and 50 is 02. The number of student scored between 50 and 100 is 23. The highest mark in the post test is 90. It reveals that the higher scores may be due to the strategies used by the investigator.

TABLE 6

PRE-TEST PERCENTAGES OF MALE AND FEMALE STUDENTS

Sl.No	Category	Percentage
1.	Male students	23.8
2.	Female students	25

The pre-test score percentage of the male students was 23.8. The pre -test score percentage of the female students was 25. From the finding we come to know that both male and female students scored almost same score percentage in pre-test.

TABLE 7

PRE AND POST-TEST PRECENTAGES OF THE STUDENTS

Sl.No	Category	Percentage
1.	Pre –Test	16
2.	Post-Test	74.8

The pre-test score percentage of the students in the selected competency was 16. The post test score percentage of the students after treatment was 74.8. From the finding we come to know that high score percentage of the students in post-test is due to the treatment through activities with materials.

TABLE 8

POST-TEST PERCENTAGES OF MALE AND FEMALE STUDENTS

Sl.No	Category	Percentage
1.	Male students	75.38
2.	Female students	69.16

The post test score percentage of the male students was 75.38. The post test score percentage of the female students was 69.16. From the finding we come to know that both male and female students scored almost same score percentage in post-test.

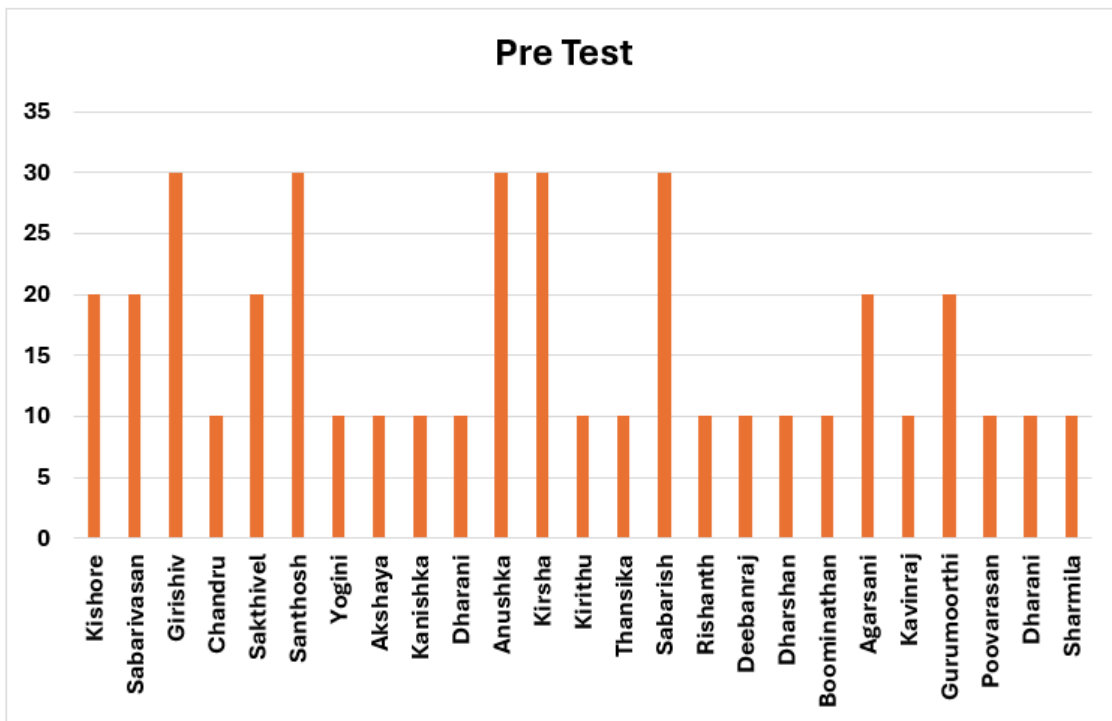


Fig:1 Pre-test score of the children

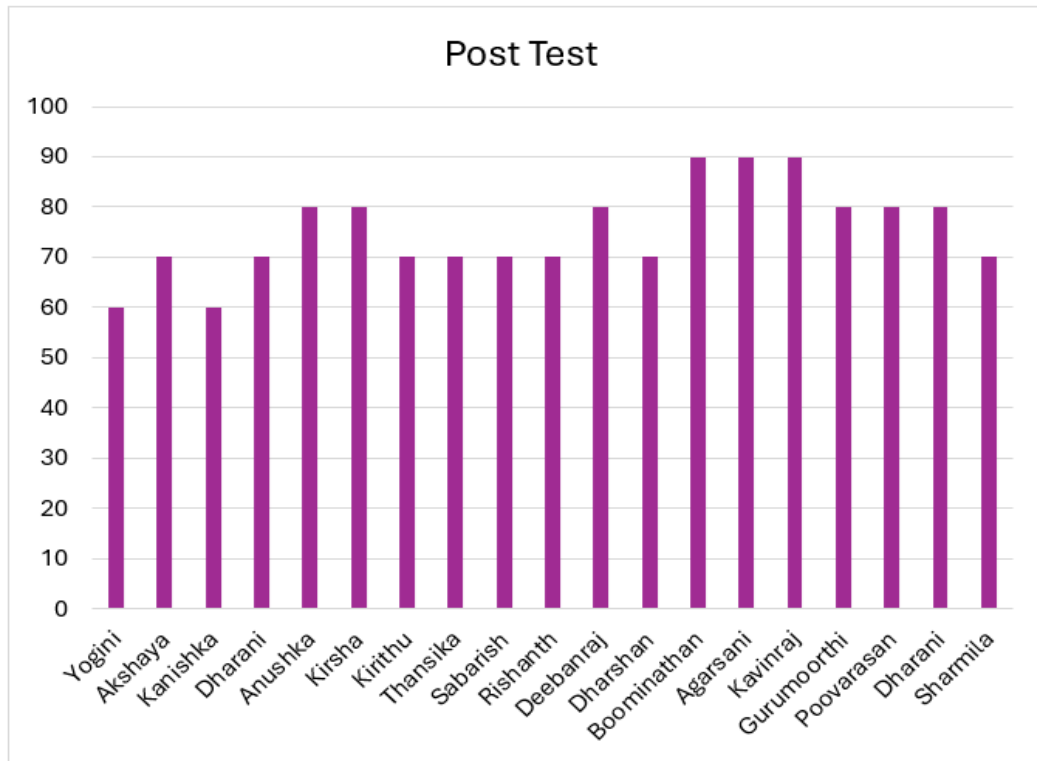
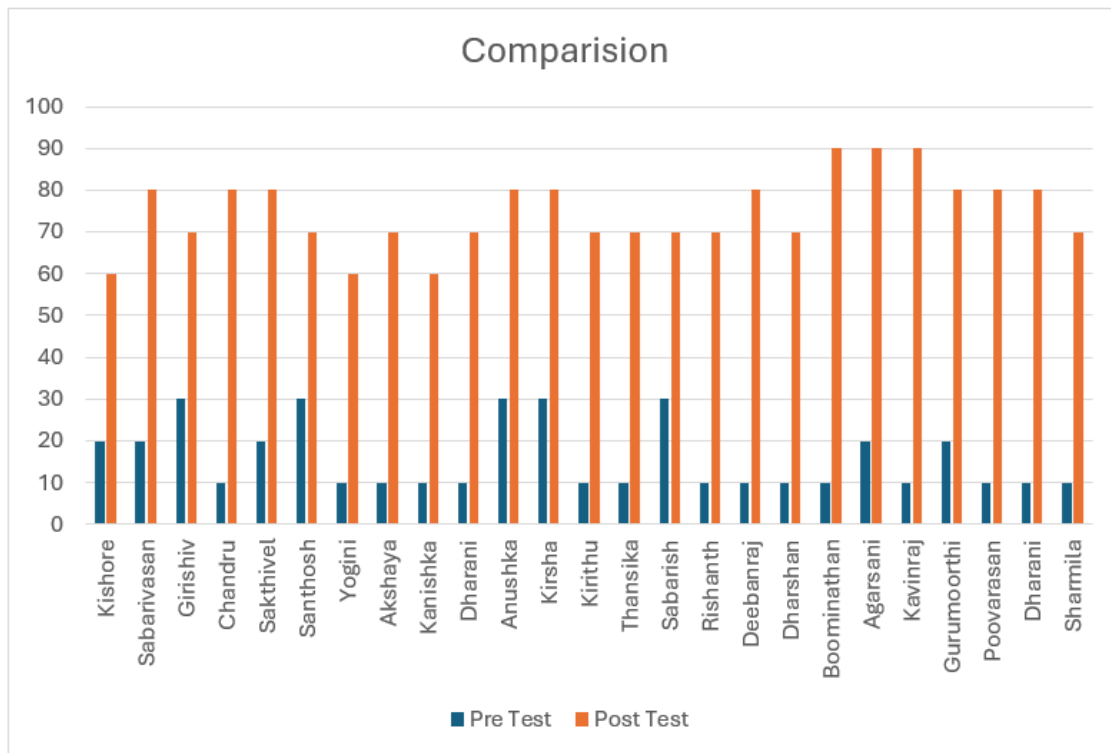


Fig:2 Post-test score of the children



FINDINGS OF THE STUDY

The findings of the study are given below

1. Male and female students have similar previous knowledge in the selected competency. Pre-test score of the male and female students are 23.8 and 25 respectively.
2. Students score significantly more marks in the post test due to the treatment through **websites like Live lingua.com, Lernal language.com, Open culture.com, Surface language.com, BBC language.com.** Post test score in the selected competency after treatment was 74.8%.
3. There was no significance difference between the post test scores of male and female students.
4. The Mean scores of the Pre-Test is (M1) 16 and the Mean Scores of Post – Test is 74.8. This shows better solution to the problem.

CONCLUSION

Activities with mobile applications enhanced the achievement level of the students. Students achieved high scores in the post test when treatment was given through direct purposeful experience by operating the features of **websites like Live lingua.com, Lernal language.com, Open culture.com, Surface language.com, BBC language.com.** This strategy is a multisensory approach, where different sensory organs are involved in learning at a time. Students get direct experiences in this approach. Direct experiences are yielding fruitful learning results among the students. If the teacher follows the activities in the beginning of the academic year to all the students, the low achievers will perform well. Hence the teacher was asked to follow the strategy as much as possible. Students are very much interested in learning through websites which are prepared by the investigator. It may be possible by the teacher too in due course due to the preparation according to the competencies.

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APPENDIX

P.U.P.SCHOOL, PUTHUVADI, KADAVOOR BLOCK

Conducting Pre/Post test

Pre test & Post test



**DISTRICT INSTITUTE OF EDUCATION AND TRAINING-MAYANUR-
KARUR-639108
ACTION RESEARCH PRE/POST TEST QUESTION.
ANSWER ALL THE QUESTIONS**

MAX MARKS-10

1. Live lingua.com website helps to learn ----- skill
a) drawing b)dancing c)cycling d)speaking
2. Learnallanguage website contains-----
a)teach online dancing b)paid online learning c)free online learning
d)all the above
3. Openculture.com helps to learn more than-----languages
a)90 b)48 c)20 d)18
4. Surface language.com helps to learn-----languages
a)Asian b)European c)American d)African
- 5) BBC language.com enables to learn-----
a)pronunciation b)vocabulary c)grammar d)all
the above
6. Storybird website helps to write-----
a)essay b)paragraph c)story d)novel
7. Duolingo for kids focusses on-----languages
a)three b)one c)two d)five
8. Fun English by study-cat describes----- learning
a)passive b)active c)joyful d)playful
9. Lingokids website concentrates on-----learning
a)adult b) adolescence c)kids d)veteran
10. ABC mouse website deals with kids of-----years of age
a)2-8 b)2-10 c)2-12 d)2-14