

ACTION RESEARCH REPORT

ENHANCING MODAL VERBS AMONG UPPER PRIMARY TEACHERS IN KANDILI BLOCK

INVESTIGATOR

**M.SURESHKUMAR, M.A., M.Ed., M.Phil.,
Lecturer
District Institute of Education and Training
Ranipet., Vellore District.**

Guided By

**Dr.P.MANI., M.Sc., M.Ed., M.Phil., Phd.,
Senior Lecturer
DIET, RANIPET, VELLORE DISTRICT.**

Submitted to

**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
CHENNAI-6**

2024

CONTENTS

Sl.No	CONTENT	PAGE NO
1	Introduction	1
2	Need for the study	2
3	Problem Identification	3
4	Objectives	4
5	Title in Detail	5
6	Limitations of the problem	6
7	Solutions of the problem	7
8	Hypothesis	8
9	Methodology	9
10	Field	9
11	Observation	9
12	Sample	9
13	Action Research Strategy	9
14	Tools	10
15	Annexure	11-16
16	Research : Data Collection, Data Analysis, Result	17
17	Implications	17
18	Dissemination	17
19	Inference	17
20	Bibliography	18

INTRODUCTION

English is a language of communication. It is an International Language. It plays a very important role in every man's life. English is thought to be one of the most important languages in the world. There are many reasons why English is so important. One of the reasons is that English is spoken as the first language in many countries. There are 104 countries where English is spoken as the first language.

Language is a means of communication. It is through language , that is, speech and writing, that we convey our thoughts, ideas, feelings ,emotions, attitudes etc., This act of communication through language helps us build human relationship.

English is, almost certainly, the most important subject that a child can learn in school. Without knowing proper English, a child will not be able to communicate effectively with the English speaking nation. They would be shut off from education and other people in this country. A person who does not poses proper English limits his or her ability to achieve their highest potential. Knowledge of the English language is important to learn to be able to communicate with others, in the teaching of immigrant students, and in finding and maintaining a job.

NEED FOR THE STUDY :

Learning proper grammar is important **because it is the language that makes it possible for us to effectively talk about language.** Grammar names the words and word groups that make up sentences not only in English but in almost any language. ... We always associate grammar with errors and correctness.

Grammar is an important aspect of a language where learners' and teachers' opinions vary. Some students love to find out or learn the proper usage of grammar while some wanted to do grammar exercises. While some love grammar, others hate it and think that it is the most boring part of learning a new language. Whatever your stand is, you cannot escape from learning grammar; it is vital in every sentence you read or write, speak or hear. Grammar is simply the word for the rules that people follow when they use a language. We need those rules in the same way as we need the rules in any game.

Every child requires remedial measures in grammar. Researcher has analysed the difficulties in grammar. The researcher has identified a problem in grammar among the school children and has found the reason for their poor performance in English grammar.

PROBLEM IDENTIFICATION:

According to **Psychologists**, the Early Adulthood Stage is very important for learning anything. Most of the pupils up to **X standard** think 'English' as a difficult subject. Monotonous classroom activities instills anxiety among students. They have the fear that they would not be able to understand and acquire the English languages skills.

Besides that, there are some factors that cause students' difficulties in grammar such as negative inter language and intra lingual transfers in the forms of adverb interference, copulative verb interference, word-order interference, tense-form interference, **overgeneralization, ignorance of rule restriction**, and ...Other difficulties in learning and using English vocabulary include **fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage**. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar.

A lot of English teachers will be unhappy about me sharing this information, however, most of us realize that many students just aren't made for learning grammar. At least not in the traditional sense. You know what I'm talking about. Repeating a phrase hundreds of times and filling gaps with the correct verb tense just isn't that interesting to most of us. So, stop learning grammar now and try some of these suggestions.

Learning grammar using traditional methods is boring. This takes all the pleasure out of English. Language learning is supposed to be fun and interesting. Ignore this fact and your chances of continuing to study when the going gets tough will fall. Entertained students are good students.

The English Teacher find it difficult to teach English with find it difficult to teach English with Unique features. All Language Teachings start with the introduced basic grammar . So the Investigator started his journey with introducing basic grammar.

OBJECTIVES:

- To make the teachers understand verb.
- To make English class Interesting.
- To Enhance the quality of learning and teaching.
- To make the teachers use Modal verb in sentences.
- To Meet the learning style or needs of students.
- To Improve the efficiency and effectiveness.
- To Improve user-accessibility and time flexibility to engage learners in the learning process.
- Increased student motivation.
- Enhanced learning experience.
- Score High marks.
- Development potential and profound understanding of the subject.
- Improve teamwork and communication skills.

TITLE IN DETAIL :

“ENHANCING MODAL VERBS AMONG UPPER PRIMARY TEACHERS IN KANDILI BLOCK”

ENHANCING :

Refers to improving the quality of understanding about Modal verb.

MODAL:

Refers to words that are used is the ability of an individual to understand.

TEACHER :

Refers to teachers in standard VIII of Kandhili Block. Refers to exercises given to teachers to understand Modal verbs through play way methods.

The investigator limits himself in the areas of Problems, Solutions, Sample, Target Skill, Mode of Approach as follows:

ANNEXURE 01

Factor	Limit
District	: TIRUPATTUR
Block	: KANDHILI
School	: PUMS, KANDHILI BLOCK
Class	: VIII Standard
Sample	: Male Teachers : 11
	: Female Teachers : 13
	: Total : 24
Subject	: ENGLISH
Topic	: MODAL VERBS
Baseline Status Study Tool	: Pre test Tool
Methodology Adopted	: Amalgamated method
Approaches	: <ul style="list-style-type: none"> • Conversation • Classroom Observation • practice Drill, work Sheet • Multimedia usage • Practical Grammar You Tube Videos
Impact Study Tool	: Post – Test Tool
Statistical Method Used	: Simple Mean, Median Mode.
Disclose Mode	: Pictorial Representation
Propagation Style	: <ul style="list-style-type: none"> • Sending reports to Educational Administrative Sectors. • Displaying Report to Sample School. • Publicizing through internet.

METHODS ADOPTED TO SOLVE:

- **New Techniques** are used to simplify the content.
- **Kalvi tv videos** are utilized in full swing.
- **More illustrations** through Pictures are given to the students to avoid confusion and create awareness among them.
- Preparation of through **MS Office Power Point** slide shows for grammar items.
- While Enhancing grammar skill such resources may include, **pictures, flash cards, worksheets, real objects, wall charts, news paper, Drill work and models** are used.
- **Using School Library** books.
- **Practical grammar You tube videos.**

HYPOTHESIS

- ❖ There is no significant difference among the VIII Standard teachers of kandhili Block in “ understanding “Modal verbs” through play way method.

- ❖ There is no significant difference among the VIII Standard teachers of kandhili Block.

ACTION RESEARCH STRATEGY:

- Pre Test was conducted and data was collected and hard spots were found.
- Grammar structures were simplified and taught through activities.
- MS Office power point presentation was prepared and used to teach modal verb.

RESEARCH TOOL

Pre-Test:

Pre-Test Consists of 20 one mark questions.

Post -Test

The Pre Test Items were used for the post test.

Data Collection:

Data was collected through Pre Test and Post Test.

ANNEXURE 01

Sl.No	NAME OF THE TEACHERS
1	R.YUVARAJ
2	K.BARATHI
3	V.ARUNKUMAR
4	S.ARAILANGKUMARI
5	V.BHARATHI
6	K.DEEPA
7	V.VANITHAMANI
8	D.VERTRISELVI
9	P.VIJAY
10	G.SAKTHIVEL
11	P.RAJALAKSHMI
12	S.LAKSHMI
13	K.GOVINDARAJAN
14	A.SUGUNA
15	S.USHA
16	G.PANDIYAN
17	M.SELVAKUMAR
18	S.ARIVAZHAGAN
19	S.RAMANATHAN
20	G.PARIMALA
21.	M.VIJAYAKUMAR
22	S.VEERAPANDIYAN
23	T.SATHYA
24	J.SRIDEVI

PRE-TEST (POST-TEST) QUESTION PAPER

Total Marks : 20

I. Fill in the gaps using appropriate modals.

1. I ___ cook dinner for everyone tonight. (can/could)
2. ___ you lend me your car for the weekend? (could/may)
3. The boss ___ ask you to work overtime today. (might/will)
4. According to the forecast, it ___ rain later this evening. (might/should)
5. If John doesn't study, he ___ fail his test. (may/might)
6. Everyone ___ obey the law. (must/should)
7. It ___ be challenging to learn a new language. (can/must)
8. My dad ___ get angry if I come home late. (will/might)
9. We ___ respect our elders. (should/could)
10. I ___ go to the gym later. (will/can)

II. Identify the modal verb in the following sentences.

1. My teacher (can/must) speak four languages.
2. (May/should) I use your mobile to call my mother?
3. You (must/could) not speak loudly in the hospital.
- 4 (could/must) use a little help in packing all these clothes.
5. Madam (could/may) you repeat what you said?

III. Choose the correct modal verb to go in the gap.

1.I think I _____ have failed the test, but I'm not sure.

1. ought to
2. might
3. shall

2.We have to rush. We _____ miss the last bus home.

1. needn't
2. couldn't
3. mustn't

3.If you had let me know earlier, I _____ have been able to come.

1. would
2. will
3. shall

4. You _____ help me!

1. must to
2. should to
3. have to

5. _____ anybody attend the lecture or is it just for registered students?

1. Will
2. Can
3. Must

6. You _____ have bothered coming. I've done it already.

1. wouldn't
2. mightn't
3. needn't

7. If there is an age restriction then you _____ go in as you are too young.

1. should
2. shouldn't
3. shall not

8. The government _____ vote on the issue tomorrow. It's scheduled for 10am.

1. will
2. may
3. would

IV. Frame a dialogue for the following situation using modal. 'Asking the way to the Post Office'.

A	
B	
C	
D	

POST-TEST (POST-TEST) QUESTION PAPER

Total Marks : 20

I. Fill in the gaps using appropriate modals.

11. I __ cook dinner for everyone tonight. (can/could)
12. __ you lend me your car for the weekend? (could/may)
13. The boss __ ask you to work overtime today. (might/will)
14. According to the forecast, it __ rain later this evening. (might/should)
15. If John doesn't study, he __ fail his test. (may/might)
16. Everyone __ obey the law. (must/should)
17. It __ be challenging to learn a new language. (can/must)
18. My dad __ get angry if I come home late. (will/might)
19. We __ respect our elders. (should/could)
20. I __ go to the gym later. (will/can)

II. Identify the modal verb in the following sentences.

1. My teacher (can/must) speak four languages.
2. (May/should) I use your mobile to call my mother?
3. You (must/could) not speak loudly in the hospital.
- 4 (could/must) use a little help in packing all these clothes.
5. Madam (could/may) you repeat what you said?

III. Choose the correct modal verb to go in the gap.

1. I think I _____ have failed the test, but I'm not sure.

4. ought to
5. might
6. shall

2. We have to rush. We _____ miss the last bus home.

4. needn't
5. couldn't
6. mustn't

3. If you had let me know earlier, I _____ have been able to come.

4. would
5. will
6. shall

4. You _____ help me!

- 4. must to
- 5. should to
- 6. have to

5. _____ anybody attend the lecture or is it just for registered students?

- 4. Will
- 5. Can
- 6. Must

6. You _____ have bothered coming. I've done it already.

- 4. wouldn't
- 5. mightn't
- 6. needn't

7. If there is an age restriction then you _____ go in as you are too young.

- 4. should
- 5. shouldn't
- 6. shall not

8. The government _____ vote on the issue tomorrow. It's scheduled for 10am.

- 4. will
- 5. may
- 6. would

IV. Frame a dialogue for the following situation using modal. 'Asking the way to the Post Office'.

A	
B	
C	
D	

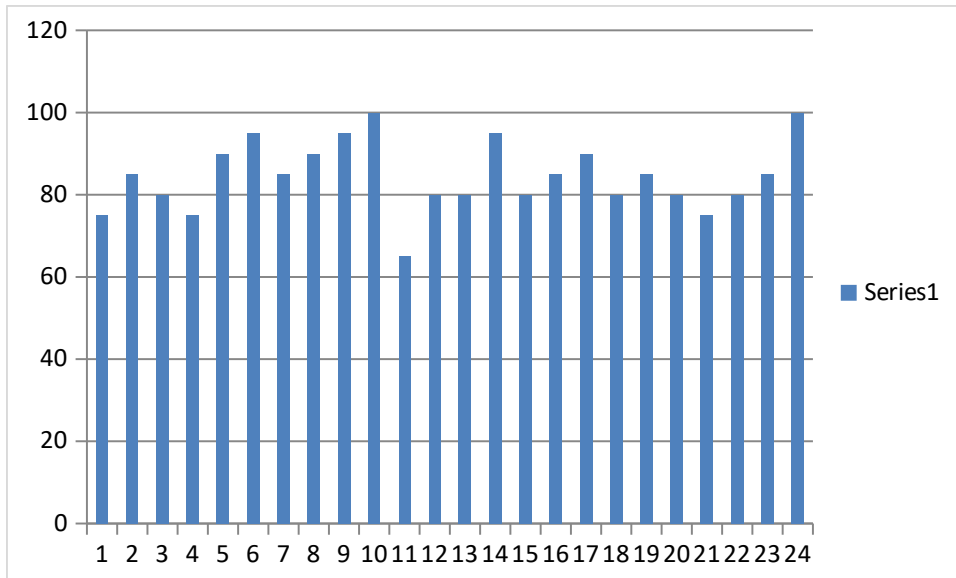
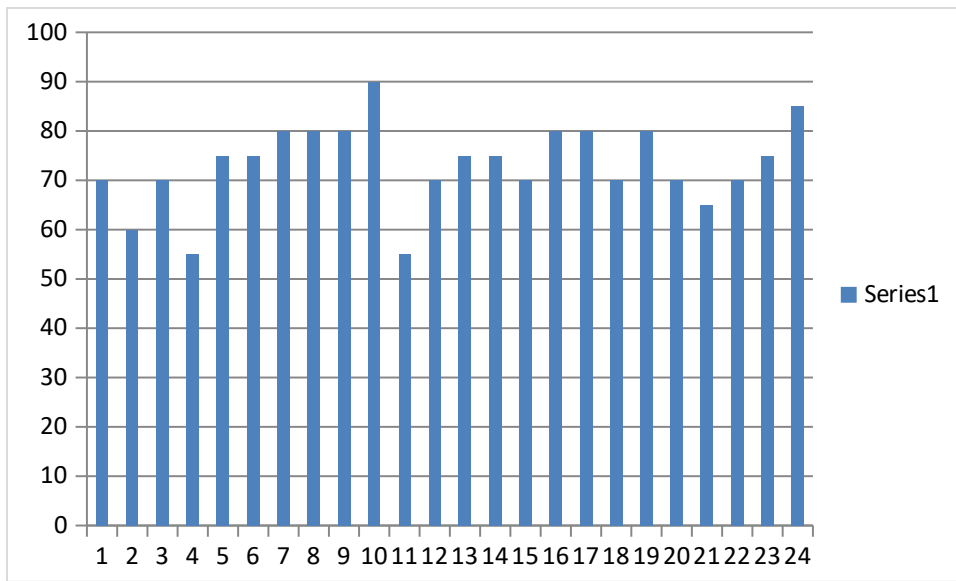
ANNEXURE 04 –DATA ANALYSIS

TABLE SHOWING PRE-TEST AND POST-TEST MARKS

SL.NO	NAME	PRE- PERCEN	POST- PERCEN
1	R.YUVARAJ	14	75
2	K.BARATHI	12	85
3	V.ARUNKUMAR	14	80
4	S.ARAILANGKUMARI	11	75
5	V.BHARATHI	15	90
6	K.DEEPA	15	95
7	V.VANITHAMANI	16	85
8	D.VERTRISELVI	16	90
9	P.VIJAY	16	95
10	G.SAKTHIVEL	18	100
11	P.RAJALAKSHMI	11	65
12	S.LAKSHMI	14	80
13	K.GOVINDARAJAN	15	80
14	A.SUGUNA	15	95
15	S.USHA	14	80
16	G.PANDIYAN	16	85
17	M.SELVAKUMAR	16	90
18	S.ARIVAZHAGAN	14	80
19	S.RAMANATHAN	16	85
20	G.PARIMALA	14	80
21	M.VIJAYAKUMAR	13	75
22	S.VEERAPANDIYAN	14	80
23	T.SATHYA	15	85
24	J.SRIDEVI	17	100

--	--	--	--	--	--

Comparison Between Pre Test and Post Test



RESULT:

By comparing the average scores of Pre Test and Post test, it was found that there is significant difference between Pre Test and Post Test.

IMPLICATION:

- When a single items were explained with number of illustrations and worksheets understanding is more.
- Using technology grasped the attention of teachers.

DISSEMINATION:

- Can be disseminated to other schools of the block.
- Can be disseminated to other classes.

INFERENCE:

From the Action Research it was found that, the intention made the VIII standard teachers of Kandhili Block ,Tirupattur District., to attend English Grammar class with interest. The teachers learn more ,when taught through activities for each grammatical item. The teachers psychological block was removed and the self-esteem of the teachers had improved in many folds.

Reference

1. A Hand Book on Educational Research, New Delhi, National Council for Teacher Educator-1999.
 2. English Grammar in use, book by Raymond Murphy and Surai pongtongcharoen.
 3. High School English Grammar book by H.Martin and P.C.Wren.
 4. English Grammar & Composition by S.C. Gupta.
 5. Advanced English Grammar by Martin Hewings.
 6. The Blue Book of Grammar, book by Jane Straus.
 7. English Grammar & Composition by S.C. Gupta.
-
1. Rodney D. Huddleston, Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, CUP 2005, p. 122ff.
 2. [^] For example: Thomas Edward Payne, *Describing Morphosyntax: A Guide for Field Linguists*, CUP 1997, p. 69.
 3. [^] [Huddleston, Rodney](#) (1988). *English Grammar: An Outline*. Cambridge: [Cambridge University Press](#). p. 7. [doi:10.2277/0521311527](#). [ISBN 0-521-32311-8](#).
 4. [^] [Cinque, Guglielmo](#). 1999. *Adverbs and functional heads—a cross linguistic perspective*. Oxford: Oxford University Press.
 5. [^] [Haegeman, Liliane](#). 1995. *The syntax of negation*. Cambridge: Cambridge University Press.





