

DISTRICT INSTITUTE OF EDUCATION AND TRAINING

MUNANJIPATTI, TIRUNELVELI DISTRICT

**ENHANCING THE CONTEXTUAL UNDERSTANDING OF TEXTBOOK VOCABULARY OF
STANDARD VIII STUDENTS THROUGH AUTHENTIC MATERIALS AND MULTIMEDIA**



ACTION RESEARCH REPORT

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RESEARCHER

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PRINCIPAL

DIET, MUNANJIPATTI

TIRUNELVELI DISTRICT

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ACTION RESEARCH REPORT

TITLE

The title of the Action Research is **“Enhancing the contextual understanding of textbook vocabulary of standard VIII students through Authentic Materials and Multimedia”**.

1. INTRODUCTION

Vocabulary is one of the essential aspects of learning English. Every day we say thousands of words. To be able to communicate in English, vocabulary is needed and it is important to improve and have a variety of vocabulary. Without sufficient vocabulary, someone finds it difficult to communicate with others, express their ideas or opinion, comprehend simple text, and listen to instruction. Without vocabulary, there will be no language as Rosyidah and Giyoto (2018, p. 1) stated, "Actually, vocabulary is the foundation to learn English and vocabulary is one of the components of language, there is no language without vocabulary." To develop the students' English skills in listening, speaking, reading, and writing, students need to have the vocabulary. As Viera (2018, p. 90) said, “Vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts.” Mastering vocabulary is not easy for the students, who are learning English as the second language.

According to Mthethwa (2018), the use of a combination of text, sound, graphics, video, or animation to teach vocabulary is becoming a common aspect of instructional practice in language learning. It will make it easier for students to learn vocabulary in a fun way.

Authentic materials refer to pictures, photographs, video selection, and radio. It is an effective material to be used in the teaching and learning process especially to **improve students' vocabulary mastery**. Authentic material is the real things around the students' life that the teacher brings it into the class. So, learning English with authentic material makes students familiar with the target language particularly in learning vocabulary.

Nuriyya (2018, p. 11) said that "By using authentic material, students deal with outside and real-world, they become interested when dealing with real language." She also claimed that authentic materials increase learners' motivation in learning vocabulary. The use of authentic material such as texts, songs, and audio-visual materials in the teaching and learning process will make the lesson more meaningful and successful for the language learners (Ruiz, 2015).

Multimedia is the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics and text resources to develop effective presentations.

Multimedia input can enhance vocabulary learning in the context of learning English as a foreign language. Multimedia input (e.g. text, images, audio, animation and captions/subtitles) has been widely adopted to facilitate second language/ foreign language teaching and learning. Multimedia input is more beneficial than simplified texts without the need for extra time and effort.

Contextualized vocabulary learning

Contextualized vocabulary learning is a process in which word meanings are derived from context rather than through isolated study. Memorization of definitions, however, is not a component of learning vocabulary in context. With contextual learning, students learn vocabulary through informing word meaning in text or speech.

2. BACKGROUND OF THE STUDY

The Action Researcher is working as a Senior Lecturer in the District Institute of Education and Training, Munanjipatti, Tirunelveli District. She holds Post graduate degrees in English, Sociology, Philosophy and Doctorate degree in Education. She has gained more than Thirty four years of experience in the field of Education by serving in colleges of Education, DIETs, Higher Secondary Schools and in Teacher Training Institutes. She has worked as a P.G. Assistant in Government Higher Secondary Schools for six years. At present, she is handling English for second year Diploma in Teacher Education students and acting as the Head of **CMDE Branch**.

The investigator has actively involved in the Module preparation task based on Learning Outcomes and the Lesson Plan Module preparation tasks. She has also involved in the ‘Dictionary Preparation’ and the ‘Taxonomy Mapping’ tasks. The investigator has attended many webinars and online Training programmes during the Covid-19 pandemic period. She has involved in the Content mapping, Content reduction, Preparation of work sheets, Assignments, MCQs, HOT questions etc. works. In her teaching career spanning over Twenty years solely in Teacher Education, the researcher has involved in the noble job of shaping the student teachers and the in service teachers. Further she has also presented seven research papers at various zonal, state and national seminars. In the sphere of research, she has done researches based on Learning outcomes, Teacher Education and Teaching of English.

During her school visits and the interactions with the teachers, she has identified many learning difficulties of the students. One such problem is that the students’ contextual understanding of textbook vocabulary is not so good. As Vocabulary is the fundamental aspect in learning English, it needs to be enriched. Without adequate vocabulary, learners find it difficult

to communicate, express ideas or opinion, comprehend simple text, and listen to instruction. Through her observation, vocabulary tests and interaction with the students, it has been found that the students' textbook vocabulary has to be enhanced using proper strategies. At this juncture, the investigator felt that it is right time to conduct this Action Research and it has been undertaken.

3. PERCEPTION OF THE PROBLEM

One of the most fundamental aspects of fluent communication is vocabulary competence. Many students do not achieve adequate vocabulary knowledge. As many of them have a restricted vocabulary, it is likely that they may struggle to grasp English. They find it challenging to express their thoughts on the content they have learned.

Most of the students have difficulties in pronouncing the words, writing the spelling of words, choosing the appropriate meaning of words and still confuse in using the words based on the context. Students may also struggle with distinguishing how to spell and pronounce English words correctly, developing vocabulary skills, using vocabulary correctly and understanding connotations. Additionally, mispronunciation, misspelling, difficulties in understanding English words caused by speaker, speed and lack of exposure to English can hinder vocabulary learning.

There are many factors which affect the progress level of learning foreign language process. Most of the students are coming from village side and most of their parents are illiterates. They have less opportunity to use the language items learnt in their day to day life. Though the students are familiar with many textbook vocabulary items, they are not able to use them in correct context.

The use of Multimedia in education can help in creating a new way of learning and teaching. It lends itself to more student centred learning setting. Authentic materials for the English Language classroom are often free and very easy to find online. Hence, the investigator has decided to enhance the contextual vocabulary of standard VIII students through authentic materials and Multimedia. To support the students in enhancing their vocabulary, the present study is needed.

4. ANALYSIS OF THE PROBLEM

The primary element in learning a language is the acquisition of the vocabulary and the practice in using it. Learning vocabulary has never received the attention in the field of language teaching. Acquiring a new language is a complex process and the vocabulary acquisition is critical to this process. Enhancing the contextual understanding of textbook vocabulary will support the students to communicate effectively.

To develop our students' communicative competencies in the competitive, knowledge based society, the investigator realized that the students have to be taught with innovative methods and techniques like multimedia in the teaching learning process. Enhancing the students' contextual understanding of textbook vocabulary will better support them in their communication skills.

Proficiency in English language depends on the knowledge of its vocabulary possessed by the second and foreign language learners and even the native speakers. Vocabulary knowledge seems to be one of the most important language components that students need to achieve to be able to communicate well. Vocabulary learning is one of the most important aspects of second language learning. Though developing the vocabulary is vital, it poses several problems,

especially, to non-native students of English. Students with a low vocabulary knowledge show weak academic performance in the language skills, linguistics, literature and translation at all levels of education.

The investigator has designed a question paper based on Standard VIII English textbook and has conducted a vocabulary test to the students of standard VIII in three schools. During her oral discussion with the teachers as well as the students of upper primary level, she has identified the problems in vocabulary learning. She has found that though the students know the meaning of some textbook vocabulary in Tamil, their mother tongue, they are unable to understand them in the context. Some of the students have pronounced some words wrongly and also miss spelt many words. Even though, they are familiar with many textbook vocabulary items, they find it difficult to use them in sentences. The students' vocabulary competence is not so good as they are expected to be. The students also have no interest in learning English in general and using vocabulary in particular. As the investigator has identified certain common problems among the Upper Primary students, she has decided to use the authentic materials and Multimedia in vocabulary teaching and learning.

In addition to bringing reality to classrooms, authentic materials help and motivate the learners. It gives them opportunity to connect the classroom world to the outer world. Multimedia learning is a classroom instructional tool used by teachers to deliver and create effective teaching-learning activities. It could be used effectively in vocabulary enrichment also. It also increases motivation and self-confidence with the novelty of using social media. Therefore, the investigator has decided to teach some textbook vocabulary of standard VIII through authentic materials and multimedia to enhance their vocabulary competence.

5. PROBABLE CAUSES

Among various reasons, the researcher has made out the following as the probable causes for the problem under study.

It may be due to

- Mistakes like relying solely on a dictionary and neglecting the context of words.
- Not practicing the vocabulary the students learn actively.
- Lack of consistency, and not developing habits like reading also lead to a lack of vocabulary.
- Lack of English language proficiency, in general.
- Lack of motivation in learning English, especially enriching their vocabulary.
- Lack of exposure to other resources other than the traditional method in learning vocabulary.
- Insufficient knowledge to understand and to connect the vocabulary learnt in sentences and to change their form.
- Receptive to productive usability.
- Very little opportunity to practice English vocabulary in context at home and in school environment.
- Lack of opportunity to learn Vocabulary using authentic materials and Multimedia.
- Lack of practice in using the Multimedia to enhance vocabulary competence.
- Lack of confidence in using the learnt textbook vocabulary in different contexts.
- Lack of practice in pronouncing the words learnt.
- Lack of practice to use the words learnt in writing.
- Insufficient knowledge in spellings.

- Insufficient knowledge in the different grammatical form of a word known as inflections.
- Difficulties in choosing the appropriate meaning of the words.
- Insufficient knowledge in using the word based on the context.
- The students found words or expressions that are idiomatic.

There are some other factors that cause students' difficulties in learning vocabulary -

- The written form is different from the spoken form in English.
- The number of words that students need to learn is exceedingly large.
- The limitations of sources of information about words.
- The complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition.

6. DEVELOPMENT OF PROPOSITION

Once we are able to pinpoint the probable causes, we can develop a proposition for the Action Research. The proposition is nothing but a set of ideas suggested for action. This Action Research is intended to enhance the contextual understanding of textbook vocabulary of standard VIII students through Authentic Materials and Multimedia. An important aspect to be borne in mind is, materials planned must kindle a great deal of interest in the learners. Despite the fact that the researcher has classified the probable causes, she is aware that various facts are operating together in enhancing the contextual understanding of textbook vocabulary.

To teach vocabulary effectively, teachers must learn the skills necessary to apply the best approaches. Student vocabulary instruction is an art that will help pupils retain new terms that will allow them to prosper. When the investigator adequately prepares herself/ himself for teaching a particular item, then there is always scope for improvement.

Hence, the following propositions are enumerated to enhance the students' vocabulary –

- In this Action Research, the students must be motivated adequately in learning of textbook vocabulary with interest.
- Sufficient exposure to other resources like authentic materials and multimedia other than traditional way of learning vocabulary shall be given.
- Videos, Animated images, Games, Audios, Songs, and real life objects are important tools which can be used to teach textbook vocabulary effectively.
- We have to make sure that the students encounter a new word in many contexts. Students must be given sufficient practice to use the words in sentences and in correct context..
- Sufficient drills and practice shall be given to learn the spelling of the words. Some ways to do this is through pictures and symbols.
- Sufficient drills and practice shall be given to pronounce the words introduced.

7. ACTION HYPOTHESIS

If Authentic Materials and Multimedia are used, the standard VIII students' contextual understanding of textbook vocabulary will be enhanced.

8. PLANNING FOR INTERVENTION

This Action Research is conducted with the sole intention of enhancing the textbook vocabulary of standard VIII students through Authentic Materials and Multimedia. Conducting the Action Research needs careful planning and meticulous execution. Before executing the planned interventions, we must design a valid and supportive pre-test. This is for determining the target group students' vocabulary competence.

In this present study, the targeted students' mother tongue is Tamil. Though they are studying in English medium, they have been getting less exposure to the targeted language English. They have completed their elementary education in villages and in small towns. These students have less opportunity to speak and read or write English in their environment. The opportunities for practicing and using the targeted language English are minimal. It is felt that enhancing the vocabulary competence of the students will definitely support to develop their language proficiency.

While planning for interventions, the investigator kept a couple of important things in her mind. The first one is the preparation stage, and the second aspect is the execution part. Though the target group was selected beforehand, the researcher cannot commence the research process abruptly. She must carry out some important tasks. To begin with, we must design a valid and appropriate pre-test. While designing the pre-test and post-test, it is to be ensured that each item tests the vocabulary competence of standard VIII students. Hence, there can be one or two test items that can differentiate the students among the target group. To make the test a valid one, all these measures must be taken.

The investigator has planned to conduct a pre-test based on the textbook vocabulary words of standard VIII from the portion already taught by their English teacher. She has selected twenty five new words from standard VIII, State Board syllabus English textbook. In order to get the real effect, the content is not previously informed by the investigator.

As the investigator felt that using authentic materials and multimedia will help her vocabulary teaching to enhance the students' vocabulary power, she has planned to use them to the maximum level. She has planned to utilize the 'Smart TV' for this purpose. She has planned to prepare power point slides which would contain the browsed images, animated GIFs, videos, YouTube videos, audios, texts etc. She has also planned to teach some words from the real life situations, actions, telling examples and illustrations, telling contextual clues, telling its synonyms or antonyms, personal connections etc. along with the tools. The power point slides would be prepared in such a way to bring the students' attention towards them and to teach the words selected effectively.

The investigator has planned to concentrate on the four areas while teaching vocabulary such as spelling, pronunciation, meaning and usage of words. Since repeated exposure to vocabulary words enhances word acquisition, she has planned to give many examples in real life context with attractive images, videos and animated GIFs and contextual clues.

9. EXECUTION OF INTERVENTION

9.1. Stages Involved

The following stages are involved in the Action Research

1. Meeting the School Head and the students of standard VIII of the selected school.
2. Preparation of the assessment items.
3. Assessing the entry behavior (pre-test).
4. Identifying the problem in the students' vocabulary competence.
5. Planning of intervention.
6. Execution of intervention.
7. Assessing the exit behavior (post-test).
8. Comparing the performance of the pre-test and the post-test scorings.
9. Finding the improvement in the students' vocabulary competence.

9.2 Target Group

Twenty Five students studying in standard VIII, Government Higher Secondary School, Thirukurugudi constitute the target group for the present study. It includes twelve male and thirteen female students.

9.3 Tools Used

In order to find the improvement of the students in the contextual understanding of textbook vocabulary, a Pre/Post test question was prepared by the investigator and the same tests were administered by her. The test items include MCQs like choosing the best word to fill in the blanks, choosing the synonyms, choosing the single word from their meaning given, matching the antonyms and finding the words from their meanings.

9.4. Statistical Techniques Applied

The following statistical techniques were used for analyzing the collected data in the form of Pre-tests and Post-tests.

9.4.1 Percentage Analysis

In order to find out the percentage of students having low, average and high level of achievement, the percentage analysis has been made use of in this Action Research.

9.4.2 Arithmetic Mean

The researcher has used the following formula for calculating arithmetic mean.

$$\bar{X} = \frac{\sum X}{n}$$

Where \bar{x} = Arithmetic mean

Σ = Sum of

X = Scores of distribution

N = Number

9.5. Procedure of Interventions

The investigator has selected Twenty Five difficult words from standard VIII State Board syllabus English textbook. She has prepared Power point slides for all the twenty five words. She has used the authentic materials like photos, pictures, real objects, videos, sounds etc. to teach the words selected. She has also used the multimedia tools like youTube videos, images downloaded from the internet, animated GIFs, audio files etc. for teaching the vocabulary words selected effectively.

INTERVENTION -I

Learning English with YouTube videos

Learning English with YouTube has become so popular these days. This alone has been so beneficial to countless ESL learners worldwide because it's for free.

- YouTube can improve students' vocabulary mastery and listening.
- YouTube videos combine visual context with spoken language and develop learners' ability to enjoy and understand English lessons.
- YouTube videos are authentic in nature.

For teaching some words, the investigator has used the YouTube videos.

The investigator has used the YouTube video while teaching the words '**shriek**', '**renowned**', **threshold**, **grub** etc.

Examples:

1. The patient **shrieked** when the doctor was treating her wound.
2. Our late Prime Minister Mrs. Indra Gandhi is a **renowned** person.
3. The modern women crossing the **threshold**.
4. Birds like to eat the **grub**.

9:02

VoLTE LTE 66%



Description



Meaning of Shriek

456

Likes

35,321

Views

2017

24 Nov

VocabAct: Vocabulary Videos for Children and Adults

Meaning of Shrieked: To create a very loud sound.

Featured playlist



Wish videos kept playing when you closed the app?

Get background play with YouTube Premium

No thanks

Get it now

INTERVENTION –II

Animated GIFs in learning English vocabulary

Animated GIFs are short looping videos and they have become very popular on social networks. They can be used as an effective teaching tool. In classrooms, exploring concepts, explaining words or expressing emotions has been ignited with the graphic creation GIFs. The GIFs are sure to grab students' attention, help them stay focused and even add some lightheartedness to lessons.

When learning vocabulary words, have students write the definition and then add a GIF that would best match that definition as brainstorming activity. This creates a visual for the word and adds some flair to a normally tedious activity. GIFs are a way for educators to bring excitement to classrooms. By using an animated GIF, we can give a full context of difficult words.

The investigator has used animated GIFs while teaching the meaning of the words like – **bower, dawn, flutter, spate, wagging, sprinkle, inferno, rills, bifurcates, grub, cruel, cluster, garb, bloom, boarded, trembling, enchanted, fertilizers, kennel etc.**

Examples:

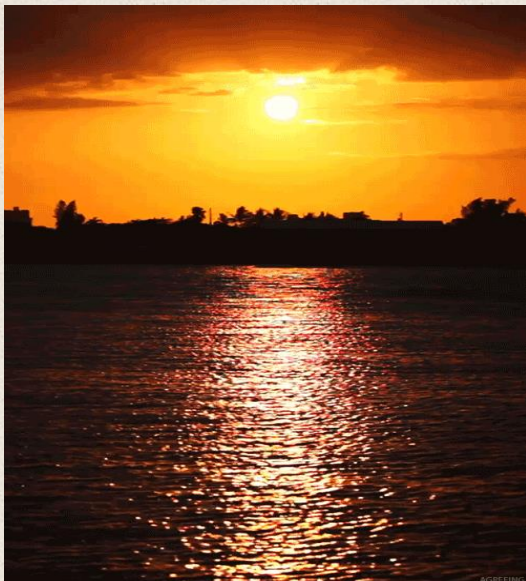
1. The birds like the **grubs**.
2. The butterfly is **fluttering** its wings.
3. The animals and birds take rest in the **bower**.
4. How nice the **dawn** scene is!
5. The river is in full **spate**.
6. The rose **blooms**.
7. We can admire the **cluster** of stars.
8. The deer drinks water in the **rills**.

bower_{noun} -/'baʊə(r)/



The animals and birds take rest in the bower.

dawn_{noun} -/dɔːn/



How nice the dawn scene is!

bloom - /blu:m/



The rose blooms

flutter verb - /'flʌtə(r)/
/'flətər/



The butterfly is fluttering
its wings

INTERVENTION – III

Video clips

According to Sari (2016), the video clip was a short movie that contain a duration between three or four minutes. The video clips contain image and sound. One of the strategies to attract young learners' attention is using video. It could be used well to teach vocabulary effectively. Videos combine visual and audio stimuli, are accessible to those who have not learned to read and write well, and provide context for learning (Fazey, 1999; Burt, 1999). Students not only hear but also see the facial expression, gesture and also see the clues from the video.

The investigator has used the videos and video clips while teaching the meaning of the words like **renowned**, **flutter**, **dawn**, **sprinkle**, **threshold**, **enchanted**, **rills**, **clustering**, **trembling** etc.

Examples:

renowned *adjective* -/rɪˈnaʊnd/

गाँधी जयंती

Mahatma Gandhi is a **renowned** leader.

spate *noun* - /speɪt/



The river was in **spate** due to heavy rain.

Rills



The **rills** create a shady place for themselves to cool down.

INTERVENTION – IV

Audio files

Listening is a component of learning English. A good piece of audio may increase student motivation as students will want to listen and follow. **Listening activities help students improve pronunciation, comprehension and build vocabulary.** Audio description (AD) has been recognized as a valuable tool in language learning. Audios sometimes carry a great deal of information, such as the emotional state of the speaker. Sarcasm is particularly difficult to communicate through text, for example, but is delivered orally quite clearly.

Audio introduces vocabulary. Audio can be useful in introducing students to vocabulary above their reading level. Sounds of animals and birds, kinds of laughter, voice of thunder, shrieking sound etc. can be introduced through audio files which will help the students understand the sounds correctly and effectively.

The pronunciation of the vocabulary words introduced can be taught using the audio files of the native speakers. It would be very helpful for the visually impaired viewers in language learning, especially the pronunciation.

The investigator has used the audio files to introduce the target pronunciation of some words. She has also used the audio file while teaching the meaning of the word ‘shriek’ in this Action Research.

Examples:

1. The bellbird **shrieked** loudly.
2. The wolf **shrieked**.

shrieked *verb* - /ʃri:kd/

The logo for The Guardian news outlet, featuring the words "The Guardian" in white serif font on a red rectangular background.

The bell bird **shrieked** loudly.



The wolf **shrieked**.

INTERVENTION – V

Images

Images have an important role in the understanding of meaning. They give illustration of something and make it clear. Pictures are used to help students to understand and comprehend something clearly and easily. Using pictures to teach vocabulary is considered to be an effective way to motivate EFL learners.

Zelin says visual aids are important for language learners because humans think in images. **Images can help to enhance students' vocabulary knowledge and learning efficiency, especially for young learners.** Image-based learning models can engage student participation, challenge perceptions and increase student agency through reflexive learning.

The investigator has used the images taken from the internet almost to teach all the selected words except the word 'shriek'. Attractive, colourful pictures for the words **flutter, spate, wagging, tiny, sprinkle, inferno, dawn, threshold, renowned, rills, bifurcates, grub, clustering, garb, bloom, boarded, bower, fertilizers, kennel** etc. are browsed and she has prepared the power point slides and the same are introduced to the students through the 'Smart TV' with suitable sentences.

Examples:

1. People are **boarding** the airplane on runway.
2. **Cluster** of nests are found in the river bank.
3. The single path is **bifurcated**.
4. A man is standing in the **threshold**.

Boarded



People **boarding** airplane on runway.

Cluster



Cluster of nests

Bifurcated

bifurcate *verb* - /'baɪfəkeɪt/



The single path is **bifurcate**
d

Threshold



A man is standing
in the **threshold**.

INTERVENTION - VI

Realia (real life object)

Realia is one of effective teaching media which use real object to show the students the concrete item. It reinforces language skills and appeals to both visual and kinesthetic learners of all ages. Realia media is the one simple interesting media that may bring motivation for the students who afraid to study English. It helps the teachers to get more attention and participation of students in English class. It increases the sensory experience, students enjoy exploring objects with all of their relevant sense.

In teaching vocabulary, realia is a teaching media used to present vocabulary by bringing actual objects of items or something represent it which are used in classroom to illustrate and teach vocabulary. Most teachers use realia to demonstrate the meaning of vocabulary words. The students find it easy to understand the meaning of the words and make the learning experience more memorable for the students.

The investigator has used some real objects while introducing the words like – **tiny, fertilizers, sturdy, grub, sprinkle, threshold, garb, kennel** (toy) etc.



Words selected

1) grub (noun) - /grʌb/

a) The mother bird feeds the **grubs** to the young ones.

b) A bowl of **grubs** for the birds.

c) The young ones eat the grub **fastly**.

- “Find some **grubs**; the young ones are hungry.” (context - from textbook)

Meaning – (grub - food)

2) shrieked (verb) – /ʃri:kd(t)/

a) The bell bird **shrieked** loudly. (Audio)

b) The wolf **shrieked**.

c) The patient **shrieked** when the doctor was treating her wound.

- ‘Here it comes,’ shouted Satish, as the engine whistle **shrieked** and the front lights played over the rails. (context- from textbook)

Meaning - (shrieked - uttering a high pitched piercing sound)

3) renowned (adjective) – /rinaund/

a) Mahatma Gandhi is a **renowned** leader.

b) Our late Prime Minister Indira Gandhi is a **renowned** person. (video)

c) Dr. A.P.J. Abdul Kalam is a **famous** person. (replace(clue) – renowned)

d) Mother Teresa is a **renowned** social worker. (picture clue)

- The king decided to consult a hermit, widely **renowned**. (context – from textbook)

Meaning – (renowned - famous, eminent, prominent)

4) bower (noun) - /'baʊə(r)/

- a) The animals and birds take rest in the **bower**.
 - b) The deer are in the **bower**.
 - c) The animals and birds come to the **bower**.
 - d) The birds return to the **bower**.
- A **bower** quiet for us, and a sleep (context- from textbook)

Meaning – (bower - shelter under the shade of trees)

5) threshold (noun) - / θreʃəʊld/

- a) The wooden **threshold** looks nice.
 - b) A man is making a **threshold** on the floor.
 - c) The modern women crossing the **threshold**.
 - d) A man is standing in the **threshold**.
- but the king was so tired from his walk and from the work he had done that he crouched down on the **threshold**, and also fell asleep –... (context- from textbook)

Meaning - (threshold – door steps, entrance)

6) bloom (verb) or (noun) - /blu:m/

- a) The rose **blooms**.
- b) The flowers are **blooming**.
- c) How beautifully the red flowers **bloom**.
- d) The beautiful flower **blooms** slowly.

Meaning – (bloom – come up)

- Having a friend ... it one day **will bloom** like the flowers. (context – from textbook)

7) spate (noun) –/speɪt/

a) The river was in **spate** due the heavy rain.

b) The house falls in the river which is in full **spate**.

c) River flowing in full **spate**.

- He said, since the river was **in spate**, it would not be possible to ply the boat.(context – from textbook)

Meaning –(spate – flood)

8) rills (noun) - /rilz/

a) The beautiful **rills** attract me.

b) The deer drinks water in the **rills**.

- The **rills** create a shady place for themselves to cool down.(context – from textbook)

Meaning - (rills – clear stream)

9) flutter (verb) -/flʌtə/

a) The butterfly is **fluttering** its wings.

b) You make my heart **flutter**.

c) The bird **flutters** its wings.

- Ramaya's heart was in a **flutter** as the police visited his house. (context – from textbook)

Meaning –(flutter – to flap or wave quickly)

10) boarded (verb) -/bɔːdɪd/

- a) They are **boarding** into the train.
- b) People **boarding** airplane on runway.
- c) The passengers **boarded** the train.
- Vetri **boarded** the train. (context – from textbook)

Meaning –(boarded- get on or into a vehicle)

11) cluster (either a noun or a verb) - /klʌstə/ or / klʌsdə/

- a) We can admire the **cluster** of stars.
- b) **Cluster** of flowers.
- c) **Cluster** of nests.
- Our little riverside nests, **clustering** under their surrounding greenery.. (context – from textbook)

Meaning –(cluster – form a group)

12) tiniest (adjective) - /təɪniəst/

- a) Sparta is the world's **tiniest** animal.
- b) I like the cute, **tiny** kitten.
- c) The **tiny** humming bird flutters its wings.
- d) The colourful, **tiny** birds are dancing.
- Even the **tiniest** creature needs room. (context -from textbook)

Meaning – (tiniest – smallest)

13) cruel (adjective)- /kru:əl/

a) What a **cruel** act!

b) Keeping birds inside the cage is **cruel**.

c) A **cruel** attack of a lion.

- “And a good thing too,” said the **cruel** male sparrow.(context- from textbook)

Meaning – (cruel – heartless)

14) inferno (noun)-/infɜ:nəʊ/

a) The bad people will be sent to the **inferno**.

b) I am afraid to see the **inferno**.

c) Dante’s **inferno**.

d) The opposite of ‘**inferno**’ is ‘heaven’.

- when a train arrived it would be an **inferno** of heaving, shouting, agitated human bodies.

(context – from textbook)

Meaning – (inferno- region that resembles hell)

15) dawn (noun) - /dɔ:n/

a) How nice the **dawn** scene is!

b) I admire the sunrise in the **dawn**.

c) Cute bird in a beautiful **early morning**.(clue)

d) The cock crows in the **dawn**.

- I appreciate the pain you took in getting up in the small hours and milking the cow and delivering the milk to me at **dawn**. (context – from textbook)

Meaning – (dawn – the first appearance of light in the sky before sunrise)

16) sprinkle (verb)-/sprɪŋkəl/

a) The colour paper pieces are **sprinkled**.

b) The little girl **sprinkles** water.

c) The man **sprinkles** water turning his face.

- Rich with a **sprinkling** of fair musk – rose blooms. (context – from textbook)

Meaning – (sprinkling – falling in fine drops)

17) enchanted (adjective)-/ɪntʃəːntɪd/

a) I saw an **enchanted** forest in my dream.

b) I was thrilled when I saw the **enchanted** scene.

c) I fell with **great delight** to walk in the forest.(clue)

d) The children were filled with **great delight**.(Clue- video)

-Issac's playmates were **enchanted** with his new windmill. (context- from textbook)

Meaning – (enchanted – delighted, placed under a spell)

18) fertilizer (noun) - /fɜːtɪlaɪzə/

a) The **fertilizer** helps the plants to grow.

b) Ravi puts **fertilizer** to his plants.

c) The plant grows fast as the **fertilizer** is added in the soil.

- From **fertilizers** to antifreeze, medicine to makeup set and poisonous items to be kept away

from the children in our homes. (context – from textbook)

Meaning – (fertilizer – chemical or natural substance added to land to increase its fertility)

19) bifurcate (verb) - /baifəkeɪt/

- a) The single path is **bifurcated**.
 - b) The river **bifurcates** into two branches.
 - c) **Bifurcated** stairs.
 - d) We have a **bifurcated** staircase in our house.
- The river water, **bifurcates** into two and merges again and forms this village.

(context – from textbook)

Meaning – (bifurcate – divide into two separate parts)

20) garb (noun) - / ga:b/

- a) They are in new **garb**.
 - b) Men and women in festive **garb**.
 - c) Teena is in a **special kind of clothes**. (clue)
 - d) The **garb** is nice.
- ... men and women in festive **garb** were going and coming. (context – from textbook)

Meaning –(garb – clothes esp. special kind)

21) kennel (noun) - /'kenl/

- a) The dog comes out of the **kennel**.
 - b) The blacky gets inside the **kennel**.
 - c) The modern **kennel** is nice.
 - d) The white dog takes rest in its **kennel**.
- Then to my **kennel** I will run (context – from textbook)

Meaning –(kennel – a small house for a dog)

22) wagging (verb)- /wægiŋ/

a) The two cats are **wagging** their tails happily.

b) She **wagged** her finger.

- She said, **wagging** a finger at me, 'never talk to stranger'. (context - from textbook)

Meaning – (wagging - move rapidly to and fro)

23) tremble (verb) - /'trembl/

a) His hands are **trembling**.

b) Sheena's hands **tremble** when holding the tea cup.

c) Kamali **trembles** while reading....

- I'm **trembling** here outside the door, (context – from textbook)

Meaning (tremble – to shake slightly/ short movements as from fear ...)

24. sturdy (adjective) –/stɜ:di/

a) He is small but **sturdy**.

b) The idols are **sturdy** as they are made of stone.

c) These boots are **sturdy** even to walk on the rocks.

- There were good **sturdy** rails on both sides so people were not afraid. (context – from textbook)

Meaning – (sturdy – strong)

25. consoled (verb) - /kənsəuld (t)/

a) She is **consoled** by her teacher when she falls down.

b) Kumar's friend **consoled** him as he got low marks in the test.

c) I **consoled** my brother as he lost his new watch.

- The mother, Meenakshi Ammal, **consoled** her little girl... (context – from textbook)

Meaning – (consoled – comforted (someone) in the time of grief, disappointment)

9.6 Duration of Interventions

Since this action research is a good technique for solving the problems of standard VIII students in their vocabulary learning, five weeks were given for enhancing the contextual understanding of textbook vocabulary through authentic materials and multimedia. Enough time was provided to strengthen each component of improving the target competencies.

9.7 Evidences Collected

The researcher could observe the development of standard VIII students in improving the contextual understanding of textbook vocabulary through authentic materials and multimedia. In order to collect and record their improvement their scores were recorded in the form of Pre-test and Post-test.

10. DATA COLLECTION AND ANALYSIS

The collected data were processed and analyzed with the help of percentage, frequency, mean, and graphical representation in order to find out the meaningful interpretation of the raw scores. They are presented systematically in the following pages.

PRE AND POST TEST SCORES

| Sl.No. | Name of the student | Pre test score | Post test score |
|--------|---------------------|----------------|-----------------|
| 1. | Aarthi.S | 36 | 77 |
| 2. | Anushiya.S | 40 | 95 |
| 3. | Dharshini. V | 56 | 97 |
| 4. | Elakkiya.P | 32 | 81 |
| 5. | Gangaiyammal. M | 36 | 92 |
| 6. | Indhumathi. M | 20 | 69 |
| 7. | Iswarya. S | 28 | 82 |
| 8. | Jeevitha. U | 20 | 71 |
| 9. | Jenifer. B | 16 | 81 |
| 10. | Keerthika. S | 44 | 94 |
| 11. | Prithika. S | 12 | 90 |
| 12. | Ragavi. B | 44 | 91 |
| 13. | Yamini. S | 20 | 77 |
| 14. | Ahilan. P | 32 | 77 |
| 15. | Alagiya Nambi. M | 12 | 91 |
| 16. | Balaji. S | 24 | 72 |
| 17. | Bhuvanesh. M | 20 | 78 |
| 18. | Dinesh Raja. G | 44 | 84 |
| 19. | Eswar. S | 32 | 80 |
| 20. | Inbarasan. E | 44 | 89 |
| 21. | Srinivasan. A | 20 | 86 |
| 22. | Subin. M | 12 | 72 |
| 23. | Surya Prakash. S | 32 | 73 |
| 24. | Sathesh Rajan. P | 32 | 92 |
| 25. | Yakesh. S | 31 | 86 |

PRE - TEST ANALYSIS

| Score Interval | Mid Point (x) | Frequency (F) | Fx |
|----------------|------------------|------------------|-----|
| 0 – 10 | 5 | - | - |
| 11 – 20 | 15 | 9 | - |
| 21 – 30 | 25 | 2 | - |
| 31 - 40 | 35 | 9 | 315 |
| 41 – 50 | 45 | 4 | 180 |
| 51 – 60 | 55 | 1 | 55 |
| 61 – 70 | 65 | - | - |
| 71 – 80 | 75 | - | - |
| 81 – 90 | 85 | - | - |
| 91 – 100 | 95 | - | - |
| | | | 550 |

$$\text{Mean} = Fx/N$$

$$= 550/25$$

$$= 22$$

It is inferred from the above table that the Pre Test Mean is 22 percentage.

POST TEST ANALYSIS

| Score Interval | Mid Point (x) | Frequency (F) | Fx |
|----------------|------------------|------------------|------|
| 0 – 10 | 5 | - | - |
| 11 – 20 | 15 | - | - |
| 21 – 30 | 25 | - | - |
| 31 - 40 | 35 | - | - |
| 41 – 50 | 45 | - | - |
| 51 – 60 | 55 | - | - |
| 61 – 70 | 65 | 1 | 65 |
| 71 – 80 | 75 | 9 | 675 |
| 81 – 90 | 85 | 8 | 680 |
| 91 – 100 | 95 | 7 | 665 |
| | | | 2085 |

$$\text{Mean} = Fx/N$$

$$= 2085/25$$

$$= 83.4$$

It is inferred from the above table that the Post Test Mean is 83.4 percentage.

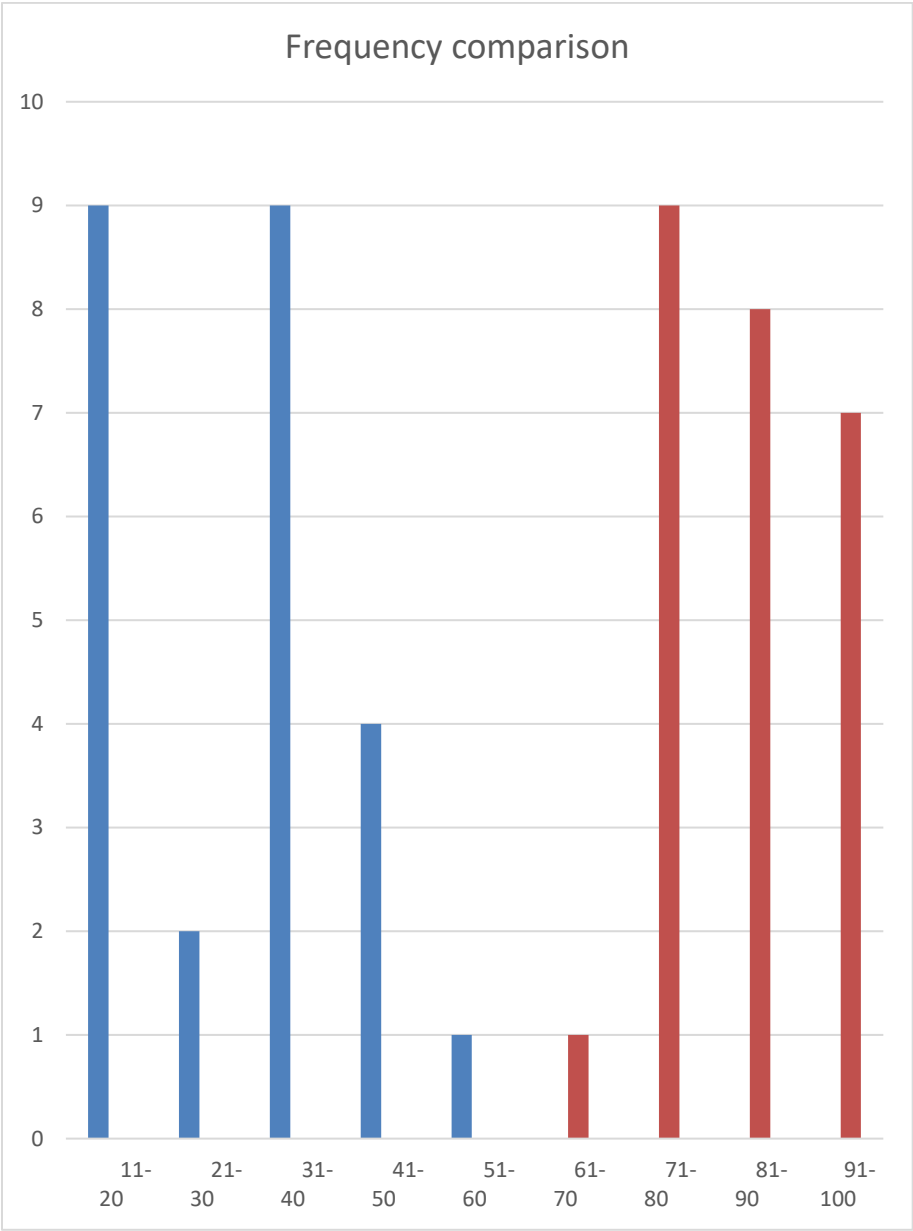
FREQUENCY COMPARISON OF PRE TEST AND POST TEST SCORES

| Score Interval | No. of students | |
|----------------|-----------------|-----------|
| | Pre Test | Post Test |
| 0-10 | - | - |
| 11-20 | 9 | - |
| 21-30 | 2 | - |
| 31-40 | 9 | - |
| 41-50 | 4 | - |
| 51-60 | 1 | - |
| 61-70 | - | 1 |
| 71-80 | - | 9 |
| 81-90 | - | 8 |
| 91-100 | - | 7 |

It is found that in the pre test, no student got below 10 marks. Nine students got 11-20 marks, two students got 21-30 marks and nine students got 31-40 marks. It is also found that four students got 41-50 marks and only one student got 51-60 marks.

In the post test, no student got 1-60 marks. Only one student got 61-70 marks, nine students got 71-80 marks, eight students got 81-90 marks and seven students got 91-100 marks. So, it is found that there is significant difference between the pre test and the post test of the experimental group students.

Frequency comparison of Pre and Post test scores



Pre test

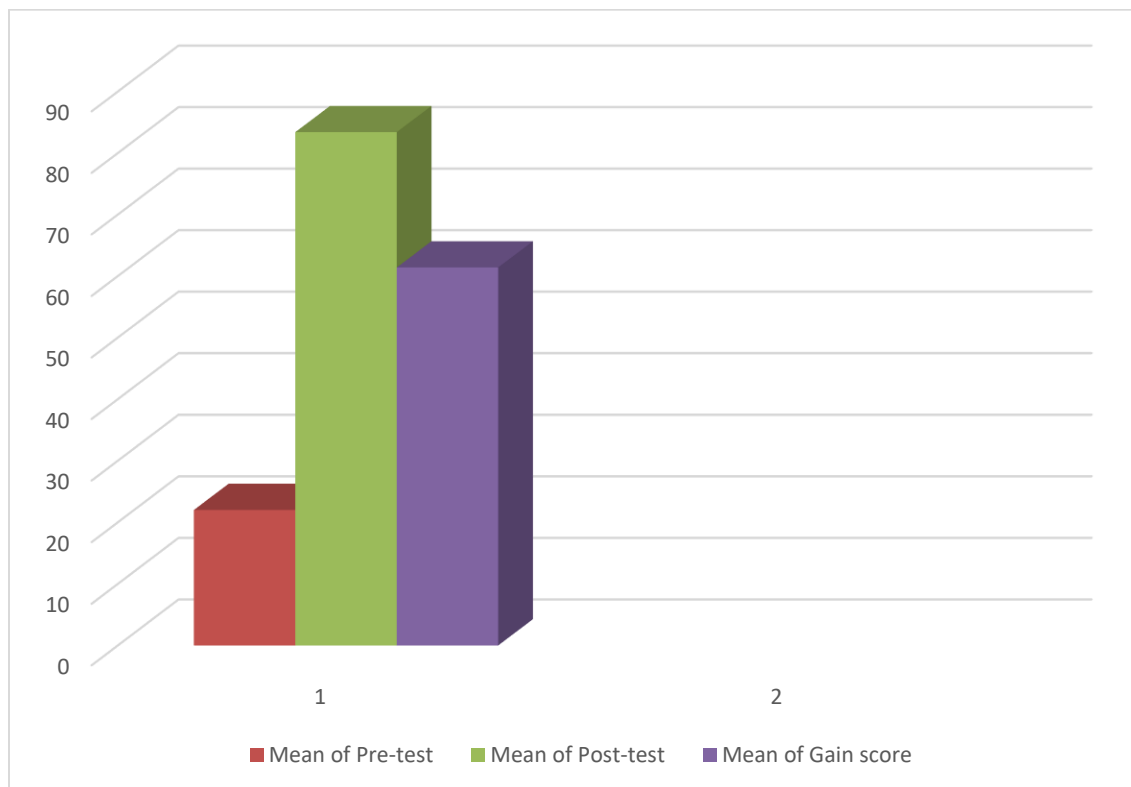
Post test

MEAN OF PRE-TEST, POST TEST AND GAIN SCORE

| Number of students | Mean of Pre-test | Mean of Post-test | Mean of Gain score |
|--------------------|------------------|-------------------|--------------------|
| 25 | 22 | 83.4 | 61.4 |

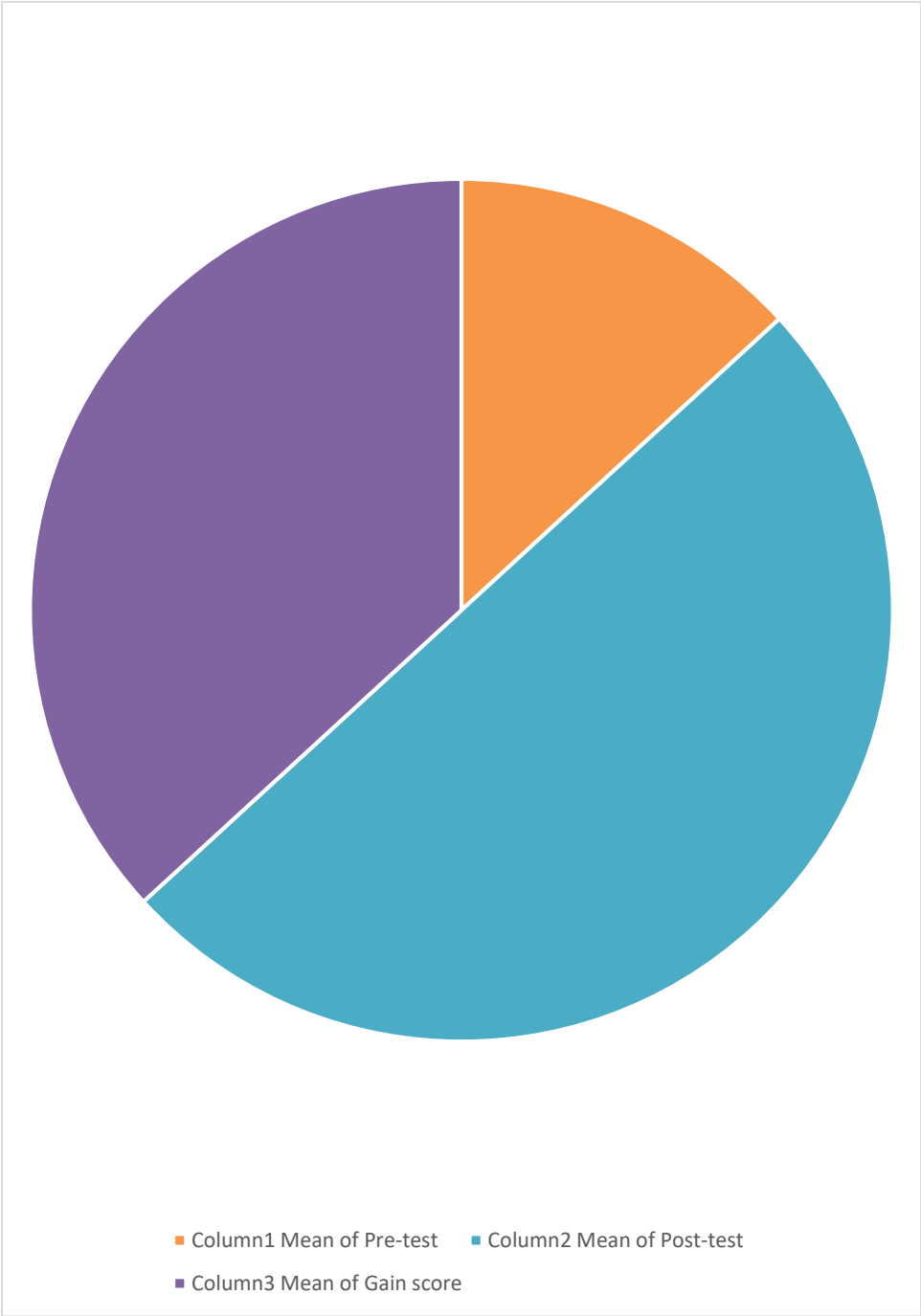
The above table indicates the mean difference between the pre-test and the post-test score to twenty two and Eighty three respectively. By the improvement in the gain score, we could understand that the students have improved in the contextual understanding of textbook vocabulary using authentic materials and multimedia when compared with the previous level. It is also graphically represented in the following figures.

MEAN OF PRE-TEST, POST TEST AND GAIN SCORE



MEAN OF PRE-TEST, POST TEST AND GAIN SCORE

Pie Chart

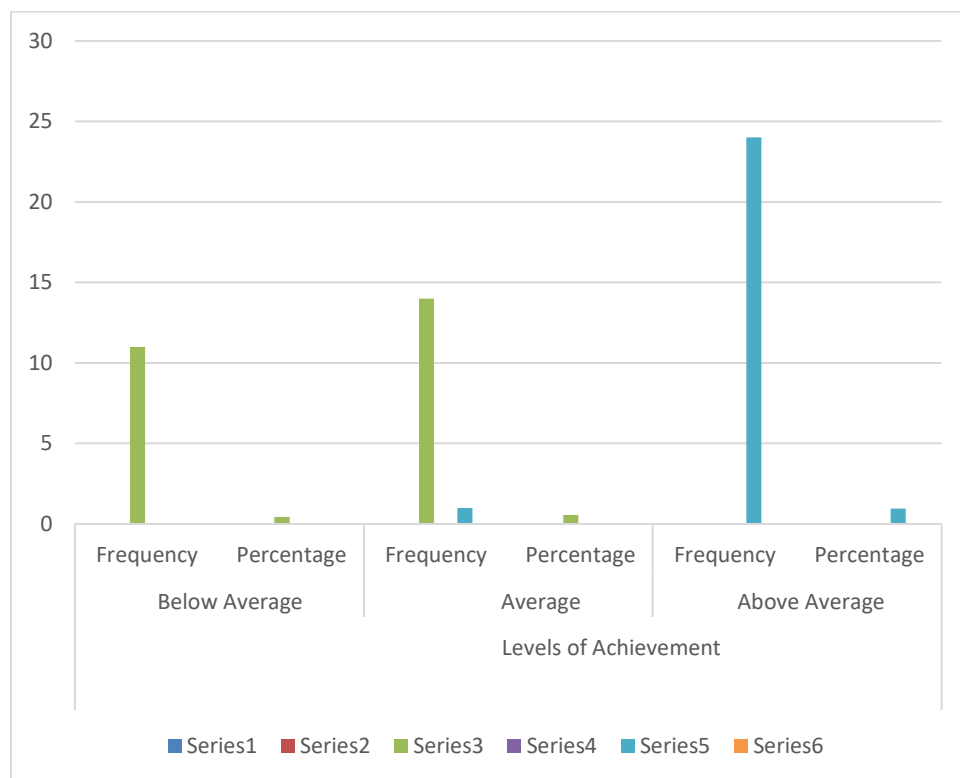


CLASSIFICATION OF LEVELS OF ACHIEVEMENT

| Total (Target group) | Test | Levels of Achievement | | | | | |
|----------------------------|--------------|-----------------------|------------|-----------|------------|---------------|------------|
| | | Below Average | | Average | | Above Average | |
| | | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| 25 | Pre test | 11 | 44% | 14 | 56% | 0 | 0 |
| 25 | Post test | - | 0 | 1 | 4 % | 24 | 96% |

It is inferred from the above table that eleven students are under ‘below average’ category in the pre test, fourteen students are in the ‘average’ category and no student is in the ‘above average’ category. Forty four percentage of students (44%) are under the ‘below average’ category. Fifty six percentage (56%) of students are under the ‘average’ category. In the post test, no student comes under ‘below average’ category, only one student (4%) is under ‘average’ category and twenty four students (96%) are under ‘above average’ category.

Levels of Achievement



11. DECISION MAKING AND REFLECTION

The data analysis results have shown that the twenty five students of standard VIII, who were taken as the target group has improved their vocabulary power. The interventions have brought about improvement to the maximum level. As the researcher has preplanned, the interventions have gradually brought improvement among the target group. The interventions have supported the students to attain the expected outcomes in vocabulary learning. Their achievement level of enriching the textbook vocabulary skill has almost tripled. Hence the researcher has decided to end the action research and not to proceed further to the next spiral. All the students who underwent the treatments have enhanced textbook vocabulary power effectively and continue to practice the skill in their regular classroom practices.

12. TERMINATION

In the beginning of the action research, the researcher felt that the standard VIII students' textbook vocabulary power was poor. They were unaware of the meaning of many textbook vocabulary words. The investigator was also dissatisfied with the way they pronounce the words. She also felt that the standard VIII students found it difficult to understand the words in its context and to use them in correct context in their day to day life. The researcher thought that if authentic materials and multimedia were used effectively, the standard VIII students' vocabulary power will certainly be enhanced. Accordingly, the interventions were planned and executed giving enough time and the result was fully satisfactory, hence, the action researcher decided to terminate the action research. This evidently forms the concluding part of the action research.

13. NET GAINS OF THE PRESENT EFFORT

After going through the entire research process and the results meticulously, the researcher presents the net gains of the Action research.

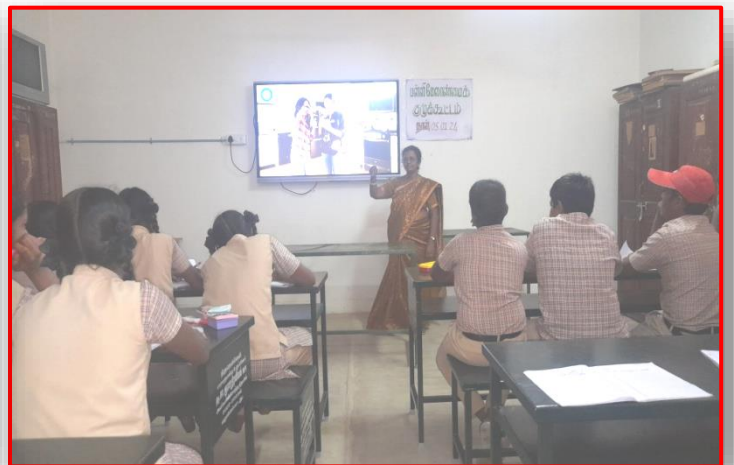
- The main beneficiaries of this Action Research are the standard VIII students of Government Higher Secondary School, Thirukkurungudi, Kalakad Block, Tirunelveli District.
- They have improved well in the contextual understanding of textbook vocabulary.
- They learnt the textbook vocabulary taught by the investigator using authentic materials and multimedia with interest and found it to be very effectual.
- They have been enhanced their ability to use the vocabulary words in their daily life.
- They have learnt to frame simple sentences on their own using the words.
- They have gained confidence to use the textbook vocabulary words in their daily life situation.
- The net gain of the Action research is that there is quality improvement in the classroom practices.

PHOTO GALLERY

STUDENTS WRITING PRE TEST



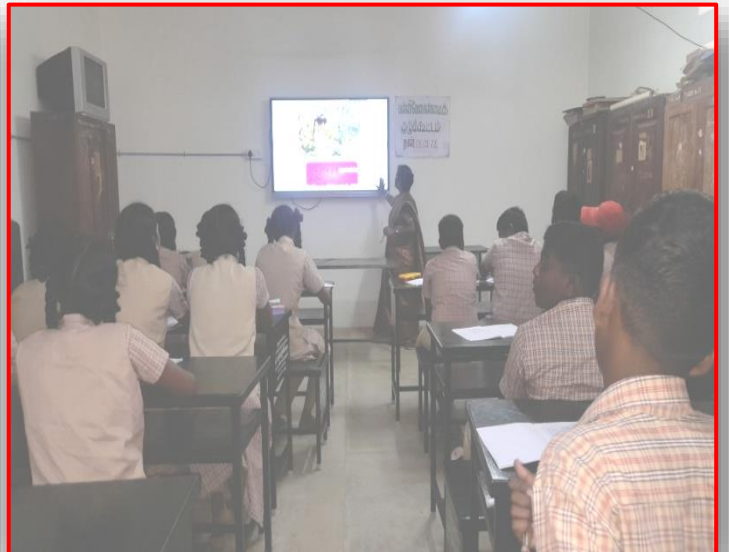
TEACHING AND LEARNING VOCABULARY WITH YOUTUBE VIDEOS



TEACHING AND LEARNING VOCABULARY WITH AUDIO FILES



TEACHING AND LEARNING VOCABULARY WITH VIDEOS



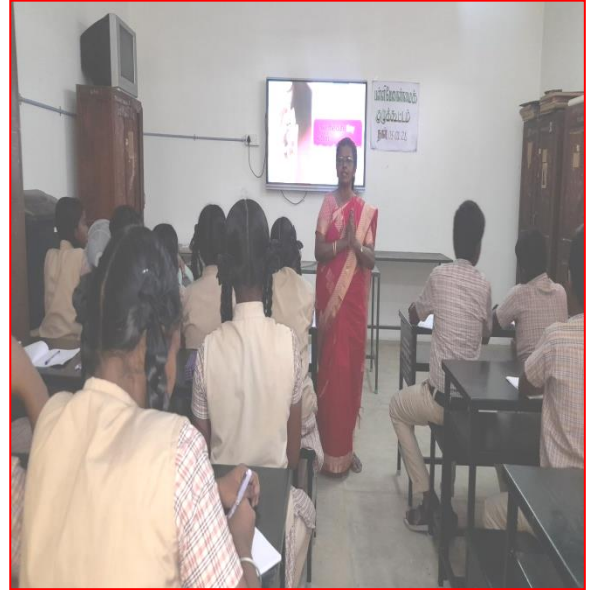
TEACHING AND LEARNING VOCABULARY WITH IMAGES



TEACHING AND LEARNING VOCABULARY WITH GIF ANIMATIONS



LEARNING VOCABULARY WITH REALIA



STUDENTS WRITING POST TEST



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**DISTRICT INSTITUTE OF EDUCATION AND TRAINING, MUNANJIPATTI,
TIRUNELVELI DISTRICT**

ACTION RESEARCH - 2024 -25

PRE/POST TEST

Name of the Investigator: Dr. S. Jebamalar Annajothi

Designation : Senior Lecturer

Title of the Action Research : “Enhancing the contextual understanding of Textbook Vocabulary of Standard VIII students through Authentic Materials and Multimedia”.

Standard :VIII

ENGLISH

Total Marks :25

I. Find the single word for the underlined words:

5 x 1 = 5

- 1) Get some food to eat and come and sit down here. -
- 2) She looked so lovely in that special kind of clothes. -
- 3) The deer drank water in the clear stream. -
- 4) The affected bird made a high pitched piercing sound. -
- 5) I find the river water divided into two parts near the temple. -

II. Choose the correct word and fill in the blanks:

5 x 1 = 5

(cruel, vigorous, fluttered, renowned, boarded, powerful, forgotten, threshold, beauty)

- 6) We _____ the plane at 8.15 a.m. yesterday.
- 7) The king stopped down on the _____.
- 8) The male sparrow is described as a _____ male sparrow.
- 9) Butterflies _____ about in the sunshine.
- 10) Dr.A.P.J. Abdhulkalam is a _____ person.

III. Find the word which has the same meaning of the given words: 5 x 1 = 5

(famous, comfort, big, blame, decided, weak, small, beauty, frightened, powerful, strong)

- 11) tiny -
- 12) sturdy -
- 13) console -
- 14) renowned -
- 15) vigorous -

IV. Choose the one which best expresses the meaning of the underlined words: 5 x 1 = 5

16) The passengers gathered together in small group.

(encircled, moved, clustered, assembled) **Ans:**

17) I saw a region that resembles hell in my dream yesterday night.

(chaos, den, heaven, inferno) **Ans:**

18) My pet dog moves its tail rapidly often.

(jumping, wagging, barking, crossing) **Ans:**

19) The animals take rest under the shade of trees.

(shed, tower, bower, ground) **Ans:**

20) The rain water falls in fine drops.

(spring, rinkles, shrinkling, sprinkling) **Ans:**

V. Match with the correct Antonym:

5x 1 = 5

- 21) discouraged x cruel
- 22) merged x boarded
- 23) get off x tiny
- 24) kind x consoled
- 25) big x bifurcated