

**Enhancing the understanding of Nouns among Standard VI  
Students through Online Resources and Language games**



**Action Research Report**

***Submitted to***

**THE STATE COUNCIL OF EDUCATIONAL, RESEARCH AND TRAINING,**

**CHENNAI - 600 006**

**By**

**Dr M. Gnana Soundari**

**Action Researcher**



**DISTRICT INSTITUTE OF EDUCATION AND TRAINING**

**MUNANJIPATTI – 627 355, TIRUNELVELI DISTRICT**

**March 2024**

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## **CERTIFICATE**

Certified that this Action Research work titled “**Enhancing the understanding of Nouns among Standard VI Students through Online Resources and Language games**” is done by Dr *M. Gnana Soundari*, Lecturer, DIET, Munanjipatti, Tirunelveli District , duly submitted to the Principal, DIET, Munanjipatti, Tirunelveli District.

**Munanjipatti**

**1.03.2024**

**Signature of the Principal**

**(Dr P. GOLDA GRENA RAJATHI)**

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## **DECLARATION**

I hereby declare that the Action research entitled “**Enhancing the understanding of Nouns among Standard VI Students through Online Resources and Language games**” submitted to the State Council of Educational Research and Training, Chennai as the Action research is a record of original and independent research work done by me during 2023 – 2024.

**Munanjipatti**

**1.03.2024**

**Signature of the Investigator**

**(Dr M. GNANA SOUNDARI)**

## **ACTION RESEARCH 2023– 2024**

**1.Title** :

**“Enhancing the understanding of Nouns among Standard VI Students through Online Resources and Language games”**

**2. Name of the Investigator with address:** Dr M. Gnana Soundari, M.A., M.Ed.,

M.Phil.,Ph.D

Lecturer,

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**3. Date of Submission** : 1.03.2024

**4. Expenditure** : Rs. 10,000/-

**Signature of the Investigator**

## ACKNOWLEDGEMENT

I thank the **Almighty God**, for the providence and guidance provided to me in my profession as a Teacher Educator.

I express my gratitude to **The State Council of Educational, Research and Training, Chennai**, for providing me an opportunity to undertake this action research.

I register my sincere thanks to **Dr P. Golda Grena Rajathi**, Principal, DIET, Munanjipatti, for her guidance and support to complete this action research.

I am grateful to the **Southern Zonal Action Research Committee** for the scholarly guidance in doing this research.

I am also grateful to **Mrs. S. Padhmavathy**, M.Sc., M.Ed., M.Phil., Headmistress, and Teachers' of K.R.GHSS, Reddiarpatti, Palayamkottai, Tirunelveli District, for their constant support, timely suggestion and assistance in conducting the various activities to the students.

My sincere thanks go to the **DIET faculty members**, Munanjipatti, for their appreciation and support.

I take this opportunity to thank all the teachers, friends and well-wishers for their encouragement and support.

Place: Munanjipatti

Investigator

Date: 1.03.2024

**Dr M. Gnana Soundari**

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**Title : Enhancing the understanding of Nouns among Standard VI  
Students through Online Resources and Language games**

***1. Background of the study:***

The action researcher is working as a lecturer in the IFIC branch of District Institute of Education and Training, Munanjipatti, Tirunelveli District. The researcher is handling Facilitating and Enhancing Learning classes for First year D.El.Ed. The researcher has successfully completed nine Action Researches entitled Enhancing the ability of pronouncing /t/ And /d/ sounds among standard VIII students through Language Activities , Enhancing the ability of pronouncing / S / sound among standard VI students through Language Activities, Enhancing the Tamil and English reading skills among standard V students through new innovative techniques, Solving the problems in transforming sentences in Degrees of Comparison (Type II) among standard VIII students through language activities, Enhancing the understanding of Question tags among standard VII students through video lessons and language cards, Solving the problem of sixth standard students in using Adjectives through Language games, Enriching the utility of select e- learning materials through demo classes among Primary School teachers, Enhancing the Skill of Standard V Teachers in Solving Riddles in English using Language Games, Solving the Post - Covid 19 Behavioural problems of Standard Sixth Students through Assorted Activities. The researcher has successfully completed three Researches entitled School Health clubs in promoting health of High School students: Perception of Students and Health Instructors, Effectiveness of e-content on Life Skills of Elementary Teachers, and Effect of Reading Activities for Mitigating Learning Loss among Primary Students due to Covid-19 Pandemic.

In her teaching career spanning over Seventeen years, the researcher has been involved in the noble assignment of moulding the future elementary school teachers. In the sphere of research, her areas of interest are: English Language Teaching and Teacher Education. The researcher so far in various leading journals and ISBN Books has published ten articles. Further she has also presented eight research papers at various zonal and national seminars.

The grammar of a language is not a list of rules imposed upon its speakers by the scholastic authorities. It is a scientific record of the actual phenomena of that language, written and spoken. It is very important within the language, since it is the glue that holds the language together. In order to communicate clearly and effectively and avoid miscommunication and misunderstanding, one must learn and use the grammar of the language. Grammar is the backbone of any language.

Nouns form the largest word class. They belong to the open-class category. They often change their categories. Nouns can be used as other parts of speech and other parts of speech can be used as nouns. They demonstrate multiple senses including concrete (chair, mobile) and abstract (love, sympathy) and / or count (pen, key) and non-count (oil, sugar).

When the investigator visited K.R. GHSS, Reddiarpatti, Palayamkottai, Tirunelveli District, the students in standard VI felt difficult in using Nouns appropriately. Hence, this action research has been undertaken.

## *2. Perception of the Problem*

Grammar is the backbone of any language. The knowledge of grammar becomes a powerful instrument to deal with the obstacles in language learning. It offers an access to the human mind and its amazingly complex mental capacity. Learning grammar means finding out patterns in a given language.

The study of grammar provides profound creative ability to use language in its correct form. The potential of any language is controlled by a finite number of rules. Grammar reveals these rules thereby empowering us for appropriate usage. It increases language proficiency.

The word 'Noun' comes from the Latin word *nōmen* (name) – a translation of the Ancient Greek word *ónoma*. A noun is a word that functions as the name of some specific thing or set of things such as living creatures, objects, substance, places, actions, qualities, concepts, states of existence or ideas.

Nouns form the largest word class. They belong to the open-class category. They often change their categories. Nouns can be used as other parts of speech and other parts of speech can be used as nouns. They demonstrate multiple senses including concrete (chair, mobile) and abstract (love, sympathy) and / or count (pen, key) and non-count (oil, sugar).

Nouns are important because they refer to places, objects and people and the more sophisticated abstract concepts. Without nouns, the students will be left with verbs, adjectives and adverbs. The lack of nouns will eradicate any subject or object from the sentence which is as good as communication essentially nothing.

### *3. Analysis of the Problem*

The target group under consideration for the present action research is the students who have already taught nouns but they still have no confidence in using nouns both in speaking and writing.

In linguistics, a noun is a member of a large lexical category whose members can occur as subject, object, complement or adverbial. A noun is a word used to name a person, animal, place, thing or an abstract idea. Whatever exists can be named; and that name is a noun. It may be simple, derived or compound. It can be defined by the grammatical form it takes.

At this stage the researcher and the target group felt that they need daily monitoring. The researcher decides to give language games which makes the target group to perceive the skill. It increases motivation and self-esteem among the students. Different activities will make the student, to get mastery in using nouns appropriately in speaking and writing.

#### *4. Probable Causes*

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

The reasons are

- ❖ As English is not the mother tongue for the targeted group, they found it boredom.
- ❖ Lack of English proficiency.
- ❖ Lack of motivation in acquiring the English language skills.
- ❖ Very little space to practice English language among their family and school environment.
- ❖ Lacks of exposure to other resources other than the traditional method in learning nouns.
- ❖ Lack of knowledge in using modern technologies for learning nouns.
- ❖ Lack of practice and activities given to use nouns.
- ❖ The targeted group is forced to memorize the rules rather than practicing it.
- ❖ Too much of explanation about nouns caused confusion among the learners.
- ❖ Traditional method of teaching made the learners feel boring.
- ❖ This is not an exhaustive list of courses presumed by the researcher that may contribute to the problem in their own way.

## *5. Development of Propositions*

Despite of all the probable causes the researcher has classified, she is aware of various facts that rectify the problem is using nouns among standard VI students.

Hence the following approaches are proposed.

- The students shall be encouraged and motivated in using nouns.
- To make the students understand that English is only a language like their mother tongue and it is not a subject.
- Innovative and interesting activities in nouns shall be given to them.
- Different exposure is created for the students to use nouns.
- Rather than blindly following the traditional method, power point presentation can be used.
- Adequate oral practice is given in using nouns.
- Language games related to nouns can be played to give practice to the students.
- Enhancing the students' attention in learning nouns by giving language games.
- Group activities related to nouns shall be given by dividing the target group into small groups.
- Proper orientation shall be given to the students to practice nouns through aural oral practice.
- Slow learners will not be left out rather they are motivated to be active, attentive and become the part of the process.
- Through various activities the knowledge of nouns is improved.

## *6. Action Hypothesis*

The interventions will improve the skill of using nouns for the sentences among the Standard VI students. There is a significant improvement in using nouns for the sentences

## *7.Planning for Intervention*

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Action research is a period of inquiry conducted by the researcher which describes, interprets and explains classroom situations while executing a change if intervention aimed at improvement and involvement. It develops reflective practices giving positive changes in the schools and on educations and also it improves students' achievements.

For the purpose of present study, the researcher's targeted group is standard VI students where mother tongue is Tamil and their medium of instruction is Tamil. They never get an opportunity to communicate or listen to English in their family or school circumstances. So, to use nouns in their speech is very difficult though they have interest in communicating in English.

Inspite of all these problems faced by the standard VI students in using nouns, the researcher thought that quality improvement at this stage will be helpful to the students. Unlike the usual way of testing the subjects before and after the interventions using questionnaires, observations were made before and after interventions. In order to have the real effect, the subjects were not informed of the pre-test.

## *8. Execution of Intervention*

The following stages have been involved in the action research.

- Meeting the Headmistress and the teacher of the select school.
- Preparation of the assessment items.
- Assessing the entry behavior (pre-test).
- Identifying the problem in using nouns.
- Planning of intervention.
- Execution of intervention.
- Assessing the exit behavior (post test)
- Comparing the performance of the pre-test and post-test scorings and
- Finding the improvement in using nouns.

### **Target Group :**

Twenty students of Standard VI, in KR GHSS, Reddiarpatti, Palayamkottai, Tirunelveli District in the Academic year 2023- 2024 was considered for the study.

### **Tools Used :**

In order to mark out the improvement of the target group under the study of rectifying the problem in using nouns a questionnaire was prepared and administered to 20 students studying in VI Standard in KR GHSS, Reddiarpatti, Tirunelveli District. There were 20 questions each carrying one mark pre-test and post-test was conducted using the same question.

## Intervention I

### Online Resources

The researcher explained the nouns using **power point presentation**. Also **Videos** and **Video clippings** of nouns were shown and explained clearly by the researcher to the students.

# NOUNS

Words that you use to name a:

- person
- place
- thing
- idea



## KINDS OF NOUN

- A) COMMON NOUN- It is the name given in common to every person or a thing of same kind. Ex- boy, girl, teacher etc.



Boy                      Girl                      Teacher

- B) PROPER NOUN- It is a name given to a particular person, thing or place.
  - Ex- Kolkata, India, Earth etc.



Kolkata                      India                      Earth

- C) Collective Noun- It is a noun of collection of persons and things treated and spoken together as a whole.
  - Ex- audience, classroom etc.

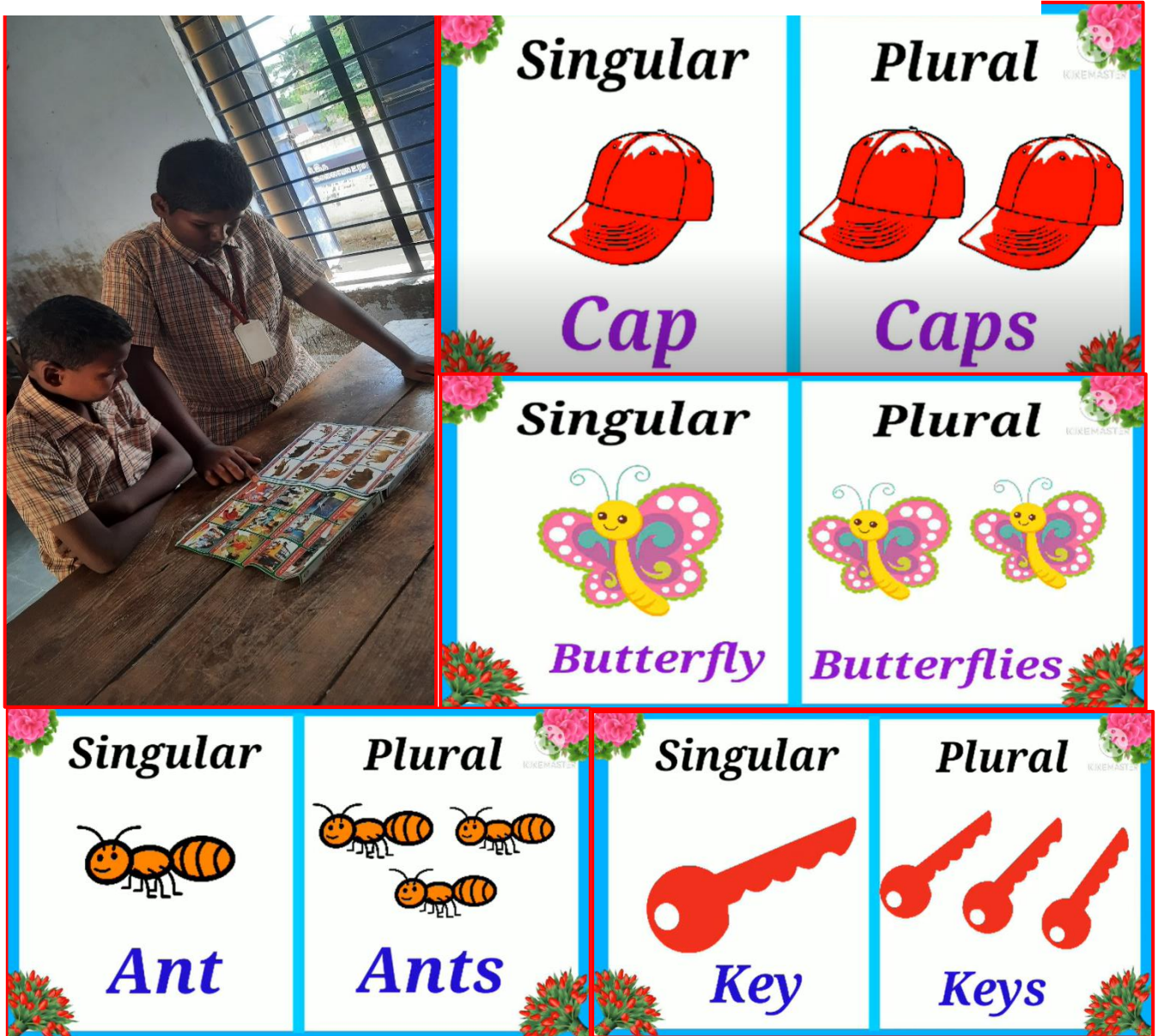


Audience                      Classroom



## Intervention II

### Activity – 1 Plural Hot Potato




**In the classroom,** Line students up in two lines facing each other. Give each pair of students facing each other a ball or something else to toss back and forth. One line is the “singular” line. These students name a singular noun when they have the ball. When they pass it, their partner in the “plural” line names the plural version of that noun. Have the pairs switch lines, or mix up partners periodically, so everyone gets a chance to think of both singular and plural nouns.

### Activity – 3 Plural Hot Potato – Power Point Presentation

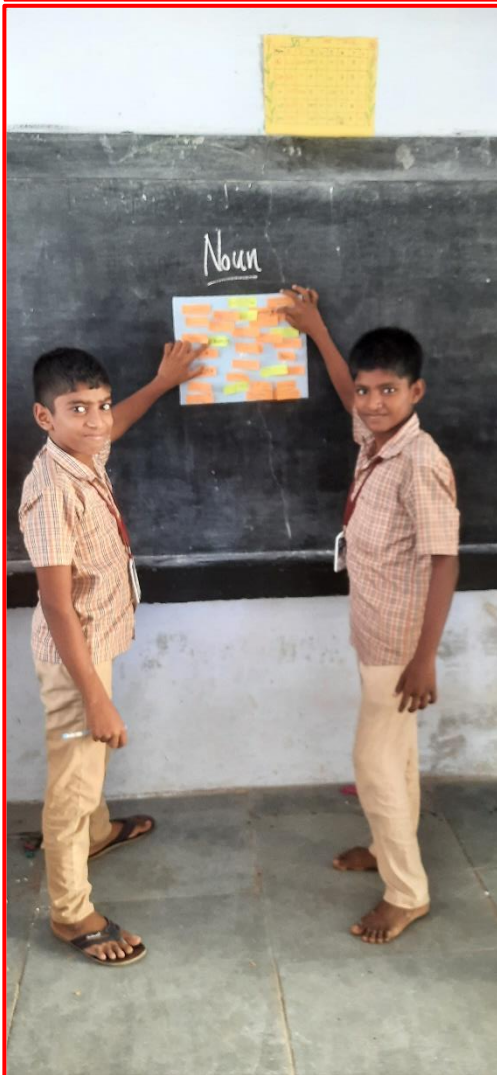
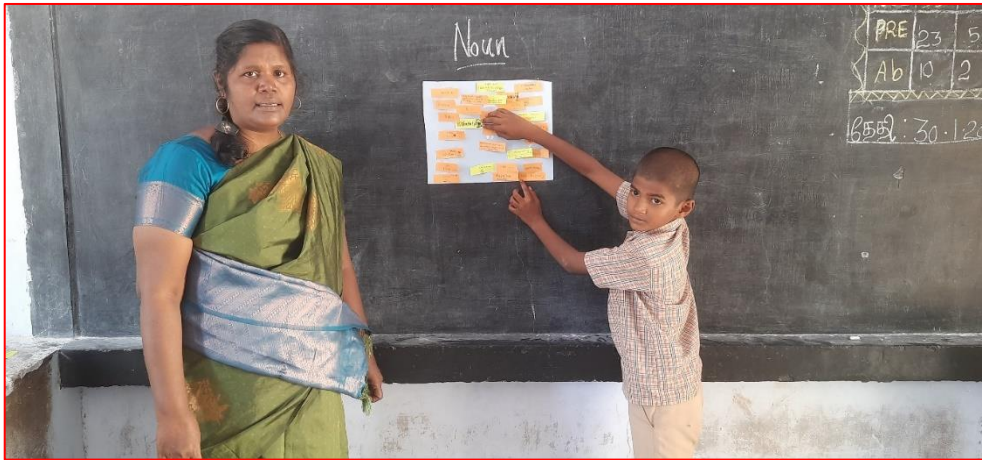
| Language Games – Plural Hot Potato  |  |   |
|---|--|--|
| <b>Singular</b><br>Boat<br>House<br>Cat<br>River                                  | <b>Plural</b><br>boats<br>houses<br>cats<br>rivers | <p><b>Step – 1</b> Students sit or stand in a standard hot potato circle</p> <p><b>Step – 2</b> Start some music or sing a simple song</p> <p><b>Step – 3</b> Pass a ball (the “potato”) around the circle.</p> <p><b>Step – 4</b> When the music stops, the teacher calls out a noun.</p> <p><b>Step – 5</b> The student holding the ball then says and/or spells the plural version of the noun.</p> |
|  |  |  |
|   |  | <b>12</b>  |

### Activity – 3-Noun Jumper – Power Point Presentation

| Language Games – Noun Jumper  |  | <b>NOUN JUMPER</b>   |
|---|--|--|
| <b>Singular</b><br>Boat<br>House<br>Cat<br>River                                    | <b>Plural</b><br>boats<br>houses<br>cats<br>rivers | <p><b>Step – 1</b> Students sit or stand in a circle</p> <p><b>Step – 2</b> Start some music or sing a simple song</p> <p><b>Step – 3</b> Pass a ball (the “potato”) around the circle.</p> <p><b>Step – 4</b> When the music stops, the teacher calls out a noun.</p> <p><b>Step – 5</b> The student holding the ball then says and/or spells the plural version of the noun.</p> |
|  |  |  |
|   |  | <b>13</b>  |

### Intervention III

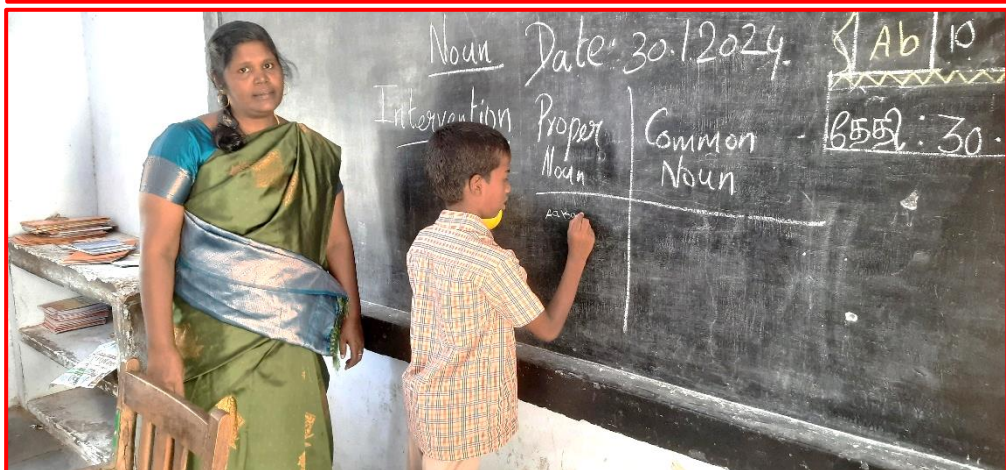
#### Nouns around the World



The investigator prepared a set of noun flash cards and another set of cards with the words: "person", "place", "things" and "idea ". "Around the World" by instructing two students to stand up, reading them a letter from alphabet flash cards and a type of noun from the other word cards, and seeing which student can think of the right type of noun that begins with the appropriate letter first, in this way the game continues.

## Intervention IV

### Toss the Noun Ball



In the classroom, toss the noun ball to the students. The recipient of the ball has three seconds to tell about the proper noun and common noun and write it in the black board. If student take

longer or drop the ball, they must sit down. After student tells about their nouns, they have three seconds to toss the ball to a classmate. Last student standing wins.

## Intervention V

### Newspaper Activity



**Newspaper cuttings** were given to the students and they were asked to find out the nouns from their given materials and write in the chart with different colours.

## Intervention VI

Flash cards with picture were given to the students to identify the type of nouns.



## Duration of Intervention

Since this action research is a method of solving the problems of the Std VI students, three weeks were given for rectifying the problem in using nouns through Online Resources and Language games. Enough time was provided to strengthen each component for improving the target competencies.

## Evidences Collected

The researcher could observe the development of the students in rectifying the problems in using nouns through Online Resources and Language games. In order to collect and record their improvement their scores were recorded in the form of two tests Pre – test and Post– test.

## 9. Data collection and Data Analysis

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

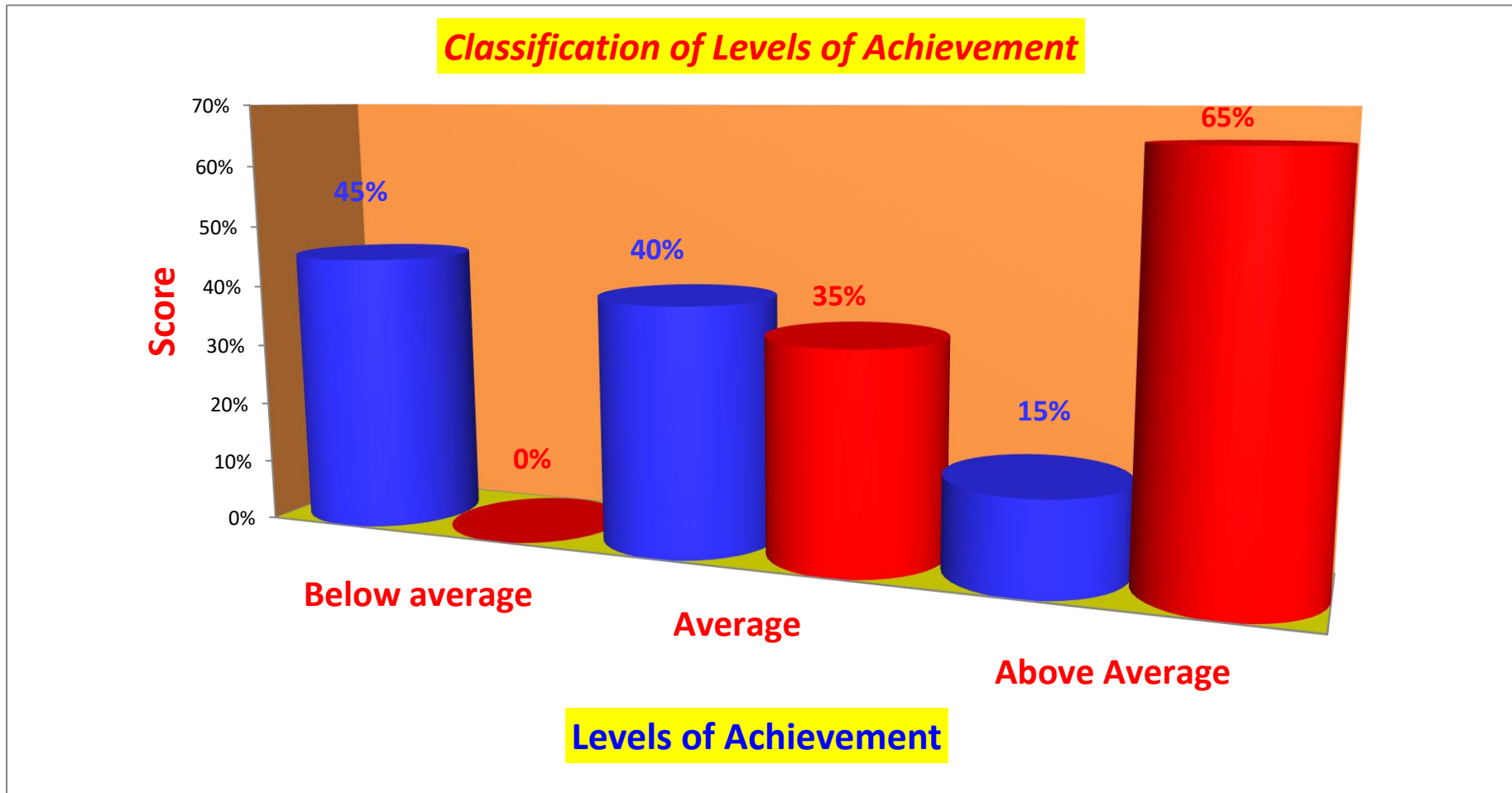
**Table 9.1. Classification of levels of achievement.**

| Subject<br>Classification | Test | Levels of Achievement |    |           |    |               |    |
|---------------------------|------|-----------------------|----|-----------|----|---------------|----|
|                           |      | Below average         |    | Average   |    | Above Average |    |
|                           |      | Frequency             | %  | Frequency | %  | Frequency     | %  |
| Total<br>target group     | Pre  | 9                     | 45 | 8         | 40 | 3             | 15 |
|                           | Post | 0                     | 0  | 7         | 35 | 13            | 65 |

It is inferred from table no 9.1 that 45 percent of the students are under below average category, 40 percent of the students are under average category and 15 percent of the students are under above average category in Pre- test.

On the contrary 0 percent of the students are under below average category, 35 percent of the students are under average category and 65 percent of the students are under above average category in Post- test.

Figure 9.1

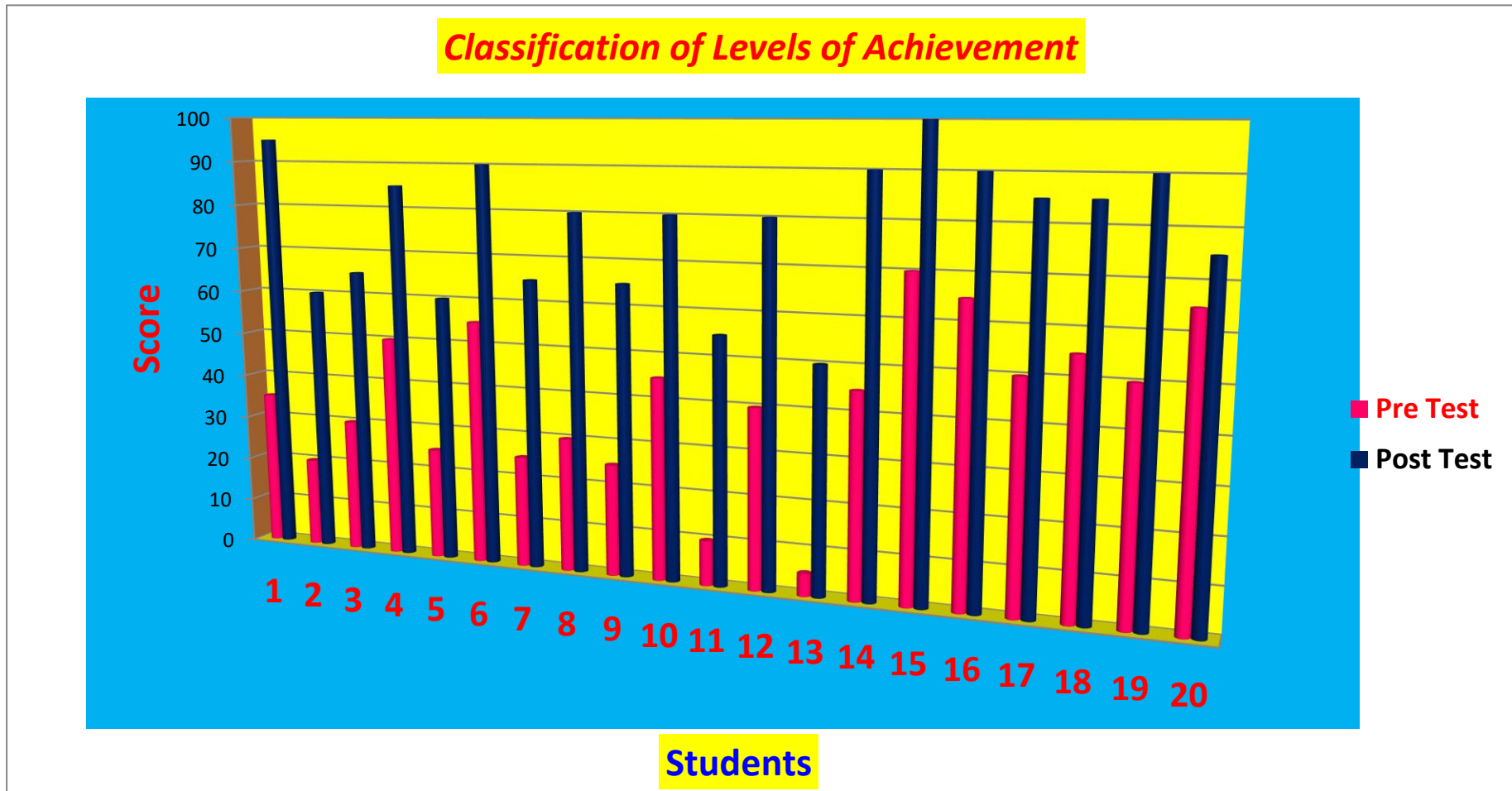


## Achievement Difference

**Table 9.2. Classification of levels of achievement.**

| Student No.  | Pre-test  | Marks - 100 | Post-test  | Marks - 100 |
|--------------|-----------|-------------|------------|-------------|
|              | Marks -20 |             | Marks - 20 |             |
| <b>1</b>     | 7         | 35          | 19         | 95          |
| <b>2</b>     | 4         | 20          | 12         | 60          |
| <b>3</b>     | 6         | 30          | 13         | 65          |
| <b>4</b>     | 10        | 50          | 17         | 85          |
| <b>5</b>     | 5         | 25          | 12         | 60          |
| <b>6</b>     | 11        | 55          | 18         | 90          |
| <b>7</b>     | 5         | 25          | 13         | 65          |
| <b>8</b>     | 6         | 30          | 16         | 80          |
| <b>9</b>     | 5         | 25          | 13         | 65          |
| <b>10</b>    | 9         | 45          | 16         | 80          |
| <b>11</b>    | 2         | 10          | 11         | 55          |
| <b>12</b>    | 8         | 40          | 16         | 80          |
| <b>13</b>    | 1         | 5           | 10         | 50          |
| <b>14</b>    | 9         | 45          | 18         | 90          |
| <b>15</b>    | 14        | 70          | 20         | 100         |
| <b>16</b>    | 13        | 65          | 18         | 90          |
| <b>17</b>    | 10        | 50          | 17         | 85          |
| <b>18</b>    | 11        | 55          | 17         | 85          |
| <b>19</b>    | 10        | 50          | 18         | 90          |
| <b>20</b>    | 13        | 65          | 15         | 75          |
| <b>Total</b> | 159       | 795         | 309        | 1545        |
| <b>Mean</b>  | 79.5      | 39.75       | 154.5      | 77.25       |

Figure 9.2



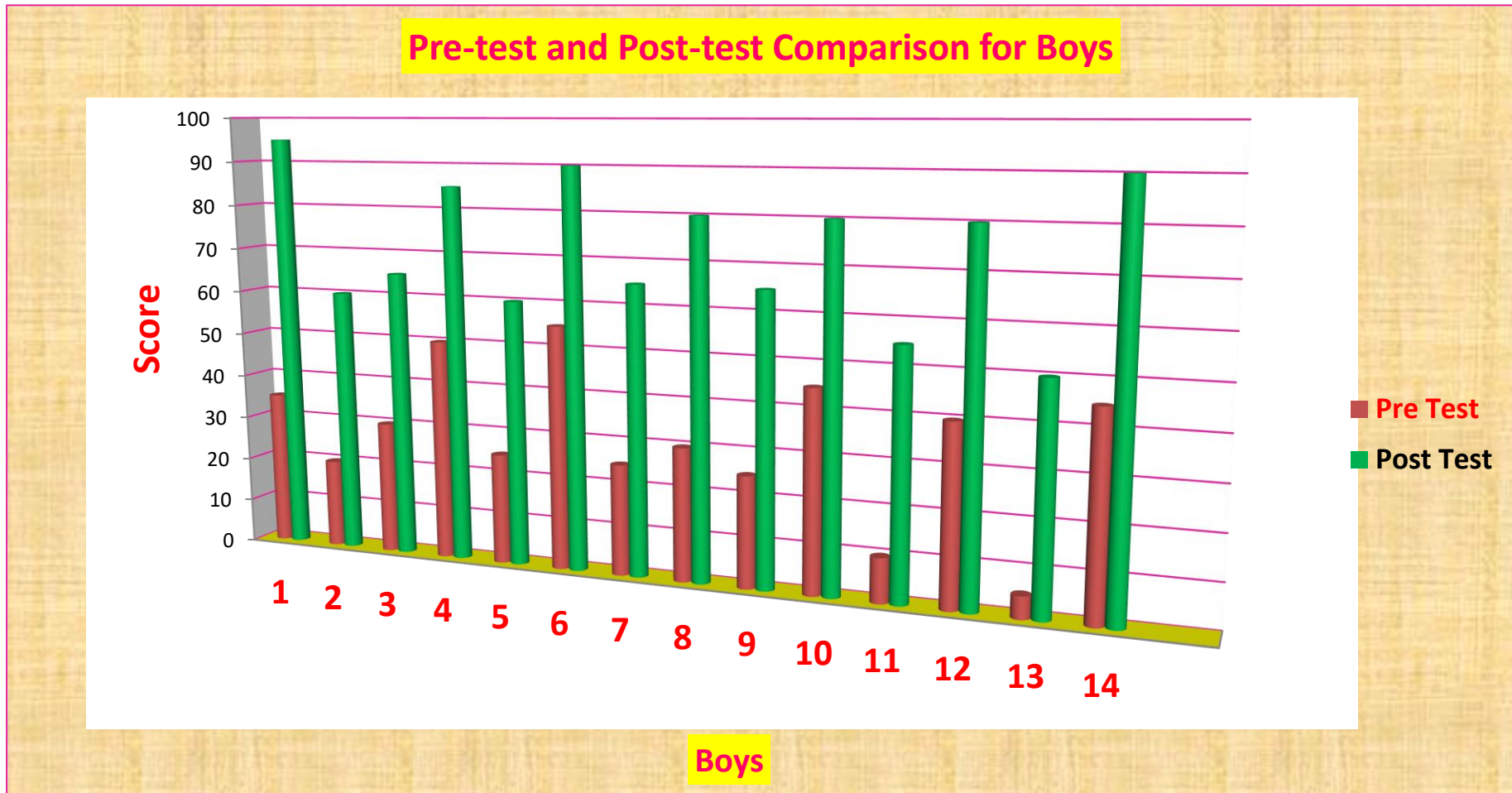
## Pre-test and Post-test Comparison for Boys

Table:9.3

| Student        | Pre-test Mark | Post-test Mark |
|----------------|---------------|----------------|
| 1              | 35            | 95             |
| 2              | 20            | 60             |
| 3              | 30            | 65             |
| 4              | 50            | 85             |
| 5              | 25            | 60             |
| 6              | 55            | 90             |
| 7              | 25            | 65             |
| 8              | 30            | 80             |
| 9              | 25            | 65             |
| 10             | 45            | 80             |
| 11             | 10            | 55             |
| 12             | 40            | 80             |
| 13             | 5             | 50             |
| 14             | 45            | 90             |
| <b>Total</b>   | 440           | 1020           |
| <b>Average</b> | 31            | 73             |

It is inferred from the above table that the scores of the boys in pre-test and post-test were compared. The scores of the boys after the treatment have increased. This is due to the intervention given by the researcher. This has been shown in figure – 9.3

Figure 9.3



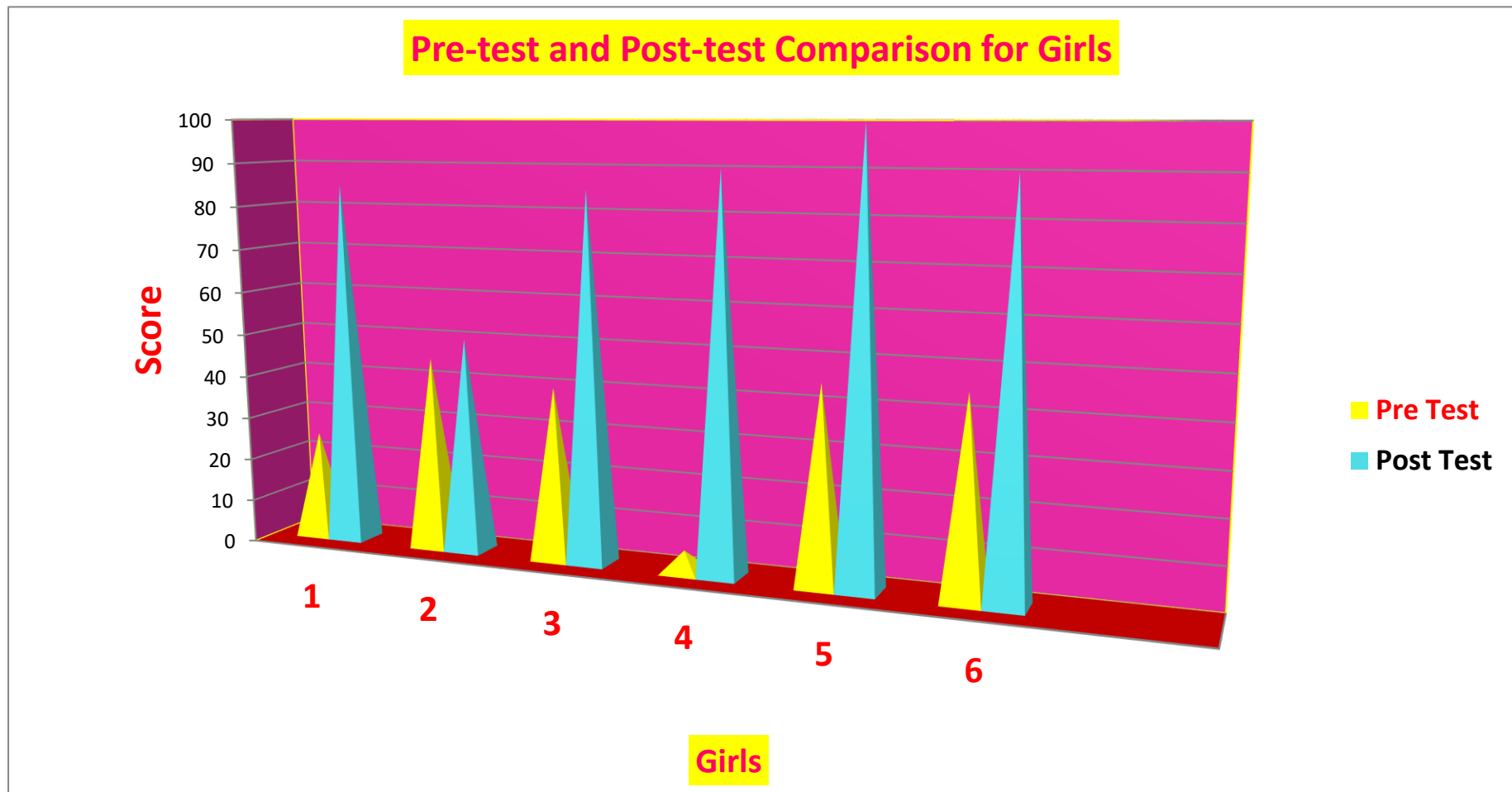
## Pre-test and Post-test Mark Comparison for Girls

Table - 9.4

| <b>Student</b> | <b>Pre-test Mark</b> | <b>Post-test Mark</b> |
|----------------|----------------------|-----------------------|
| 1              | 25                   | 85                    |
| 2              | 45                   | 50                    |
| 3              | 40                   | 85                    |
| 4              | 5                    | 90                    |
| 5              | 45                   | 100                   |
| 6              | 45                   | 90                    |
| <b>Total</b>   | 205                  | 500                   |
| <b>Average</b> | 34                   | 83                    |

It is inferred from the above table that the scores of the girls in pre-test and post-test were compared. The scores of the girls after the treatment have increased. This is due to the intervention given by the researcher. This has been shown in the figure – 9.4

Figure 9.4



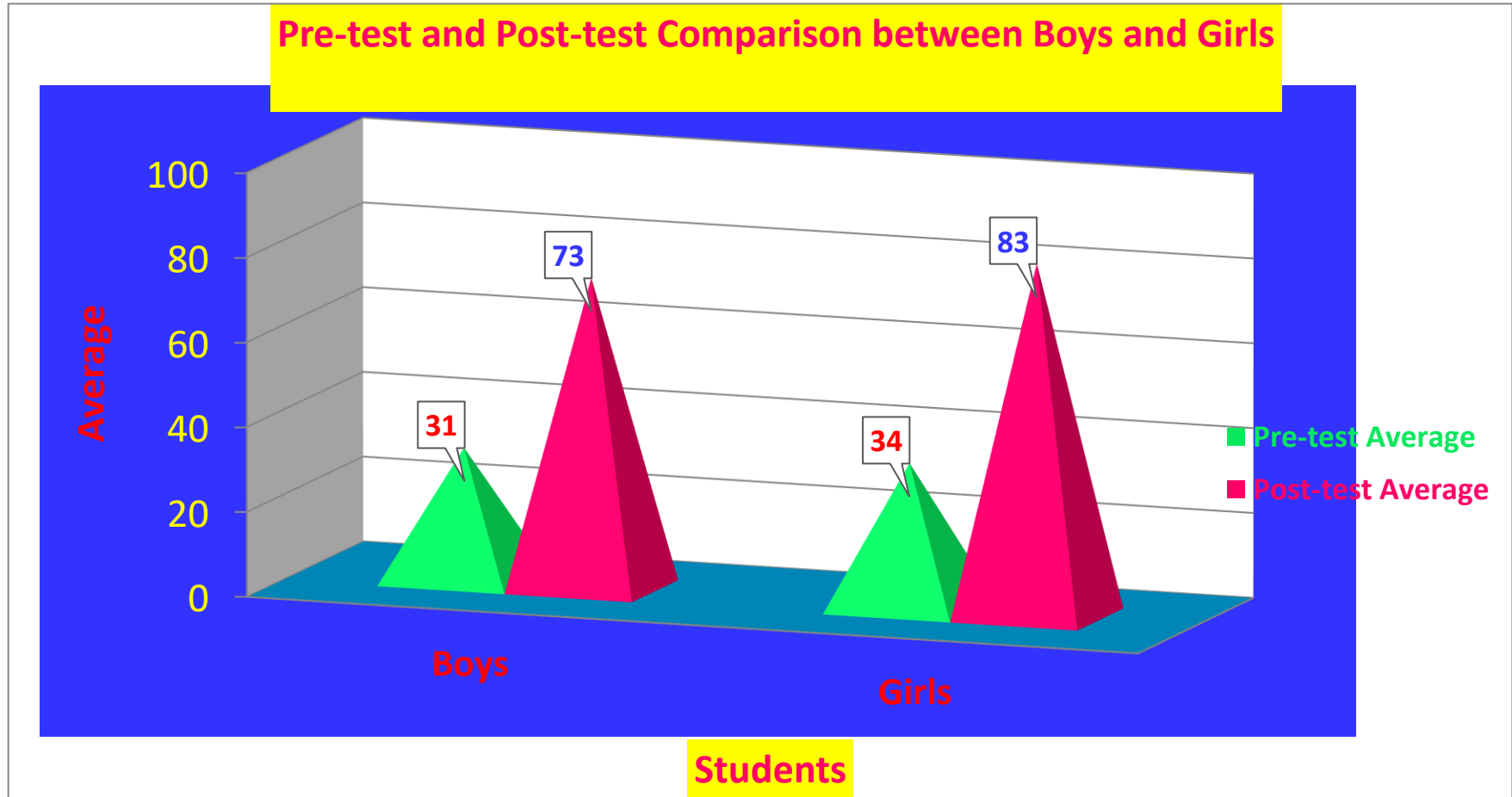
## Pre-test and Post-test Marks Comparison Between Boys and Girls

Table 9.5

| Category | Pre-test Average | Post-test Average |
|----------|------------------|-------------------|
| Boys     | 31               | 73                |
| Girls    | 34               | 83                |

It is inferred from the above table that the average score of the boy in pre-test was 31 % and the average score of the boys in post-test was 73% and the average score of the girls was 34 % and the average score of the girls in post-test was 83 % This has been shown in the figure 9.5

Figure 9.5



## *10. Decision Making and Reflection*

It is evident from the data analysis that the students of Standard VI in K.R.GHSS, Reddiarpatti, Palayamkottai, Tirunelveli District, who were taken as the target group for the study have improved their skill of using Nouns effectively. The interventions have brought about improvement to a maximum level. As the researcher has pre-planned, the interventions have gradually yielded the expected outcome among the target group. Everything went on well as expected. Their achievement level of developing the 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 the skill of using Nouns effectively and continue to practice the skill in their regular classroom practice.

## ***11. Termination***

In the beginning of the action research, the researcher felt the dissatisfaction with the way the students using nouns, where there was problem in identifying the different types of nouns in the sentence. The researcher thought that if Online Resources and Language games are used effectively, the student's " skill of using nouns will certainly be enhanced".

Accordingly, the intervention were planned and executed giving enough time and the result was fully satisfactory, hence, the researcher decided to terminate the action research and the net result becomes the end of interventions

## *12. Net gains of the present effort*

- After providing some Online Resources and Language games to the students they were able to identify and use nouns in simple sentences.
- By making them to practice nouns continuously they felt it easy in using it.
- Their confident level increased in using nouns.
- They made use of nouns in framing simple sentences
- The target group come to know about nouns and motivated to use it in their speech and writing.
- By providing importance in using nouns, the students are sure to show their interest in other grammatical items too.

### *13. Collaborators*

The Collaborators with their addresses

1. Dr P. Golda Grena Rajathi,  
Principal  
DIET, Munanjipatti,  
Tirunelveli District.
  
2. Mrs. S. Padhmavathy, M.Sc., M.Ed., M.Phil.,  
Headmistress,  
KR GHSS,  
Reddiarpatti,  
Tirunelveli District
  
3. Mrs.P. Ulagammal, M.A., B.Ed.,  
B.T.Assistant,  
KR GHSS,  
Reddiarpatti,  
Tirunelveli District

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State Board 6<sup>th</sup> Standard English Language Text Book.

**DISTRICT INSTITUTE OF EDUCATION AND TRAINING**

**MUNANJIPATTI, TIRUNELVELI DISTRICT**

**ACTION RESEARCH TOOL**

**ENGLISH**

**PRE – TEST AND POST – TEST QUESTION PAPER**

**Name of the Student:** \_\_\_\_\_

**Address of the School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Block:** \_\_\_\_\_

**Marks :20**

**Time : 30 Minutes**

**I .Point out the nouns in the following sentences and say whether they are common, proper, collective or abstract noun (10x1=10 Marks)**

1. Always speak the truth
2. We all love honesty.
3. I have two children.
4. The lion is the king of the beasts.
5. Solomon was the wisest of all kings.
6. Cleanliness is next to godliness.
7. Birds of a feather flock together.
8. Who teaches you grammar?
9. The Nile is the longest of all rivers.
10. A committee of six was appointed to assess the situation.

**II. Identify the Proper Nouns in the following Sentences. (5x1=5 Marks)**

1. Stela has a book.
  - Stela
  - Has
  - A
  - Book
  - None of these

2. The boys are sitting in the Library.
  - Boys
  - Library
  - Sitting
  - All of these
  - **None of these**
3. She is the Madam Curie of her age.
  - She
  - Madam curie
  - Her
  - All of these
  - None of these
4. New Delhi is the Capital of India.
  - New Delhi
  - India
  - Capital
  - Both (a) and (b)
  - None of these
5. Tea is a very refreshing drink.
  - Very
  - Tea
  - Refreshing
  - Drink
  - None of these

**III. Read the sentence and match column I (noun) with column II (type of noun).**

**(5x1=5 Marks)**

Venus is the Roman goddess of love and beauty.

|     | Column I |       | Column II       |
|-----|----------|-------|-----------------|
| (a) | Venus    | (i)   | Abstract noun   |
| (b) | Goddess  | (ii)  | Proper noun     |
| (c) | Love     | (iii) | Common noun     |
| (d) | Honesty  | (iv)  | Collective noun |
| (e) | Army     | (v)   | Abstract noun   |

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**Answers :**

**I .Point out the nouns in the following sentences and say whether they are common, proper, collective or abstract noun**

- i. Truth – abstract noun
- ii. Honesty – abstract noun
- iii. Children – common noun
- iv. Lion , King, Beasts – common noun
- v. Solomon – Poper noun, King – common noun
- vi. Cleanliness – abstract noun , godliness – abstract noun
- vii. Birds-common noun, feather- common noun
- viii. Grammar – abstract noun
- ix. Nile – proper noun, rivers – common noun
- x. Committee – collective noun, situation – abstract noun

**II. Identify the Proper Nouns in the following Sentences.**

1. Stela
2. **None of these**
3. Madam curie
4. Both (a) and (b)
5. Tea

**III.Read the sentence and match column I (noun) with column II (type of noun).**

A-(ii), B-(iii), C-(i), D (v), E (iv)

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## ACTION RESEARCH ABSTRACT

|           |                            |  |
|-----------|----------------------------|--|
| <b>1.</b> | <b>Name of the topic</b>   | Enhancing the understanding of Nouns among Standard VI Students through Online Resources and Language games  |
| <b>2.</b> | <b>Name of the faculty</b> | M. Gnana Soundari, Lecturer,   |
| <b>3.</b> | <b>Subject</b>             | English  |
| <b>4.</b> | <b>Target</b>              | KR GHSS,Reddiarpatti, Palayamkottai, Tirunelveli District  |
| <b>5.</b> | <b>Problem Identified</b>  | Problems in identifying suitable nouns for the sentences in English.   |
| <b>6.</b> | <b>Introduction</b>        | <p>The grammar of a language is not a list of rules imposed upon its speakers by the scholastic authorities. It is a scientific record of the actual phenomena of that language, written and spoken. It is very important within the language, since it is the glue that holds the language together. In order to communicate clearly and effectively and avoid miscommunication and misunderstanding, one must learn and use the grammar of the language. Grammar is the backbone of any language.</p> <p>Nouns form the largest word class. They belong to the open-class category. They often change their categories. Nouns can be used as other parts of speech and other parts of speech can be used as nouns. They demonstrate multiple senses including concrete (chair, mobile) and abstract (love, sympathy) and / or count (pen, key) and non-count (oil, sugar).</p>   |
| <b>7.</b> | <b>Need for the Study</b>  | <p>The investigator found out everyday children wait in the classroom the whole day to get the food of knowledge from their teachers. But many of them go home without it. The students' low achievement certainly needs some effective intervention on the part of the teacher. In language paper children can score full marks only from grammar part besides objective type questions. Moreover, grammar knowledge is essential for sensible communication. Basically, in this school students feel that grammar is a thorn in their flesh. To change this feeling a drastic measure is required. For the purpose of present study, the researcher's targeted group is standard VI students where mother tongue is Tamil and their medium of instruction is Tamil. They never get an opportunity to communicate or listen to English in their family or school circumstances. So, to use nouns in their speech is very difficult though they have interest in communicating in English.</p> |

|     |  |  |
|-----|--|--|
|     |  | Inspite of all these problems faced by the standard VI students in using nouns, the researcher thought that quality improvement at this stage will be helpful to the students. Unlike the usual way of testing the subjects before and after the interventions using questionnaires, observations were made before and after interventions. In order to have the real effect, the subjects were not informed of the pre-test.  |
| 8.  | <b>Objectives</b>                      | To make the students to identify suitable nouns for the sentences in English.  |
| 9.  | <b>Target Groups (Sample) &amp;Nos</b> | Twenty students of Standard VI   |
| 10. | <b>Methodology</b>                     | Pre test – Intervention – Post test single group design.   |
| 11. | <b>Interventions</b>                   | <p>Grammar knowledge can be acquired only through practice. Therefore, the investigator must provide the apt environment for the students through drill and practice in order to increase the students' motivation and scope for practicing the language.</p> <ul style="list-style-type: none"> <li>• The researcher explained the nouns using <b>power point presentation</b>. Also <b>Videos</b> and <b>Video clippings</b> of nouns were shown and explained clearly by the researcher to the students.</li> <li>• <b>Plural Hot Potato - In the classroom</b>, Line students up in two lines facing each other. Give each pair of students facing each other a ball or something else to toss back and forth. One line is the “singular” line. These students name a singular noun when they have the ball. When they pass it, their partner in the “plural” line names the plural version of that noun. Have the pairs switch lines, or mix up partners periodically, so everyone gets a chance to think of both singular and plural nouns.</li> <li>• <b>Noun Jumper-</b> Students sit or stand in a circle. Start some music or sing a simple song. Pass a ball (the “potato”) around the circle. When the music stops, the teacher calls out a noun. The student holding the ball then says and/or spells the plural version of the noun.</li> <li>• <b>Nouns around the World -</b> The investigator prepared a set of noun flash cards and another set of cards with the words: "person", "place", “things” and “idea ". “Around the World” by instructing two students to stand up, reading them a letter from alphabet flash cards and a type of noun from the other word cards, and seeing which student can think of the right type of noun that begins with the appropriate letter first, in this way the game continues.</li> </ul> |

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|----------------------------|--|--|
|                            |  | <ul style="list-style-type: none"> <li>• <b>Toss the Noun Ball</b> - In the classroom, toss the noun ball to the students. The recipient of the ball has three seconds to tell about the proper noun and common noun and write it in the black board. If student take longer or drop the ball, they must sit down. After student tells about their nouns, they have three seconds to toss the ball to a classmate. Last student standing wins.</li> <li>• Newspaper Activity - <b>Newspaper cuttings</b> were given to the students and they were asked to find out the nouns from their given materials and write in the chart with different colours.</li> <li>• Flash cards with picture were given to the students to identify the type of nouns.</li> </ul> |
| <b>12. Net Gains</b>       |  | <p>The average score of the boy in pre-test was 31 % and the average score of the boys in post-test was 73% and the average score of the girls was 34 % and the average score of the girls in post-test was 83 %. There is Significant difference between the pre-test and post test scores of the students</p> <ol style="list-style-type: none"> <li>1. The action research intervention helped students to identify suitable nouns</li> <li>2. Appropriate teaching learning materials and deliberate practice were essential for effective language learning</li> <li>3. Individualized attention helped the below average students also to achieve good result.</li> </ol>  |
| <b>13. Recommendations</b> |  | <ol style="list-style-type: none"> <li>1. The same action research can be carried out in standard VI in different schools.</li> <li>2. The strategies adopted through the study might be followed in many others schools too.</li> <li>3. Online Resources and Language games used in this action research can be used to solve the problem related to grammar in higher classes.</li> </ol>   |
| <b>14. Conclusion</b>      |  | <p>The pre-test and post-test score analysis evidently proved that there was a significant improvement of student to identify suitable nouns. This action research is a proof to say that different strategy and technique are inevitable for quality learning.</p>  |

# Photo Gallery



