

**A STUDY OF EFFECT OF GUIDED PRACTICE ON
ENGLISH SPEAKING FLUENCY OF PRE-PRIMARY
TEACHERS OF S B PATIL PUBLIC SCHOOL**

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Report on the Action Research Project Effect of Guided Practice on English Speaking Fluency of Pre-Primary Teachers of S B Patil Public School.

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Abstract

This is a report on an action research project which investigates the extent to which guided practice can help Teachers improve their speaking skills in English language. It documents a teacher-initiated, classroom-based action research which turned English speaking exercises from the boring, complex types into enjoyable and simple ones. Respondents came from a sample of 22 mixed-ability Teachers from the Pre-Primary Section in the school. The researcher compared Teachers' scores in speaking skills i.e. Book Review and JAM (Just a Minute) and tests conducted on Grammar topics viz. Verbs, Tenses, Subject Verb Concord, and after the study and reported the consequent changes in teachers' scores. Both qualitative and quantitative data were collected through Answer scripts, and Rubrics of speaking activities, teachers' class observation.

INTRODUCTION

Language is one of the most important tools used in communication. People can convey their feelings, thoughts, and beliefs through language (Demirel & Şahinel, 2006).

Speaking is one of the most important language skills for individuals to express themselves properly in social life. Speaking, which effects success or failure in school, family, work, and community life, can play a very important place in the social and interpersonal interactions (Erdem & Deniz, 2008; Temizkan, 2009). Adults use speaking skill more than the other language skills. The acquisition of speaking, one of the expression skills and the acquisition of listening as one of the comprehension skills, occur earlier than the other language skills. Speech acquired through informal education is not at a sufficient level for effective use.

Correct and effective speaking skills can be developed through various types of learning and individual efforts.

RESEARCH BACKGROUND

Spoken English and good communication skills are essential for the Teachers of an English Medium/CBSE School. Keeping this fact in mind the researcher decided to conduct a study to achieve the fluency in spoken English skills for the pre-primary teachers.

The HOS and the Academic Advisor in an earlier meeting had stressed on the dire need to improve the spoken English, after they had studied some of the evidence, of the pre-primary teachers. For example, the Class Observations done by the HOS, Appraisal forms filled up by the teachers, and observations by the Academic Advisor. Hence on recommendations the Action- Research was conducted.

Statement of Problem

To Study the Effectiveness of Guided Practice in English Speaking Fluency of Pre-Primary Teachers of S B Patil Public School, Ravet, Pune.

Objective

To handhold the Teachers overcome very commonly committed mistakes while conversing or while writing/addressing simple issues/topics. The objective of this project is to handhold

the Pre-Primary Teachers to help them gain confidence in spoken English skills and minimize grammatical errors while expressing themselves vocally and for simple day to day writing.

Research Questions

1. Can speaking activities be simple and interesting?
2. If so, can speaking activities help teachers enhance their communication skills while expressing themselves in simple writing works and while interacting with the kids?
3. Are the Teachers able to converse with the peers and authorities?
4. Are they able express their thoughts in English in an effective way?
5. Are the teachers able to converse with the pre-primary children using basic English language and vocabulary?

Hypothesis

Research Hypotheses: - There is a significant increase in the mean scores of the Post-test after conducting the study.

Null Hypotheses (): There is no significant increase in the mean scores of the Post-test after conducting the study.

Scope:

In the scope of the study were: -

1. One group of 22 Teachers from the Pre-Primary Section.
2. Primary focus is on building confidence in written, spoken and usage of correct grammar in English language.

Time Duration

The project was carried out from 15th November 2023 to 31st March 2024 with a total length of three months. During the period there were some holidays.

Research Design

- One Group Pre-test – Post Test Design

Methodology

Independent variable

- Pedagogy to improve spoken English and grammar skills.

Dependent variable

- Pre test and Post test scores of the activity worksheets.

Population and Sample (Purposive)

- One group of 22 Teachers from the Pre-Primary Section.

Data Collection

- Scores of Teachers in the customized grammar-based worksheets and,
- Speaking activities (Book Review- Winnie the Pooh).
- The pre- test and post test scores of the participant teachers.

Data Validation:

1. Observations done by HoS.
2. Appraisal Forms filled by the Pre-Primary Teachers.
3. Observations done by Academic Advisor when on the round.
3. Class Observations done by Ms. Nirupama, Ms. Leena, and Ms. Nivedita.

Simplified English Speaking Activities

During the study, three different innovative writing activities were implemented.

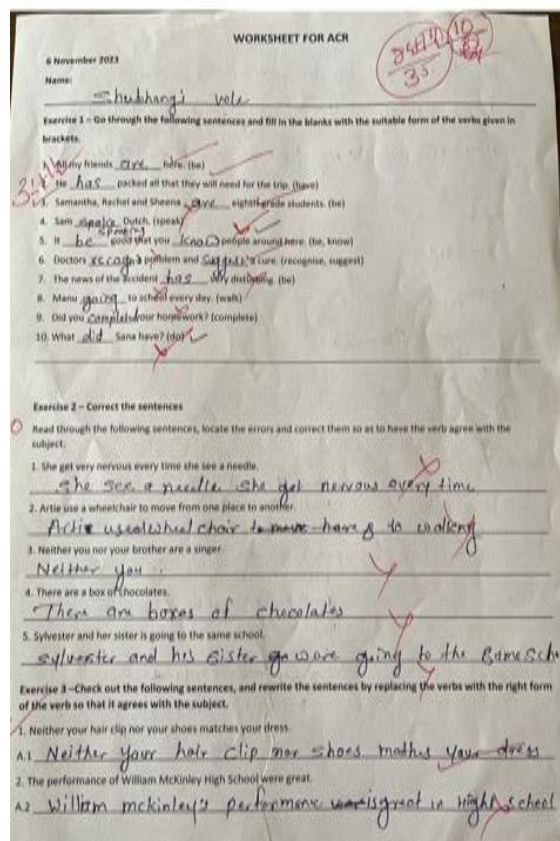
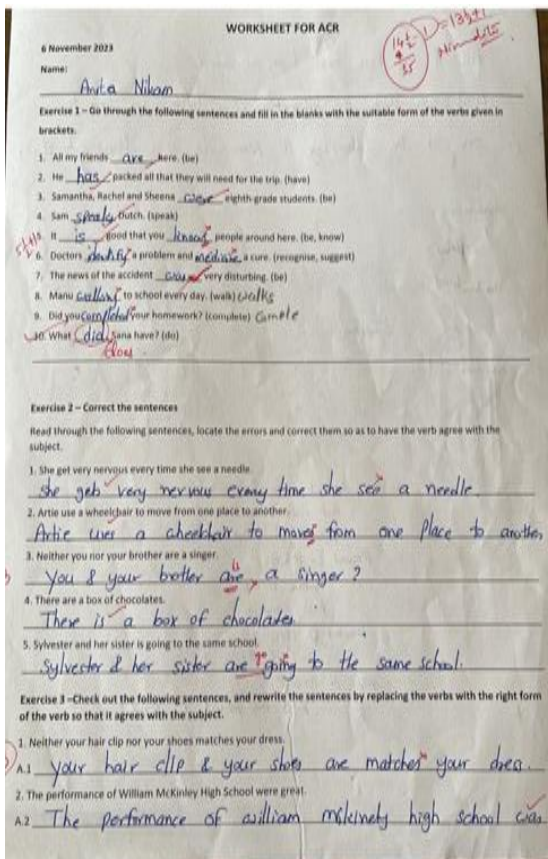
Activity 1:

There was an interaction with Teachers on what basic errors usually are committed while speaking and writing in the daily communication.



Teachers were given a worksheet to solve based on Subject Verb Concord and Tenses.

Example:



6 November 2023
Name: Deepali Birje 15/35 pts

Worksheet for ACR

Exercise 1 - Go through the following sentences and fill in the blanks with the suitable form of the verbs given in brackets.

- All my friends are here. (be)
- He has packed all that they will need for the trip. (have)
- Samantha, Rachel and Sheena are eighth-grade students. (be)
- Sam speaks Dutch. (speak)
- It is good that you know people around here. (be, know)
- Doctors recognize a problem and suggest a cure. (recognise, suggest)
- The news of the accident is very disturbing. (be)
- Manu walks to school every day. (walk)
- Did you complete your homework? (complete)
- What did Sana have? (do)

Exercise 2 - Correct the sentences

Read through the following sentences, locate the errors and correct them so as to have the verb agree with the subject.

- She get very nervous every time she see a needle.
She gets very nervous when she see a needle.
- Artie use a wheelchair to move from one place to another.
Artie uses a wheelchair to move from one place to another.
- Neither you nor your brother are a singer.
Neither you nor your brother are singers.
- There are a box of chocolates.
There is a box of chocolates.
- Sylvester and her sister is going to the same school.
Sylvester and his sister are going to the same school.

Exercise 3 - Check out the following sentences, and rewrite the sentences by replacing the verbs with the right form of the verb so that it agrees with the subject.

- Neither your hair clip nor your shoes matches your dress.
Neither your hair clip nor your shoes both are not matching.
- The performance of William McKinley High School were great.
William McKinley High School performance was excellent.

6 November 2023
Name: Arvind Kaur Bajan 05/35 pts

Worksheet for ACR

Exercise 1 - Go through the following sentences and fill in the blanks with the suitable form of the verbs given in brackets.

- All my friends are here. (be)
- He has packed all that they will need for the trip. (have)
- Samantha, Rachel and Sheena are eighth-grade students. (be)
- Sam speaks Dutch. (speak)
- It is good that you know people around here. (be, know)
- Doctors recognize a problem and suggest a cure. (recognise, suggest)
- The news of the accident is very disturbing. (be)
- Manu walks to school every day. (walk)
- Did you complete your homework? (complete)
- What did Sana have? (do)

Exercise 2 - Correct the sentences

Read through the following sentences, locate the errors and correct them so as to have the verb agree with the subject.

- She get very nervous every time she see a needle.
When she see a needle she gets very nervous.
- Artie use a wheelchair to move from one place to another.
He use a wheelchair to move from one place to another.
- Neither you nor your brother are a singer.
Neither you nor your brother are singers.
- There are a box of chocolates.
There is a box of chocolates with her.
- Sylvester and her sister is going to the same school.
Sylvester and his sister goes to the same school.

Exercise 3 - Check out the following sentences, and rewrite the sentences by replacing the verbs with the right form of the verb so that it agrees with the subject.

- Neither your hair clip nor your shoes matches your dress.
Your shoes and hair clip doesn't matches your dress.
- The performance of William McKinley High School were great.
William McKinley High School performance of superb.

6 November 2023
Name: Rohini Pakhwa 13/35 pts

Worksheet for ACR

Exercise 1 - Go through the following sentences and fill in the blanks with the suitable form of the verbs given in brackets.

- All my friends are here. (be)
- He has packed all that they will need for the trip. (have)
- Samantha, Rachel and Sheena are eighth-grade students. (be)
- Sam speaks Dutch. (speak)
- It is good that you know people around here. (be, know)
- Doctors recognize a problem and suggest a cure. (recognise, suggest)
- The news of the accident is very disturbing. (be)
- Manu walks to school every day. (walk)
- Did you complete your homework? (complete)
- What did Sana have? (do)

Exercise 2 - Correct the sentences

Read through the following sentences, locate the errors and correct them so as to have the verb agree with the subject.

- She get very nervous every time she see a needle.
Every time she gets nervous when she see a needle.
- Artie use a wheelchair to move from one place to another.
Artie uses wheelchair to move from one place to another.
- Neither you nor your brother are a singer.
Neither you brother nor you are a singer.
- There are a box of chocolates.
There is a box of chocolates.
- Sylvester and her sister is going to the same school.
Sylvester and his sister are going to the same school.

Exercise 3 - Check out the following sentences, and rewrite the sentences by replacing the verbs with the right form of the verb so that it agrees with the subject.

- Neither your hair clip nor your shoes matches your dress.
Neither your hair clip nor shoes match your dress.
- The performance of William McKinley High School were great.
The performance of William McKinley High School was great.

6 November 2023
Name: Rupashri Hedalkar 07/35 pts

Worksheet for ACR

Exercise 1 - Go through the following sentences and fill in the blanks with the suitable form of the verbs given in brackets.

- All my friends are here. (be)
- He has packed all that they will need for the trip. (have)
- Samantha, Rachel and Sheena are eighth-grade students. (be)
- Sam speaks Dutch. (speak)
- It is good that you know people around here. (be, know)
- Doctors recognize a problem and suggest a cure. (recognise, suggest)
- The news of the accident is very disturbing. (be)
- Manu walks to school every day. (walk)
- Did you complete your homework? (complete)
- What did Sana have? (do)

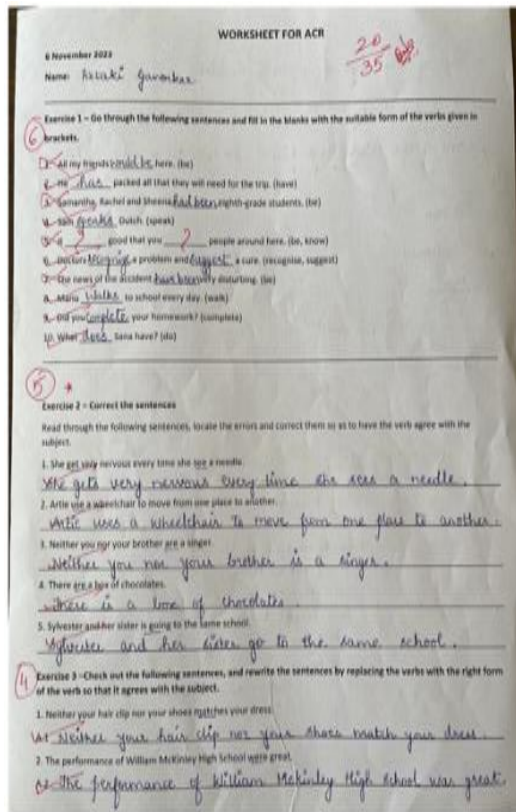
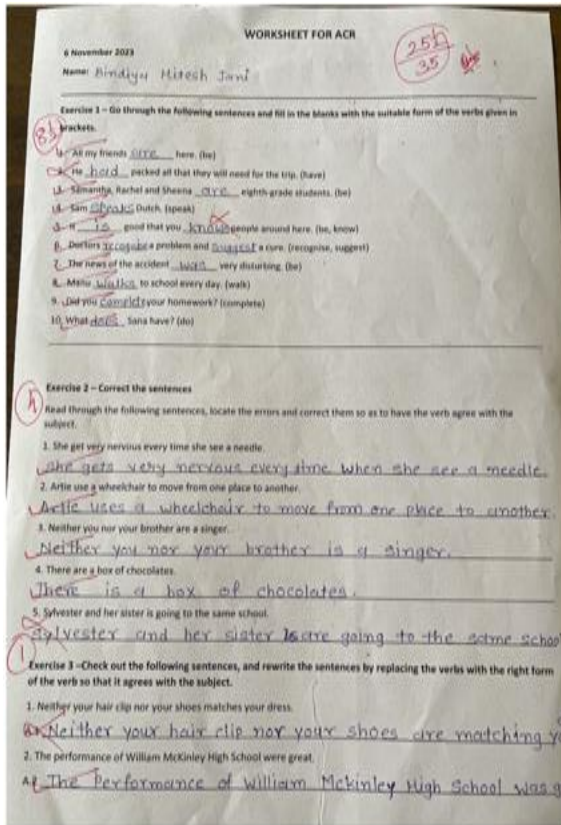
Exercise 2 - Correct the sentences

Read through the following sentences, locate the errors and correct them so as to have the verb agree with the subject.

- She get very nervous every time she see a needle.
She gets very nervous when she see a needle.
- Artie use a wheelchair to move from one place to another.
Artie used a wheelchair to moving one place to another.
- Neither you nor your brother are a singer.
Neither you nor your brother are singers.
- There are a box of chocolates.
There are boxes with chocolate.
- Sylvester and her sister is going to the same school.
Sylvester and his sister are going to the same school.

Exercise 3 - Check out the following sentences, and rewrite the sentences by replacing the verbs with the right form of the verb so that it agrees with the subject.

- Neither your hair clip nor your shoes matches your dress.
Your shoes match with the dress neither your hair clip.
- The performance of William McKinley High School were great.
William McKinley High School were performance great.



Activity - General Test Tenses(Verbs, Tenses) (Test 1)		06-11-2023
Sr No.	Name of the Teacher	Total
		35
1	Pranali Gulve	25.5
2	Athira Nair	21.5
3	Deepali Birje	15
4	Shubhangi Vele	10
5	Anita Nikam	14.5
6	Chetana Mali	12
7	Minal Chaudhari	14
8	Ketaki Gavorkar	20
9	Archana Bandgar	21
10	Ashwini Muglikar	15.5
11	Chandni Lodaya	17.5
12	Jyoti Khandekar	6.5
13	Monika Singh	9
14	Manisha Jejurikar	17
15	Vrushali Kenchappgol	13
16	Bindiya Jani	25.5
17	Rupali Nimbalkar	13
18	Rupashri Hedalkar	7
19	Rakhi Paknikar	13
20	Abhaya Ravishankar	22
21	Gurmeet Kaur Basan	5
22	Supriya Nitin	18

Activity 2:

The Teachers were given an activity to read a simple children's story book viz. Winnie the Pooh in the Diwali Vacation and were asked to express their opinion based on the book. The Teachers were scaled on the set Rubrics.

Sr No	Action Research Activity - Book Review				
1	Pranali Gulve	1	0.5	1	1
2	Athira Nair	1	1	1	1
3	Deepali Birje	1	1	1	1
4	Shubhangi Vele	1	0.5	0.5	0.25
5	Anita Nikam	1	0.5	0.5	1
6	Chetana Mali	1	0.5	0.5	1
7	Minal Chaudhari	1	0.5	0.5	0.25
8	Ketaki Gavorkar	1	1	0.25	1
9	Archana Bandgar	1.5	1	0.5	1
10	Ashwini Muglikar	Ab	Ab	Ab	Ab
11	Chandni Lodaya	0.5	0.5	0.5	1
12	Jyoti Khandekar	1	0.5	0.25	1
13	Monika Singh	0	0	0	0
14	Manisha Jejurikar	1	0.5	1	0.5
15	Vrushali Kenchappgol	1	0.25	0.5	0.5
16	Bindiya Jani	1	0.5	0.5	0.5
17	Rupali Nimbalkar	1	0.5	0.5	0.5
18	Rupashri Hedalkar	1	0.25	0.5	1
19	Rakhi Paknikar	1	0.5	0.5	1
20	Abhaya Ravishankar	1.5	1	0.5	1
21	Gurmeet Kaur Basan	1	0.5	0.5	1
22	Supriya Nitin	1	0.5	0.5	1.5

GUIDED PRACTICE**Activity 3:****PowerPoint Presentation:**

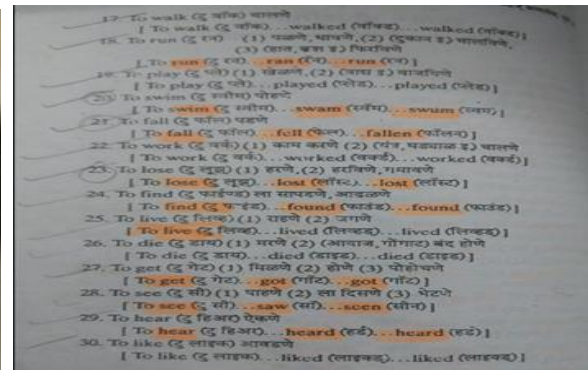
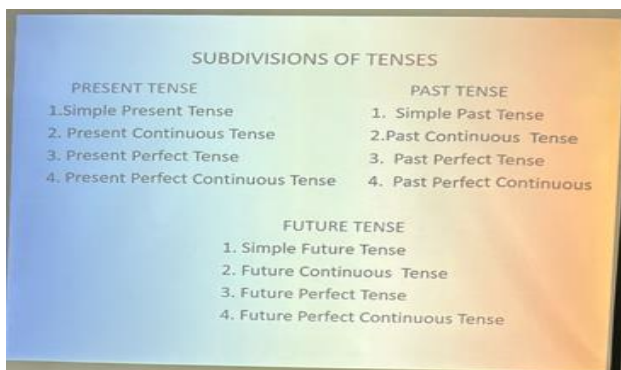
A Power Point Presentation was done by Ms. Nirupama Kale, wherein the importance of punctuation, proper form of tenses, and verbs was presented in a jovial and light way. Also, how things can be misinterpreted if Tenses, use of proper verb forms, is not done.

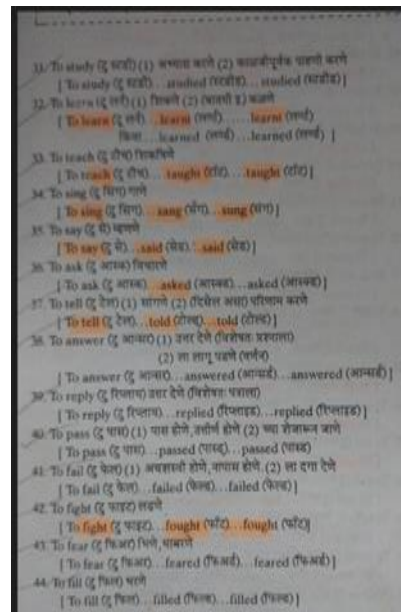
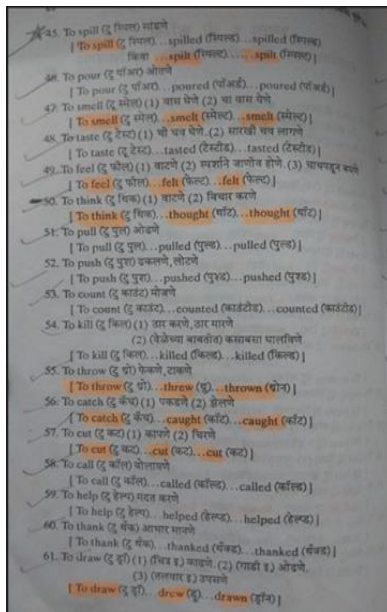
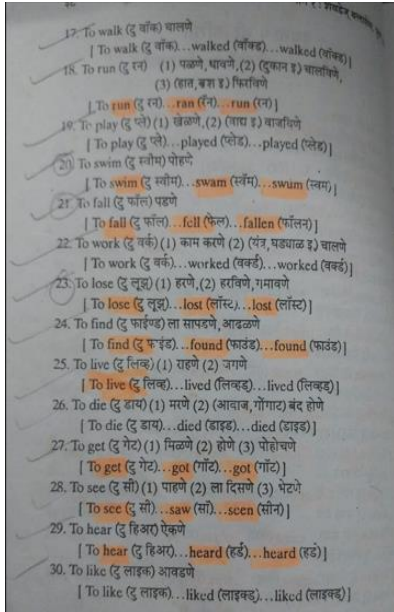
Link for the PPT

<https://docs.google.com/presentation/d/132DdjgHJM26w1xJurpsbtJ8JmIR0mOl/edit?usp=sharing&oid=112296326139331056439&rtpof=true&sd=true>

Activity 4:**Tenses**

An intensive session explaining what 'Tenses' are and how to use them correctly in sentences was conducted by Ms Anita Suryawanshi.

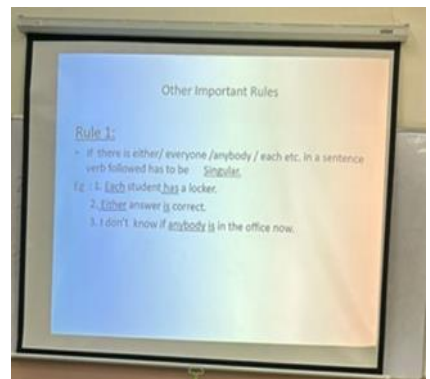
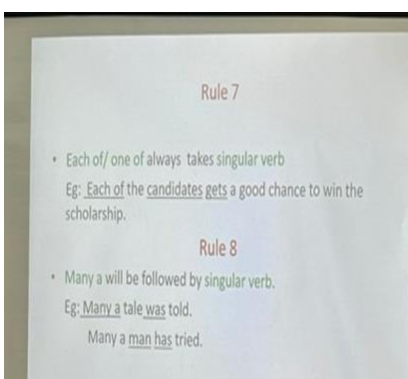
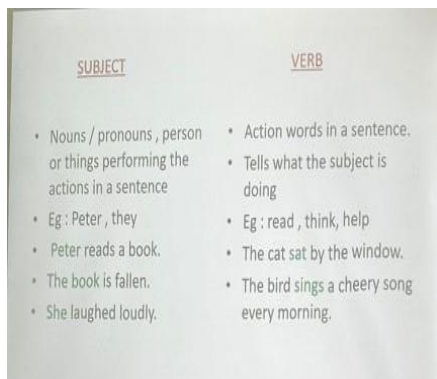




Activity 5:

Subject Verb Concord

The meaning and importance of Subject verb Concord and its proper use was explained by Ms. Leena Varghese by using many examples.



POST -TEST SCORES

Activity 6: Test on Tenses

Research Activity - Tenses (Test 2)		26-02-2024
Sr No.	Name of the Teacher	Total
		15
1	Pranali Gulve	10
2	Athira Nair	13
3	Deepali Birje	10
4	Shubhangi Vele	3
5	Anita Nikam	6
6	Chetana Mali	9
7	Minal Chaudhari	9
8	Ketaki Gavorkar	13
9	Archana Bandgar	7
10	Ashwini Muglikar	10
11	Chandni Lodaya	5
12	Jyoti Khandekar	8
13	Monika Singh	L
14	Manisha Jejurikar	9
15	Vrushali Kenchappgol	9
16	Bindiya Jani	11
17	Rupali Nimbalkar	11
18	Rupashri Hedalkar	6
19	Rakhi Paknikar	6
20	Abhaya Ravishankar	13
21	Gurmeet Kaur Basan	8
22	Supriya Nitin	11

Activity 7: Test on Subject Verb Concord

Action Research Activity - Sub Verb Concord (Test 3)		27-02-2024
Sr No.	Name of the Teacher	Total
		20
1	Pranali Gulve	18.5
2	Athira Nair	15.5
3	Deepali Birje	10
4	Shubhangi Vele	5.5
5	Anita Nikam	11.5
6	Chetana Mali	13.5
7	Minal Chaudhari	8
8	Ketaki Gavorkar	17.5
9	Archana Bandgar	14
10	Ashwini Muglikar	12.5
11	Chandni Lodaya	9.5
12	Jyoti Khandekar	12
13	Monika Singh	Left
14	Manisha Jejurikar	10.5
15	Vrushali Kenchappgol	13
16	Bindiya Jani	16
17	Rupali Nimbalkar	11.5
18	Rupashri Hedalkar	12
19	Rakhi Paknikar	17
20	Abhaya Ravishankar	17
21	Gurmeet Kaur Basan	6.5
22	Supriya Nitin	14.5

Activity 8: JAM

Action Research Activity - Speaking Skills (JAM)						22-03-2024	
Sr No.	Name of the Teacher	Relevance of the Topic	Fluency	Language Accuracy	Vocabulary	Total	
		1.5	1	1	1.5	5	
1	Pranali Gulve	25.5	1.5	0.5	1	1.5	4.5
2	Athira Nair	1.5	1	1	1.5	5	
3	Deepali Birje	1.5	1	1	1.5	5	
4	Shubhangi Vele	1.5	0.5	0.5	0.5	3	
5	Anita Nikam	1.5	0.5	0.5	1	3.5	
6	Chetana Mali	1.5	0.5	1	1	4	
7	Minal Chaudhari	1.5	0.5	0.5	0.5	3	
8	Ketaki Gavorkar	1.5	1	0.5	1	4	
9	Archana Bandgar	1.5	1	0.5	1	4	
10	Ashwini Muglikar	Absent	Absent	Absent	Absent	Absent	
11	Chandni Lodaya	1	1	0.5	1	3.5	
12	Jyoti Khandekar	1.5	0.5	0.5	1	3.5	
13	Monika Singh	L	L	L	L	L	
14	Manisha Jejurikar	1.5	0.5	1	1	4	
15	Vrushali Kenchappgol	1.5	0.5	0.5	1	3.5	
16	Bindiya Jani	1.5	1	0.5	0.5	3.5	
17	Rupali Nimbalkar	1.5	0.5	0.5	0.5	3	
18	Rupashri Hedalkar	1.5	0.5	0.5	1	3.5	
19	Rakhi Paknikar	1.5	0.5	0.5	1	3.5	
20	Abhaya Ravishankar	1.5	1	0.5	1	4	
21	Gurmeet Kaur Basan	1	1	0.5	1	3.5	
22	Supriya Nitin	1.5	1	1	1.5	5	

Data Collection

The data collected was quantitative which were the scores of the Tests conducted and qualitative data, which was quantified with the help of Rubrics. The quantitative data was the scores of Teachers based on speaking activities. The qualitative data was the rubrics based on students' answer script samples.

Observation

The scores were carefully observed by giving simple worksheets based on the important basic topics like Tenses, Subject verb Concord, Verbs, conducting speaking activities such as Book Review and JAM (Just a Minute), and the Teachers' participation and responses during these activities and made use of the observations to investigate, analyze and then concluded the findings when the project came to an end.

Findings:

Pre-Test Scores and Observations

The worksheet based on Tenses and Verbs section; the data showed that 09 Teachers scored less than 50% which means that almost 63% of the Teachers scored less than 50% of the total marks meant for that section. (Activity 1/Test1)

Activity - General Test Tenses(Verbs, Tenses) (Test 1)		06-11-2023
Sr No.	Name of the Teacher	Total
		35
1	Pranali Gulve	25.5
2	Athira Nair	21.5
3	Deepali Birje	15
4	Shubhangi Vele	10
5	Anita Nikam	14.5
6	Chetana Mali	12
7	Minal Chaudhari	14
8	Ketaki Gavorkar	20
9	Archana Bandgar	21
10	Ashwini Muglikar	15.5
11	Chandni Lodaya	17.5
12	Jyoti Khandekar	6.5
13	Monika Singh	9
14	Manisha Jejurikar	17
15	Vrushali Kenchappgol	13
16	Bindiya Jani	25.5
17	Rupali Nimbalkar	13
18	Rupashri Hedalkar	7
19	Rakhi Paknikar	13
20	Abhaya Ravishankar	22
21	Gurmeet Kaur Basan	5
22	Supriya Nitin	18

The scores in the Speaking Activity (Book Review) section scores, the data revealed that 02 Teachers out of 22 scored less than to near 50% which amounts to 9% of students. (Activity 2/Test2)

Sr No	Action Research Activity - Book Review
-------	--

1	Pranali Gulve	1	0.5	1	1
2	Athira Nair	1	1	1	1
3	Deepali Birje	1	1	1	1
4	Shubhangi Vele	1	0.5	0.5	0.25
5	Anita Nikam	1	0.5	0.5	1
6	Chetana Mali	1	0.5	0.5	1
7	Minal Chaudhari	1	0.5	0.5	0.25
8	Ketaki Gavorkar	1	1	0.25	1
9	Archana Bandgar	1.5	1	0.5	1
10	Ashwini Muglikar	Ab	Ab	Ab	Ab
11	Chandni Lodaya	0.5	0.5	0.5	1
12	Jyoti Khandekar	1	0.5	0.25	1
13	Monika Singh	0	0	0	0
14	Manisha Jejurikar	1	0.5	1	0.5
15	Vrushali Kenchappgol	1	0.25	0.5	0.5
16	Bindiya Jani	1	0.5	0.5	0.5
17	Rupali Nimbalkar	1	0.5	0.5	0.5
18	Rupashri Hedalkar	1	0.25	0.5	1
19	Rakhi Paknikar	1	0.5	0.5	1
20	Abhaya Ravishankar	1.5	1	0.5	1
21	Gurmeet Kaur Basan	1	0.5	0.5	1
22	Supriya Nitin	1	0.5	0.5	1.5

The quantitative and qualitative data of Teachers were analyzed, and root causes were zeroed in as:

The Teachers needed guided practice as some basic topics of Grammar and certain usages/pronunciations while speaking instructions were ambiguous.

The findings of the rubric analysis were that 63% of the Teachers made errors in using proper Tenses, 9% of the Teachers made errors in pronunciation and Subject Verb. The analysis also showed that approximately 50 % of the Teachers faced problems with usage of Grammar specially Tenses and Subject Verb Concord.

Research Activity - Tenses (Test 2)		26-02-2024
Sr No.	Name of the Teacher	Total
		15
1	Pranali Gulve	10
2	Athira Nair	13
3	Deepali Birje	10
4	Shubhangi Vele	3
5	Anita Nikam	6
6	Chetana Mali	9
7	Minal Chaudhari	9
8	Ketaki Gavorkar	13
9	Archana Bandgar	7
10	Ashwini Muglikar	10
11	Chandni Lodaya	5
12	Jyoti Khandekar	8
13	Monika Singh	L
14	Manisha Jejurikar	9
15	Vrushali Kenchappgol	9
16	Bindiya Jani	11
17	Rupali Nimbalkar	11
18	Rupashri Hedalkar	6
19	Rakhi Paknikar	6
20	Abhaya Ravishankar	13
21	Gurmeet Kaur Basan	8
22	Supriya Nitin	11

Action Research Activity - Sub Verb Concord (Test 3)		27-02-2024
Sr No.	Name of the Teacher	Total
		20
1	Pranali Gulve	18.5
2	Athira Nair	15.5
3	Deepali Birje	10
4	Shubhangi Vele	5.5
5	Anita Nikam	11.5
6	Chetana Mali	13.5
7	Minal Chaudhari	8
8	Ketaki Gavorkar	17.5
9	Archana Bandgar	14
10	Ashwini Muglikar	12.5
11	Chandni Lodaya	9.5
12	Jyoti Khandekar	12
13	Monika Singh	Left
14	Manisha Jejurikar	10.5
15	Vrushali Kenchappgol	13
16	Bindiya Jani	16
17	Rupali Nimbalkar	11.5
18	Rupashri Hedalkar	12
19	Rakhi Paknikar	17
20	Abhaya Ravishankar	17
21	Gurmeet Kaur Basan	6.5
22	Supriya Nitin	14.5

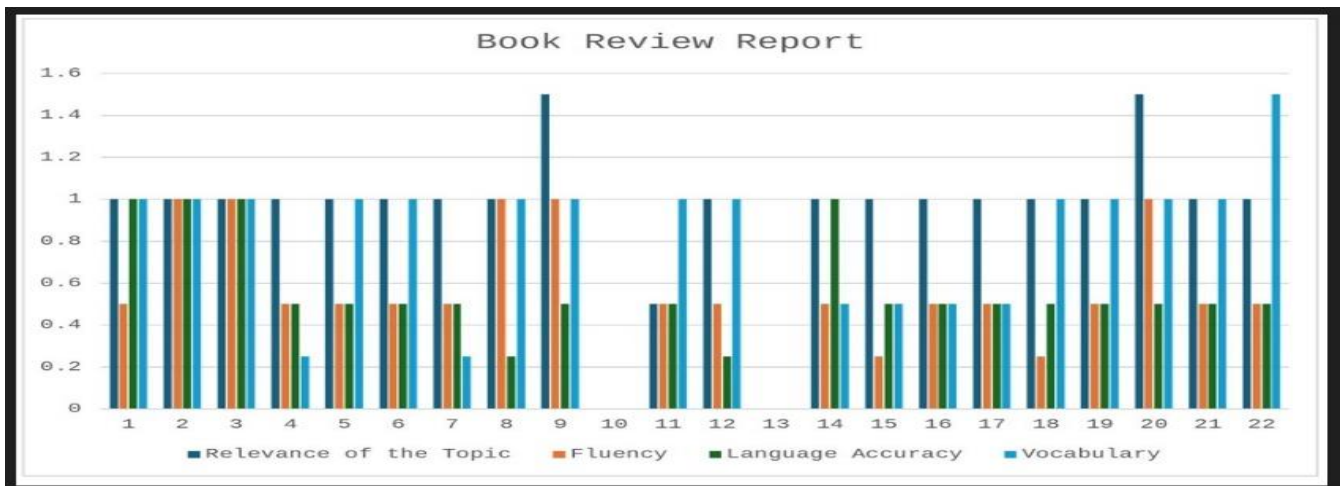
Post Test Scores and Observations

After the introduction of the simpler and interesting learning/speaking activities, Teachers began to enjoy their Speaking lessons. They looked forward to having explanation of more Grammar topics.

Data collected after the explanation of the Grammar topics, based on the scores in the worksheets revealed that 18 Teachers scored more than 50% which means 82% Teachers scored more than 50% marks and speaking section revealed that 22 Teachers scored more than 50% which means that almost 100% of the Teachers scored more than 50% of the total marks meant for that section (Details shown in Test 2).

The fall in figures implies that Teachers have developed a positive attitude towards their understanding of the basic Grammar concepts and speaking skills. They also realized that learning could be relaxing and enjoyable.

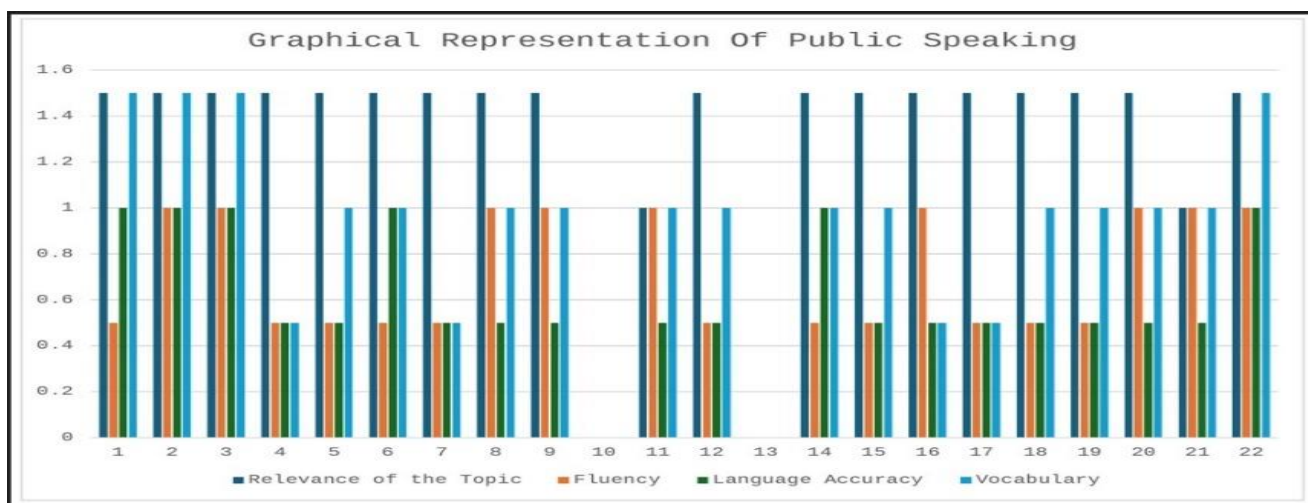
Annexure 1



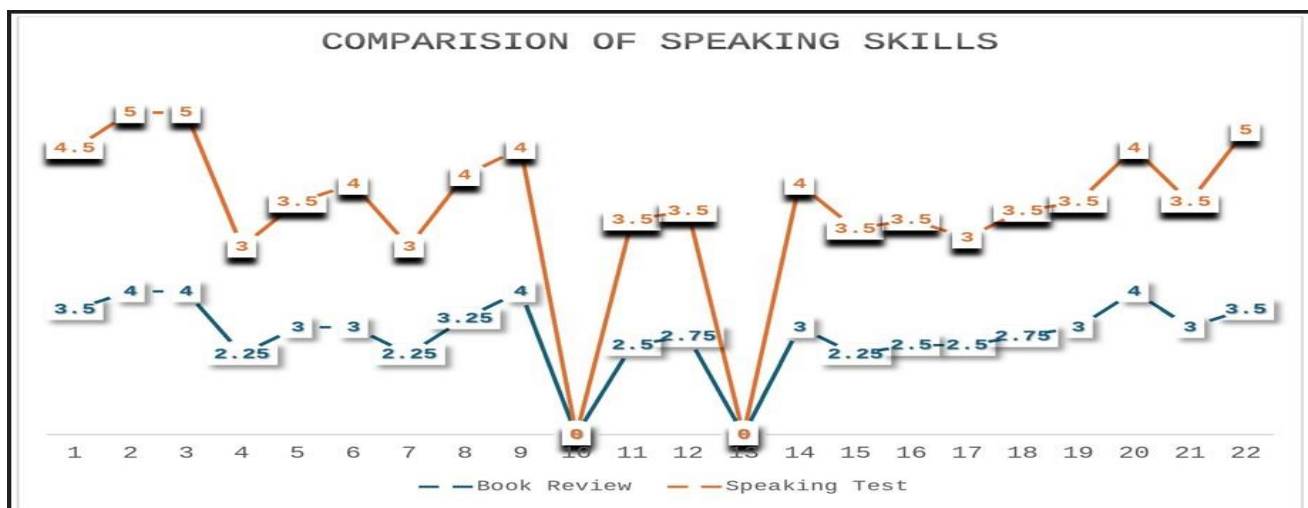
Annexure 2



Annexure 3



Annexure 4



Videos of the Teachers – Speaking Activity

https://drive.google.com/drive/folders/1PyM47bli9giFSSaJoj_TylqznzoosGAN?usp=sharing

Outcome of the action plan after implementation

- The rubrics on parameters of speaking skills after the implementation of Action plan showed that 82% Teachers showed commendable improvement in their understanding of Grammar concepts, while 100% improvement in their speaking skills.
- When Teachers were doing their worksheets their weaknesses and needs were easily identified. This facilitated the Researcher to tackle Teachers’ problems. It also allowed Researcher to direct their teaching more precisely towards Teachers’ needs. Furthermore, the activities such as P PT, Concept Clearing Sessions, Solving Worksheets

provided Teachers with interesting, authentic, and challenging tasks to practice. They succeeded in motivating Teachers to learn as well as helping them develop useful learning strategies. In completing the tasks, Teachers also learnt to work in collaboration and appreciate peer help. The work of the Teachers was also neat and tidy. These were the added outcomes of the action plan.

- This study aimed at improving the learning environment and teaching strategies in English speaking lessons for the Teachers of Pre-Primary, in S B Patil Public school, Ravet, in order to enhance Teachers' English language learning. Generally speaking, the basic objectives of this research study were achieved. The majority of Teachers successfully changed their perceptions of certain concepts of Grammar, pronunciations, speaking skills from a boring, threatening, and stressful environment to an interesting, enjoyable, and collaborative atmosphere. To a certain extent the change in perception might help Teachers develop a positive learning attitude towards their writing and speaking activities in future. Teachers' confidence has thus increased, and their anxieties have in turn reduced. Definitely this positive feedback may enhance Teachers' future learning.

Recommendations

Henceforth, the same strategy could be used for the other needful Teachers to enhance their writing and speaking skills in the initial stages.

The action research to be further handed over for the next academic year.

References

Diksha Portal : MH_DIET_AURANGABAD