

# Teaching Parts of Speech to Eighth-Grade Students in Government School in Sulakkal, Pollachi District

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**Abstract:-** The educational landscape continually evolves, demanding a nuanced understanding of students' language needs and effective methodologies for instruction. Teaching parts of speech poses inherent challenges, especially in diverse educational settings. This research paper aims to shed light on these challenges, providing insights into the nuanced aspects of teaching parts of speech in Sulakkal. The research employs a questionnaire to discern the English language learning needs as perceived by teachers. The survey garnered participation from ten government teachers, providing valuable insights into their perspectives on the matter. Percentage analysis and graph presentation of the questionnaire are used to analyse and interpret the primary information. The study concludes by giving suggestions to teachers regarding classroom management.

## I. INTRODUCTION

The educational landscape continually evolves, demanding a nuanced understanding of students' language needs and effective methodologies for instruction. This research paper delves into a systematic survey conducted among government teachers, aiming to illuminate the specific language requirements and identify suitable methodologies for teaching parts of speech to eighth-grade students in Sulakkal. As we explore the challenges and

opportunities within this pedagogical domain, the insights gained from this research seek to contribute to enhancing language education strategies tailored to the unique context of Sulakkal's eighth-grade classrooms.

### ➤ *Challenges in Teaching Parts of Speech*

Teaching parts of speech poses inherent challenges, especially in diverse educational settings. Government teachers in Sulakkal may encounter obstacles related to students' varying language proficiency levels, limited resources, and the need for culturally relevant teaching materials. Additionally, the intricacies of English grammar, including parts of speech, require innovative pedagogical strategies to captivate students' interest and ensure comprehension.

This research paper aims to shed light on these challenges, providing insights into the nuanced aspects of teaching parts of speech in Sulakkal. By understanding these challenges, educators and policymakers can collaboratively devise effective solutions that enhance language education and contribute to the overall academic development of eighth-grade students in Sulakkal.

### ➤ *Study Limitations*

This research is constrained to examining the distinct language requirements of middle school students enrolled in Sulakkal Government High School.

## II. METHODOLOGY

The research employs a questionnaire to discern the English language learning needs as perceived by teachers. The survey garnered participation from ten government teachers, providing valuable insights into their perspectives on the matter.

### ➤ *Analysis*

Percentage Analysis and Graph Presentation of the Questionnaire

Table 1 Distribution of the Respondents According to their Medium of Instruction at School

S. No	Medium of instruction at school	No. of Respondents (n=10)	Percentage %
1	English as a Medium	2	20
2	Tamil as a Medium	5	50
3	Both	3	30

The table 1 illustrated the distribution of respondents based on the medium of instruction they had in school. Among the 10 respondents surveyed:

- 20% were taught in English as a medium (2 respondents).
- 50% were taught in Tamil as a medium (5 respondents).
- 30% were instructed in both English and Tamil mediums (3 respondents).

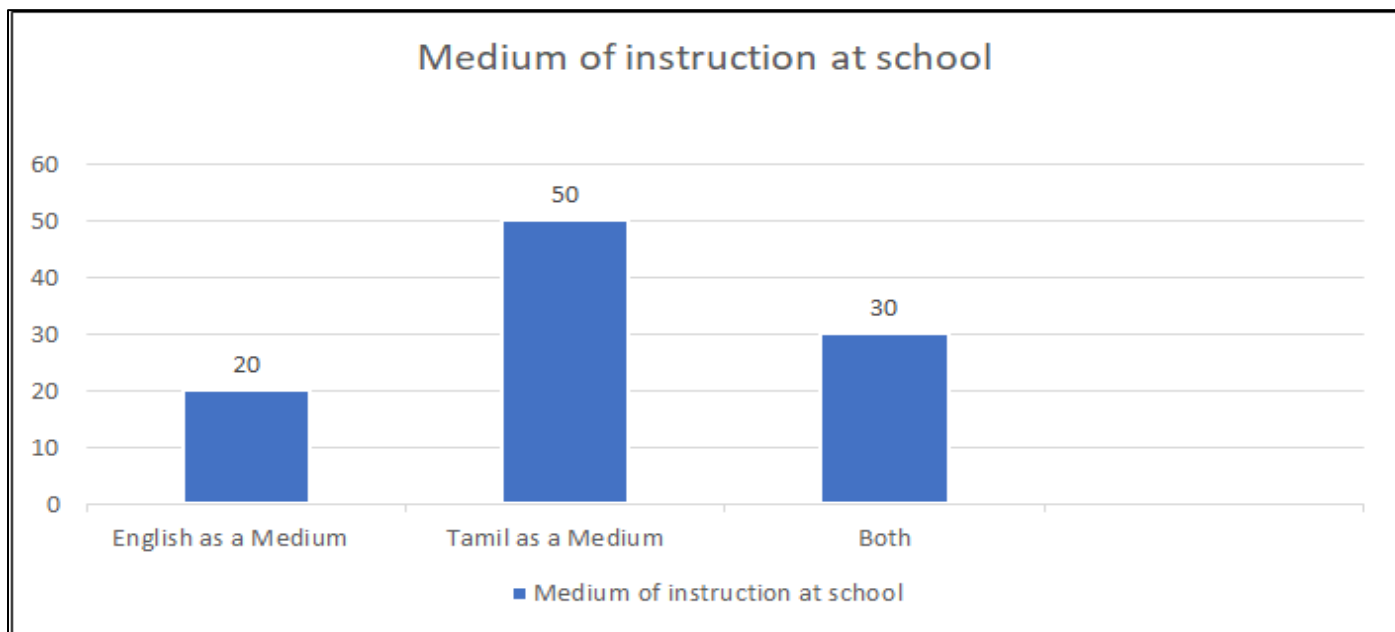


Fig 1 Medium of Instruction at School

Table 2 English Periods in a Week

S. No	English Periods in a Week	No. of Respondents (n=10)	Percentage %
1	3	0	0
2	4	0	0
3	5	2	20
4	6	8	80

The table 2 outlined the distribution of respondents based on the number of English periods they have in a week. From the data collected:

- 20% of respondents have 5 English periods per week (2 respondents).
- 80% of respondents have 6 English periods per week (8 respondents).

Table 3 Students' Overall English Proficiency and English Proficiency in Writing

S. No	English Periods in a Week	No. of Respondents (n=10)			Percentage %		
		Good	Bad	Average	Good	Bad	Average
1	Overall English proficiency	1	6	3	10	60	30
2	English proficiency in Writing	0	8	2	0	80	20

➤ Interpretation of the Table 3 on Students' Overall English Proficiency and English Proficiency in Writing:

• Overall English Proficiency:

- ✓ 10% of respondents have good proficiency.
- ✓ 60% of respondents have bad proficiency.
- ✓ 30% of respondents have average proficiency.

• English Proficiency in Writing:

- ✓ 0% of respondents have good proficiency.
- ✓ 80% of respondents have bad proficiency.
- ✓ 20% of respondents have average proficiency.

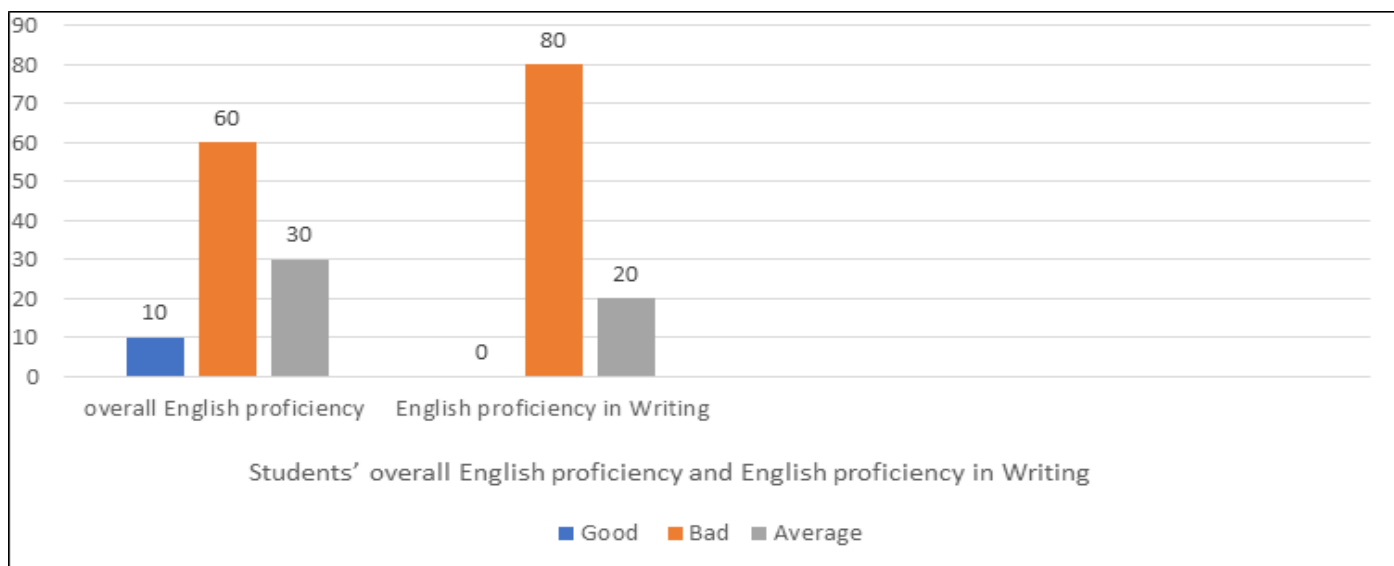


Fig 2 Students' Overall English Proficiency and English Proficiency in Writing

Table 4 The parts of speech the students need much attention

S. No	The Parts of Speech the Students need much Attention	No. of Respondents (n=10)	Percentage %
1	Verb	1	10
2	Conjunction	1	10
3	Preposition	6	60
4	Interjection	2	20

➤ The Table 4 Indicated the Parts of Speech where Students Require more Attention:

- 10% of respondents (1 respondent) identified verbs as needing attention.
- 10% of respondents (1 respondent) highlighted conjunctions.
- 60% of respondents (6 respondents) indicated a need for attention to prepositions.
- 20% of respondents (2 respondents) mentioned that students need more focus on interjections.

Table 5 Students Feel/Wish to Improve their Writing Skills in English

S. No	Students feel/wish to improve their writing skills in English	No. of Respondents (n=10)	Percentage %
1	Yes	9	90
2	No	1	10

➤ Interpretation of the Table 5 on Students' Desire to Enhance their Writing Skills in English:

- 90% of respondents (9 students) expressed a wish to improve their writing skills in English.
- 10% of respondents (1 student) indicated they do not wish to enhance their writing skills in English.

Table 6 Frequency of English usage by Students

S. No	Frequency of English usage by students	No. of Respondents (n=10)				Percentage %			
		VO	O	S	N	VO	O	S	N
1	Read English newspapers/ magazines	0	0	6	4	-	-	60	40
2	Watch English movies, serials, cartoons and news programs on T. V	8	2	0	0	80	20	-	-
3	Read English books /novels/stories etc at home other than textbooks	0	0	3	7	-	-	30	70
4	Talk in English with Family members	0	0	2	8	-	-	20	80
5	Talk in English with friends	1	3	2	4	10	30	20	40
6	Talk in English with teachers	3	5	2	0	30	50	20	-
7	Talk in English with others	0	0	7	3	-	-	70	30

\*VO=Very Often, O=Often, S=Sometimes and N=Never

The table 8 provided information on the frequency of English language usage by students based on different activities such as reading, watching TV, and conversing with various individuals. Here's how you can interpret the table:

- Reading English newspapers/magazines: 60% of students read English newspapers/magazines, while 40% do not.
- Watching English content on TV: 80% of students watch English movies, serials, cartoons, and news programs, with 20% not engaging in this activity.
- Reading English books at home: 30% of students read English books/novels/stories at home, while 70% do not.
- Talking in English with family members: 20% of students converse in English with family members, while 80% do not.

- Talking in English with friends: The frequency varies –
  - ✓ 10% rarely talk in English with friends.
  - ✓ 30% occasionally converse in English with friends.
  - ✓ 20% frequently talk in English with friends.
  - ✓ 40% always communicate in English with friends.
- Talking in English with teachers:
  - ✓ 30% rarely talk in English with teachers.
  - ✓ 50% occasionally converse in English with teachers.
  - ✓ 20% frequently talk in English with teachers.
- Talking in English with others: 70% of students talk in English with others, while 30% do not engage in English conversations with non-family members.

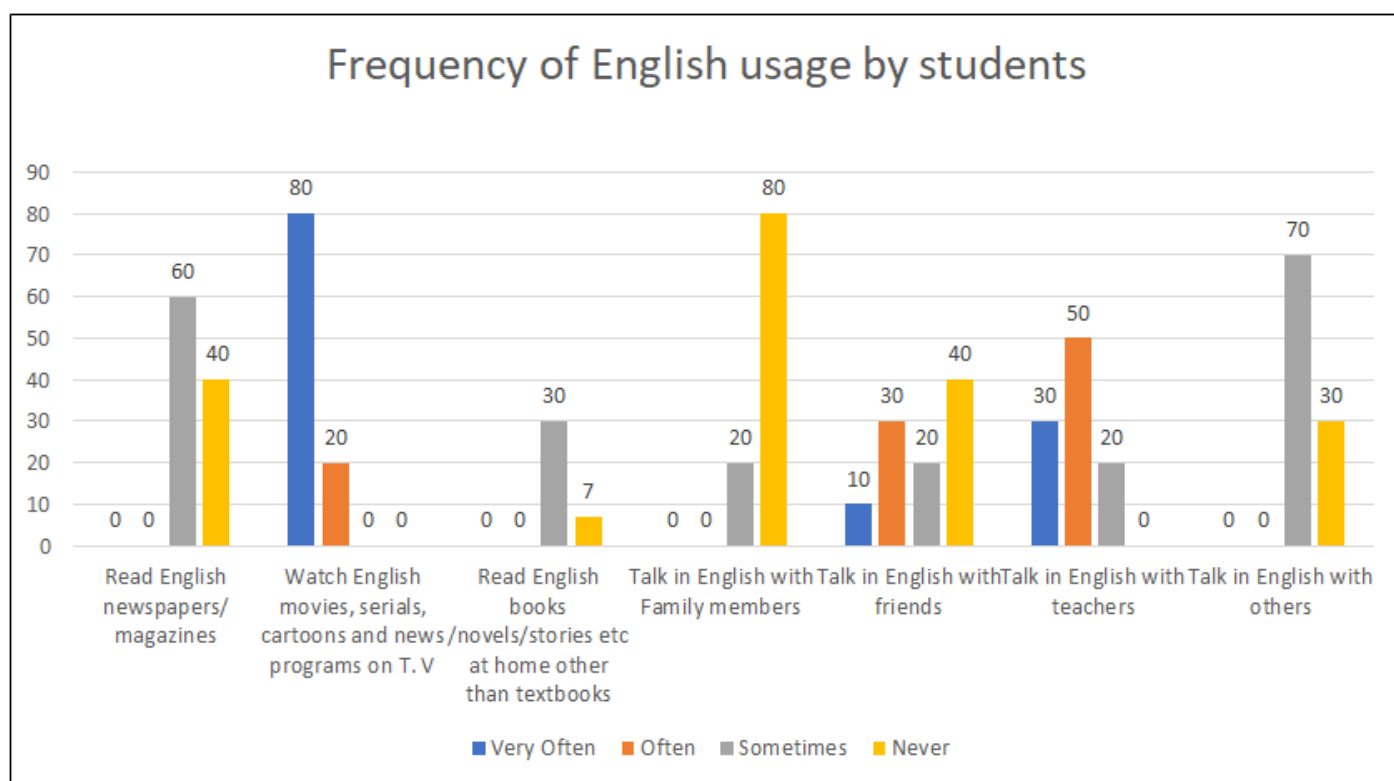


Fig 3 Frequency of English usage by Students

Table 7 Writing Skills, Tools to Develop Writing Skills and other Opinions

S. No	Writing Skills, tools to develop Writing Skills and other opinions	No. of Respondents (n=10)		Percentage %	
		Yes	No	Yes	No
1	Give enough English writing practice at class	10	0	100	-
2	Students ask doubts while writing	7	3	70	30
3	Use pictures, charts and objects in class	2	8	20	80
4	Using pictures in the classroom would give a good result	10	0	100	-
5	Writing better will also help you to speak better	6	4	60	40

The table provided insights into writing skills and tools to develop writing skills based on the responses of the participants. Here's how you can interpret the data:

- English Writing Practice in Class:
  - ✓ All respondents (100%) receive sufficient English writing practice in class.

- Students asking Doubts while Writing:
  - ✓ 70% of students ask doubts while writing, indicating an active engagement in clarifying their writing queries.
- Use of Pictures, Charts, and Objects in Class:
  - ✓ Only 20% of respondents believe in using visual aids like pictures, charts, and objects to enhance their writing skills.
- Impact of using Pictures in the Classroom:
  - ✓ All respondents (100%) believe that using pictures in the classroom can lead to positive outcomes for learning and writing.
- Relationship between Writing and Speaking Skills:
  - ✓ 60% of participants agree that improving writing skills can also enhance speaking abilities, while 40% do not share the same opinion.

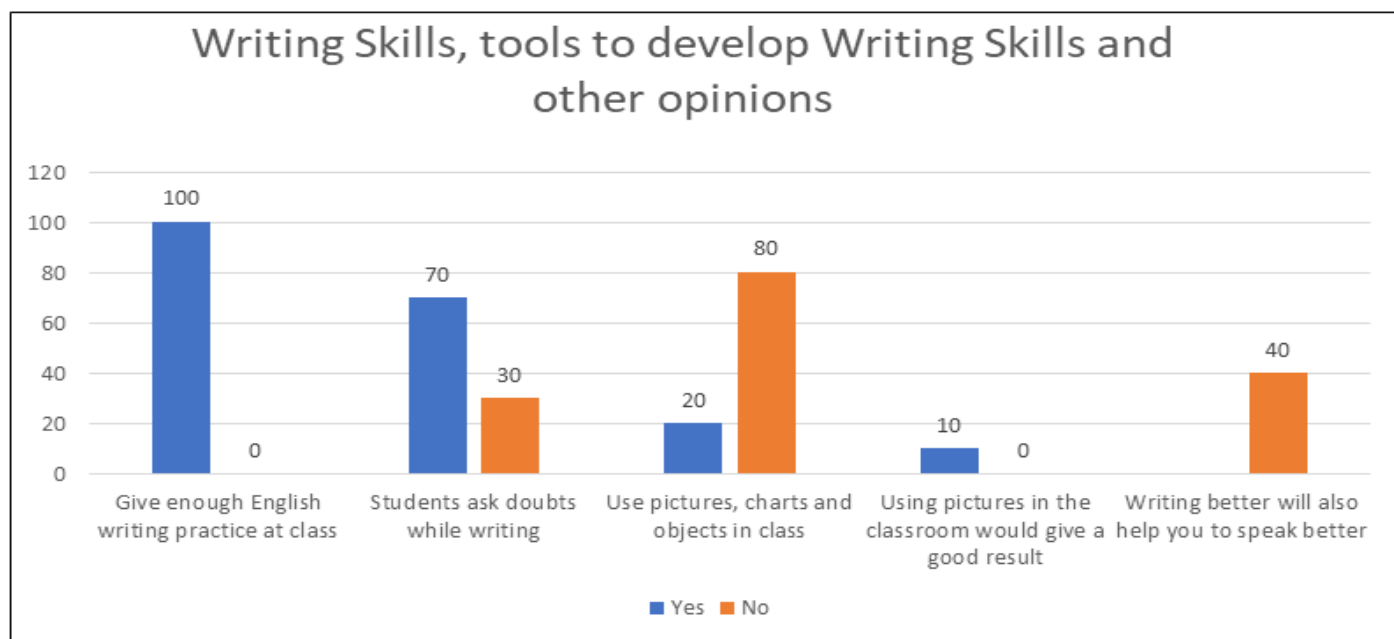


Fig 4 Writing Skills, Tools to Develop Writing Skills and other Opinions

### III. RESULT AND DISCUSSION

Most of the teachers are using Tamil as a medium of instruction, it was exposed by Table 1.50% of the respondents were using Tamil as a medium to teach. Approximately 90% of the respondents shared (Table 2) that per week they have six English classes. Table 3 showed that overall English proficiency and English writing proficiency of students were poor. From Table 5 90% of the students wished to improve their writing skills.

Prepositions acquisition had been the more preference by the respondents (table 4). In the aspect of the frequency of language used by students (table 6), most of the students do not have habits like Reading English newspapers/magazines, Reading English books at home, or talking in English with family members, teachers and friends but 80% of students watch English movies, serials, cartoons, and news programs.

So, 100% of the respondents felt through Table 7, that using pictures in the classroom can lead to positive outcomes for learning and writing.

### KEY SUGGESTION

- Teacher must use pictures while teaching
- Teachers should concentrate more on teaching basic vocabulary.
- Teachers may use more authentic materials, such as newspaper cuttings, pamphlets, posters, recipe charts, and real processes (e.g., making lemon water), while teaching writing in the classroom.
- Teachers should encourage group as well as peer activities to help students learn writing.

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