

# Enhancement of Reading, Writing and Speaking Skills in Primary Online Class

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## ABSTRACT

*Learning a language opens the door to the contemporary world. This study is an integrated approach to develop reading, writing and speaking skills in primary school children. The techniques are strategically planned and applied in the same academic year through the online platform, so that the subjects of the study are benefitted holistically. Numerous activities are implemented with scientific insight throughout the study. The data collected as part of two different studies to assess the number of children with difficulties in reading and writing skills supplements this integrated study; two separate publications based on these are listed below. Application of the strategies and completion of these activities, with some ongoing, it is concluded, will enrich the interpersonal skills of communication and nourish reading and writing capabilities of children at the primary level.*

**Keywords:** LSRW, Study Methods, Activities, Worksheets, Methods of Teaching Language.

## Introduction

Reading, writing and speaking skills are different facets of communication in any language and these receptive and productive skills are interrelated. Hence an integrated approach in developing these skills in children of grades 1 and 2 of primary level in an International school in Saudi Arabia, is the background study of this paper. Reading and writing skills are inter connected, recognition of words and comprehensive reading is enhanced with more writing instruction. When children read and write the same words both skills are reinforced. Speaking and writing are productive skills too. What is received, as read by the brain is reproduced as oratory and writing abilities. Reading and writing in every discipline is a

prerequisite in developing and mastering the subject. At this level where students of age group 5 to 7 are concerned phonetic grasp of the language is what is needed. A student who is given enough reading practice at primary level slowly develops the ability to comprehend information given in the text they read. Discussions of what they read, like narrating the story read to the peer group and group discussions about passages read, help in greater comprehension of the content. These speaking skill practices also help in increasing the child's interest in reading. Inclusion of speaking skill competitions in co-curricular activities helps in the improvement of verbal skills. Four letter and five letter Communicative Language Teaching (CLT) words introduced at this level as a part of the curriculum adds up to the

student's word library. In primary children as a first step for improving retention of knowledge and enhancing fine motor skills handwriting practice is required. Usually handwriting worksheets are characterised by repetition of spellings which helps in adding to the vocabulary bank. Fun worksheets can be an addition to leisure time activities which are meant for instigating an interest in writing. In this techno driven scenario when the internet is the star of the era, showcasing oratory talents through dedicated channels can encourage the children to perform better. Parent involvement is the need of the hour, when teachers can't be physically present to motivate and monitor classrooms in this pandemic situation. Testing is a part of any curriculum which helps in evaluating effectiveness of methods and strategies. So students should be methodologically tested in all skills. Apart from this, competitions like finding out the fastest reader among peers, compliments to renewing interest in reading. All these skills are required in any language which is a part of the curriculum. Literary writing at this stage might be too early but children should be encouraged to pen down their creativity as stories, poems or riddles. Rewards and recognition instils the young minds. They should be applauded every time there is an achievement. Combining all these factors and their application through the online platform is expected to yield positive results even in adverse situations.

### **Related Studies**

According to Anderson, Hiebert, Scott, & Wilkinson 1985, reading is a vital life skill, which ensures a child's success in school and even throughout his life. Sultana & Ahsan,

2013, Children need to learn different reading strategies in primary sections. Microsoft Encarta Kids 2007 defines writing as "a method of communication". It uses marks that we see and understand, the marks we use to write English are the letters of the alphabet. They stand for sounds. Graham S and Harris R., K (2000) reviewed the evidence on the role of handwriting in children's development as writers in "The role of self-regulation and transcription skills in writing and writing development".

### **Study Methods**

Method used for the reading enhancement in the present study was a single-subject research method and the between subject multiple baseline model associated with this method. The study was conducted with 78 participants. The cause and effect relationship between dependent and independent variables was analysed separately for each participant without making comparison between the participants. Multiple baseline models consist of two phases: starting level and application level. At the beginning of the study, the reading levels of the students were determined and then the enrichment reading program was implemented. Throughout the application, the students' word recognition and reading out loud performances were compared with their initial performances.

The method employed for writing was an action research in which the performance of a class of students was studied and identified to be poor and an intervention of using early writing preparatory activity was designed by the researcher to assist the students to improve their performance in handwriting.

## Sample Selection

For writing, a sample of 37 students, including both boys and girls, was used for the study sample selected from 11 sections of class 2 and 21 sections of class 1. Their ages ranged between six and eight years. A purposive sampling method was used based on the fact that the researcher was assigned to handle that class. The mistakes committed by the participants during reading were identified, their responses to the reading comprehension research focused on designing an intervention to solving problems in specific situations, class 1 and class 2 is deemed appropriate for the purpose of the study. It becomes imperative for the researcher to stick to the primary students for this study so that they could design an appropriate intervention to assist students to improve on their performance in handwriting.

For reading, a sample of 78 participants was used for the reading enhancement. The data collected in the study were analysed through both qualitative and quantitative methods and the results were explained, questions were evaluated and their reading skills were analysed throughout the process.

## Activities Conducted Online Between April, 2020 and December, 2020, in JPS

### 1) CCA Activities (APRIL)

Designed exclusively to enhance reading Skill: activities designed in such a way that every week students will get a chance to speak a few lines on the given topic.

### 2) CLT Words (MAY)

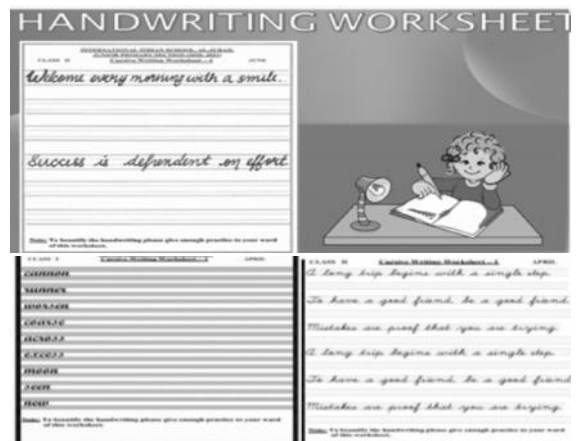
We started with four or five letter words with



its meaning. The class teachers managed new words every week under the guidance of CLT WORD INCHARGE & HEAD MISTRESS. (JPS)

### 3) Handwriting Worksheets (MAY):

Exclusive designed handwriting worksheets every alternate week which we gave to our Primary children to beautify their handwriting from May till now.



### 4) Fun Worksheets (MAY):

In this we have taken up all four major subjects taught lessons for the unit test and designed FUN WORKSHEETS for our students, and based

on this, important lessons, exercises were given to enhance their cognitive, reading & writing understanding level. We have found the result after collecting the data from it.



#### 5) JPS YouTube Channel (MAY)

Our innovative ideas to start up JPS YOUTUBE CHANNEL for the Academic year 2020. In this we have uploaded more than 450 videos of our students of different activities, special assemblies, CCA capturing their scholastic & co-scholastic area.



**6) Handwriting Webinar for Students' Mothers (MAY)** In this, various tips and strategies we have elaborated to mothers of our students with proper history & origin of the same and within a few weeks with the support of their mother, we started finding good results in the handwriting of the students.



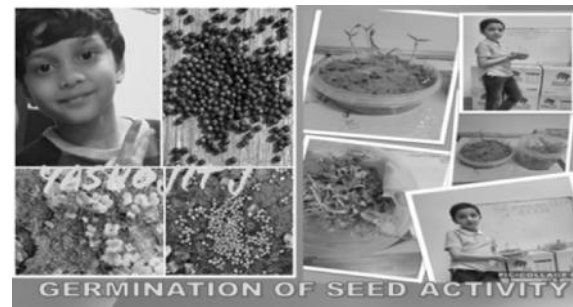
#### 7) Motivational Video: Study Hacks (JUNE)

In this, HM Nilofar Rashid and counselor of our school Dr Shanti Rekha addressed students of JPS in a small video and gave them good motivational tips for the preparation of their exam.

#### 8) Subject-Wise Oral Test (JUNE)

In 1<sup>st</sup> term we made sure that we will conduct a number of activities exclusively designed for the enhancement of Reading skill and so we have kept our MONTHLY TEST EVALUATION, as subject wise oral test. This helped students to excel in reading & speaking skill, for this remark was also given.

#### 9) Lesson-Based Activity



tasks to our students, to complete the task in the specified time, under the supervision of their parents. The teachers assessed their students' performance and gave them marks.

### 10) Videos for Special Occasions (AUGUST)

In this type we have shot and designed some videos for special occasions to inspire and motivate our students from time to time like: 15<sup>th</sup> August, Teacher's Day, 2<sup>nd</sup> October (Gandhi Jayanti), 14<sup>th</sup> November (Children's Day) etc.



### 11) Inclusion of Games Period (AUGUST)

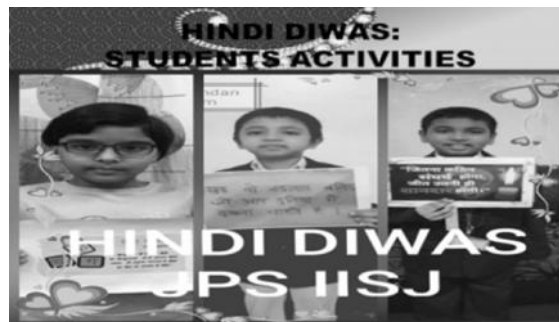
In this we have included ONLINE GAMES CLASS for the complete all-round development of the child so that they can play & learn together in online class too.

### 12) Reading Comprehension Test: (SEPTEMBER)

Reading Week, we have conducted, based on the circular dated acad62/2020 September 1, 2020. We have designed two activities for each class 1 & class 2. We prepared E-Reading Cards and informed students that during 8-14<sup>th</sup> September, we will conduct these activities. Students performed well and on the basis of their speed & accuracy, three winners from each class selected as Faster Reader, forwarded to them E -Certificates. We distributed around 100 certificates to our students of class 1 & 2, respectively.



13) Hindi Diwas (SEPTEMBER): We concentrated on English as well as Hindi speaking and reading skills enhancement and



for that we have conducted HINDI DIWAS on 14<sup>th</sup> September and in that Hindi teachers conducted 2, 3 activities which includes story telling in Hindi, short speeches, poem & Thought of the Day in Hindi language. Students participated enthusiastically under the guidance of HINDI TEACHER.

**14) Skechers Squad (NOVEMBER):** For Drawing and Colouring session, we have thought of very creative ideas to incorporate this in our online class too and for that we made in charges and given them responsibility to search DRAWING WITH NUMBERS VIDEOS ON YOUTUBE and then after verifying this, HM guided the teachers to forward it in class group to motivate students to complete the drawing and coloring during weekend.

**15) E-Magazine:(NOVEMBER)**

This activity we started in CCA Activities,



under which we have given our students a chance to contribute their small own short story, poems, drawings etc. and then we compile it into E MAGAZINE and upload it on our JPS YOUTUBE CHANNEL.

**16) Rewards/Badges**

E-Certificates designed for E-Reading Week and CCA Activities and for subject enrichment activity we have designed special E BADGES to motivate our students in every aspect. Few examples were listed below:

- \* BEST SPEAKER
- \* BEST READER
- \* BEST STUDENT OF THE MONTH
- \* UTTAM CHHATRA (HINDI)
- \* UTTAM PATHAK (HINDI)
- \* UTTAM PRAVAKTA (HINDI)

**ACTIVITIES OF READING SKILL:**

- 1 READING LESSON FREQUENTLY IN THE CLASS
- 1 READING COMPREHENSION
- 1 VOCABULARY- BUILDING THROUGH CLT IN THE CLASS. «&READING CARDS.
- 1 CONDUCTED READING WEEK FROM 8-16<sup>TH</sup> SEPTEMBER. «&Distributed E READING CERTIFICATES in
  - 1 class 1 – 21 sections (63 certificates – 3 for each class)
  - 1 class 2 – 11 sections (33 certificates – 3 for each class)



## Results and Conclusion

The results of the reading awareness, handwriting and speaking skill showed that at the beginning of the study, there was a lack of knowledge in the area of handwriting talent, reading approach and speaking fluency in students. However, after a comprehensive study, there was an improvement in their success.

Researchers implemented the English reading writing and speaking approaches in the classroom. After an intensive study, I have found an unprecedented improvement in the students' reading and writing. This action research was a productive experience. Thus, we have observed an extensive understanding of reading comprehension approaches as well as an improvement in English reading, writing and speaking of the students.

Moreover, a number of approaches were

another hindrance as the students might have found them confusing. Another question was about the success of the students using the comprehension approach independently since many of the students were not familiar with these reading comprehension approaches. In order to overcome these obstacles, I had to guide and monitor the students in every step of the process especially for the questioning, inferring, and summarising.

## Results and Discussion

This chapter is concerned with subjecting all data collected from pre-test and post-test to statistical analysis, interpretation and findings.

Thirty-seven students took part in both pre-test and post-test and their scripts were checked out by the researcher with the help of the teacher.

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