

How Could I Improve The English Knowledge Level of The Eighth-Grade Students of Esmatiyeh School In Lariyan Village In Manoujan City, In Kerman Province

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ABSTRACT

The current research was conducted in the academic year of 1401 in the eighth grade of Esmatiyeh Middle School, located in Manujan city, in the village of Larian, with 22 students. The language is English, and the purpose of this research is to improve the level of learning of the eighth grade students in the English language course and to improve understanding its concepts through re-teaching them English letters. Based on this, the researcher uses scientific methods from various research sources such as:

The manager, colleagues, students, books, magazines and the internet analyzed them to identify the effective factors in creating the problem and finding proposed solutions. Then she chose several practical ways from among the proposed solutions and after validation Some of them were implemented by the research group, which were: re-teaching the English alphabet, using capital and small letters , flash cards with the names and sounds of the letters, finding letters in the English texts of textbooks, training and repeating and practicing Simple words consisting of the letters taught in each session, making vocabulary flash cards by students and installing them in the classroom, playing alphabet songs during teaching in the class.

It should be noticed that after performing the above solutions, the researcher was able to increase the frequency of students improved in distinguishing alphabets , reading ,and understanding English language concepts from 10% to 70%. In the end, it was concluded that re-teaching the alphabet in the second grade of high school, and repeating and practicing the letters at the beginning of the school year and strengthening the visual and auditory memory of the students improving learning and understanding the concepts of the second grade book Secondary has been effective.

1. Introduction

Language is a system of communication used to communicate between humans and human societies. Although it is possible to communicate with other tools such as symbols, visual arts such as painting and sculpture, but the transmission of complex mental concepts is only possible through written and spoken language. But the population of the Earth speaks different languages, that are different from one place to another. In recent years, due to various scientific, political, economic and cultural reasons, the English language is an international language in the world it has become a means of communication between people of different cultures and nationalities. In today's world, if you want to study in universities or be a successful manager or physician, knowing English is a necessity for you. Because learning English help you to share the experiences and knowledge that other people of the world have gained with each other, and keep your knowledge up to date. In addition, in a world where the progress of mass communication means makes it a hypothetical village, the need for a common language to communicate and advance human scientific-social goals is felt more than ever. Therefore, learning English, whether you like it or not, has become the language of communication among the people of the world, and it is a priority for businessmen, scholars, etc. Of course, advanced learning is not intended, but to the extent of being able to understand which words can have what meaning. Because learning English help you to share the experiences and knowledge that other people of the world have gained with each other, and keep your knowledge up to date. Why some students do not pay attention to English teachers and keep silent up to the end of the class, why do they just look at the teacher and when teacher looks at them they just change their look to the earth? why are English classes boring for some students? Why are some students worried and stressful when the teacher wants to evaluate them? What are the reasons and causes? Knowledge is transferred only in motivated and interesting classes. So at first we as teachers should be skillful motivators and encouragers. In this study the researcher used both external and internal methods to solve this problem. Accordingly the title of the present action study is "how I was able To improve the level of knowledge in 8th grade students and make them interested in English by reteaching and reviewing the English alphabets at the Beginning of my class. On the other hand, this research sought to in addition to improving the English knowledge level of students, it will also improve their skills in reading, writing, speaking, and writing.

Problem Statement :

The behavior of the students in the first session caught my attention, when I started to speak English they just looked at me and it was clear that they could not figure out anything. They did not pay attention to class and I asked them to read what I wrote on the board they could not distinguish letters from each other so I understood they are weak in letters so the researcher thought that by improving the student's ability to understand English letters they will pay attention to class and be interested in English lesson.

Research Objectives:

Learning English is a necessity nowadays because English is an international language and teaching of all

lessons at higher levels is done in English and without knowing this language educating is impossible Accordingly the overall purpose of this study was to improve the English knowledge level of students and subsequently to increase their interest in learning to read , write ,speak and listen , from 10% to 70 % after the implementation of the project.

Description of the current situation (evidence 1)

I am Maryam Chahargonbadi the English teacher with the personal code 38010577 who has just started teaching English in the first secondary school in the 8th grade of Esmatieh school in Manujan. At the first session of my class I determine the problem at the beginning of the school year. I used the qualitative and quantitative indicators to collect data.

A-Qualitative indicators of the current situation :

by evaluating students at the first session about their knowledge in English lesson I found :

- They couldn't understand my words. -They couldn't read The Simple Words on the board.
- They couldn't distinguish letters from each other .
- They were weak at reading ,writing, speaking ,and listening
- They had no interest and motivation in class.

B - Quantitative indicators of the current situation

Numbers and figures where also used to determine the current situation, which is presented in the form of quantitative indicators as follows:

I took a test on English letter and their names and sounds the result were as follows.

Table No. 1: Table of frequency percentage of English language alphabets test in the second session of my class . The question was to write the capital and the small form of the letters in order and to write their names and sounds in Persian

components	Students who write all the letters in order	Students who didn't answer any question	Students who writes some letters without names and sounds	Students who writes some letters not in order without names and sounds
numbers	2	8	6	6
percent	9.09%	36.36%	27.27%	27.27%

The interview questions were as follows:

How many letters are there in English?

How many letters can you write ?

Do you know the names and sounds of the letters?

Data collection :

After it became clear to me that my students didn't know the letters I decided to find the causes of this problem First I asked the school manager Mrs Samimi about the students' last year English scores ,she said they had a problem with their previous teacher and their last year English teacher couldn't teach the alphabets and the 7th book to them very well. So I found that the problem goes back to previous year but I needed a scientific reason for it .So I prepared a questionnaire with the question(what do you think of students' lack of enough English knowledge in 8th grade class.

And I gave it to 5 English teachers during the second week of Mehr, I collected and reviewed the questionnaires and the frequency of my my colleagues 'answers was as follows:

Table No: 2

Frequency table of English teacher colleagues answers to the questionnaire to examine the causes of students' lack of knowledge in letters and skills.

components	Inability of the previous teacher	Lack of tools	Forgetting through summer	Lack of motivation
numbers	2	1	1	1
percent	40%	20%	20%	20%

I also set up a question to ask students about their lack of knowledge in English letters and skills.

the questions were as follows :

why Are you weak in letters and four skills ? in response to the interview question the students said :

Table No . 3

table of the percentage of students' response to the causes of lack of knowledge in letters and four skills

components	Inability of our previous teacher	Not going to English classes	Forgetting through the summer	Lack of motivation
numbers	12	3	2	5
percent	54.54%	13.63%	9.09%	22.72%

By examining these percentages and numbers that I have collected I found the reasons for students' lack of knowledge in letters and for skills were as follows:

First ,their previous teacher was unable in teaching and most of the time she wasn't at the school so the students didn't have enough time for English class every week .Second is lack of English Institute in Manujan city and lack of knowledge causes lack of motivation for English classes and reduces their interest in this course

Data analysis and interpretation:

After finding the problem of my students that was lack of knowledge in English letters and four skills, I

decided to collect data to identify the causes of this problem.

Not having enough classes in previous year.

Not having a skillful teacher in previous year.

Lack of English institute in their region.

forgetting everything through the summer

Not having enough motivation in learning

Not having in our schools and teaching English

Data collection to provide Solutions:

in order to find solutions to their problems using scientific methods which are explained as follows:

A: reviewing

After reviewing previous interviews for getting more information I asked my students a few questions

How can we teach English letters more effectively?

In what ways you can learn the letters better?

what's your idea about teaching letters? what are the four skills that you should know?

here are some examples of students' responses :

using the music and flash cards for letters and teaching the letter with words together to improve our reading skill and using paint and posters on the wall of the class to see the letters everyday.

B: questionnaire

to find appropriate solution to the problem I set a questionnaire that included the following questions and provided it to a number of my colleagues to comment on it. the question I asked were as follows:

How do you reteach English alphabets to students?

what is your idea about teaching methods for letters?

when is the best time for teaching ? at the beginning of the class or during the class?

A- Theoretical background:

the main point worth the students was their lack of knowledge of four skills and they didn't know the concepts of sentence and words they didn't know how to combine the letters to make bigger structures they were not aware of the concept that learning and practicing should be with each other to be effective.

B- Practical background:

I told them imagine these things to understand that learning is enjoyable imagine that you know the letters and you can write as many as words and sentences you can.

Imagine that you can read newspapers and storybooks in English.

Imagine that you can listen to the English news and understand it very well.

Imagine that you visit a tourist you can speak to him or her.

Suggested Solutions:

After speaking and interviewing with my students and colleagues and the manager of English group I found the following Solutions:

Start teaching the alphabets at the beginning of the class and not start teaching the Eighth grade book until we finished the Re teaching.

After teaching three or four letters teach them a new word that is the combinations of learnt letters for example after teaching A , B , C teach them a new word for example cab .

Group the students and asking each group to make flashcards for the letters and new words.

To make the class more attractive ask the students to stick the flash cards on the wall of the class. Play ABCD songs while they are writing during the class and asking them to paint with the letters.

Giving them some new books or English newspapers and ask them to circle the letters that they have learned.

Validation of Solutions:

at this stage in order to have a scientific research it was necessary to evaluate it .

I asked some English teachers , the head of English group in Manujan, director of the school, so I was able to implement my chosen solutions with more confidence.

Implementation of selected Solutions:

Implementation is the most important section of a research. I implemented the steps the steps as follows:

Re teaching:

At first I started my class with teaching letters 7 letters every session during this time I have just taught students the practice parts of the 8th grade book orally and asked them to memorize the practice parts for next session.

Teaching simple words:

words are combination of letters after re teaching 3 or 4 letters I thought the students simple words involved that learnt letters for example after re teaching A B C D

I taught them 3 new words dad, bad , cab.

Grouping the students:

divide students into 4 groups two groups with 5 members and two groups with 6 members each group contains a powerful student , a weak student , and an intermediate student to help and improve each other

Flash cards: I asked each group to provide flash cards for the new letters and words, by using flash cards; letters and words stay in their memory very well and then I asked them to install them on the wall of the class to always look at them.

Music , painting :

We can use art in our classes; humans like art innately playing a track that is related to the lesson for example a b c d songs are effective in their learning or asking them to paint in their notebooks with the new letters for next session.

Looking The Words up:

At the end of every session I gave pieces of English newspapers and I asked them to find the new letters and the new words in it they really love this part because they think they can read English newspapers .

Description of the favourable situation (evidence 2):

A: Quality indicators of the desired situation

As a result of this action research I identified after 2 months at the end of Aban most of the problems are removed in my class, and my students were more motivated and intrested in English lesson too.now they can write, read ,speak, the new words and letters right very well and at the moment that I am writing this project they can make sentences very well.

B: Quantitative indicator of the desired situation:

At the end of Aban I took an exam about English letters and I compared their first scores with Dese scores it can be said more than half of the class received a perfect score and the others were also good

components	Students who write all the letters in order	Students who didn't answer any question	Students who answer half of the questions	Students who gets less than half mark
numbers	13	0	6	3
percent	59.09%	0%	27.27%	13.63%

Conclusion:

At the end of this project I found that start teaching without paying attention to the students knowledge is not effective .To teach effectively I believe you should remove students' problems .in my class if I started the 8th grade book without paying attention to students' knowledge I couldn't get good result. I found that using new methods in teaching is very effective and causes the students be interested and motivated in learning English

Suggestions and solutions:

Considering the stages of implementing the plan and reaching the goal, which was the ideal situation of improving the level of language knowledge of eighth grade students and familiarizing them with the four skills of the English language, and also; Taking advantage of the experiences gained in this field, some suggestions and solutions are presented as follows:

A- It is suggested to the respected officials of education and training: increase the teaching hours of the English language lesson from 90 minutes to 150 minutes so that the teacher can teach the English language with more patience with the learners.

B- It is recommended to dear colleagues: use various methods of teaching English, make the classroom environment happy and cheerful so that students have more desire to learn this lesson.

C- It is suggested to the honorable parents of the students: to improve the language level of their child by placing English language educational facilities such as various story books, educational CDs, etc. or register in person at language institutes.

D- It is recommended to dear students: language is a skill that needs a lot of practice to learn. This practice should be intermittent, continuous and long in order to increase its effectiveness and there should not be a long gap between learning and practice. It is recommended for three months of summer students have relationship with English language.

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