

Obtaining Learning Outcomes through Skill Based Interventions.

G. Chandiraleka

Primary School Teacher

Email:chandiralekagurusamy@gmail.com

Abstract- *Quality education is about attaining learning outcomes and life learning for all. Quality improvement in education is a holistic development of learners. In order to ensure quality education in primary level, new pedagogies should be implemented in our education system. The new teaching methodology should also ensure that learning process happens throughout the life. In primary level, children are very curious in doing activities. They are more interested in doing activities than classroom teaching. The children feel bored in normal chalk and talk method. So, the researcher uses the new technique to engage them in learning process actively. It also helps to obtain the expected learning outcomes without burdening the children.*

Picture Description

In this method, picture description was done through interaction between students and teacher. Before going into the poem, Content oriented pictures were collected and they were shown to the children. Many questions were raised by the teacher to elicit the important words or new words from the children. Questions were framed according to get necessary words as answers. The following basic questions were asked to interact with the children.

- What is the picture about?
- What are the things you see in this picture?
- What is happening in the picture?

Thus, helps the children to read the content by themselves. The interaction enriches the vocabulary and develops self-confidence of children.

Choreography

The children were divided into small groups. And each group has to choreograph the content as drama or mime on their own. The teacher facilitated the children to write dialogues. The group members have to work collaboratively to set up the background, still images and making of properties to enact the drama.

These activities help to acquire the basic LSRW (Listening, Speaking, Reading and Writing) skills in English language learning. When the children work collaboratively, it develops leadership quality and problem-solving skill. It also enhances their imagination and creativity.

Reason for Choosing the Project

- At primary level, children feel bored in normal chalk and talk method.
- To ensure quality education and lifelong learning for all.
- To engage the children in group/individual in learning process actively.
- To obtain the expected learning outcomes without burdening the children.
- To engage them happily in learning process to enrich their skills.
- Shows interest in activities rather than classroom teaching.

Purpose of the Project

- To find whether skill-based teaching interventions help the children to attain the learning outcomes easily at early age.
- To differentiate, the effectiveness between the normal classroom teaching method and child centred activity method.
- To involve them in classroom activities with peers to work collaboratively.

Objectives

- To obtain learning outcomes through skill-based interventions.
- To develop the basic LSRW (Listening, Speaking, Reading and Writing) skills in English language learning at primary level.
- To enrich vocabulary.
- To enhance imagination skill, critical thinking and creativity of the children.

Methodology

The project was conducted for 30 students in IV standard in Government Primary School, Kalitheerthar Kuppam, and Puducherry. The children were divided into two groups. Group of 15 students was called controlled group or Group A. Normal classroom teaching method was followed for controlled group children. The content was taken from NCERT syllabus in IV grade English. The poem “BOOKS” was taken for the project purpose.

At the same time, Group B of 15 students was called experimental group. They were given picture description and choreography activities for the same content. The duration of the project was 10 days.

Picture Description

In this method, picture description was done through interaction between students and children. Before going into the poem, Content oriented pictures were collected and they were shown to the children. Many questions were raised by the teacher to elicit the important words or new words from the children. Questions were framed according to get necessary words as answers. The following basic questions were asked to interact with the children.

- What is the picture about?
- What are the things you see in this picture?
- What is happening in the picture?

For instance, in class 4 “BOOKS” poem (NCERT) was taught by this method for the experimental group (Group B). Some pictures related to the library were collected by the teacher and the following questions were raised among children.

- Where are the books arranged in the library?
- What are the various kinds of book you see in the library?
- What is your favourite book?
- What kind of book do you like most?

When the questions were raised among the children, they participated eagerly in the activity. The words like library, table, chair, books, fat books, thin books, Newspapers, magazines, shelves, to, bottom, story books, science books, pictures were elicited from children. Thus, helped the children to read the poem easily. Also, they were engaged in the learning process unknowingly. So, they were able to read the whole content on their own. The follow up activity of this method was discussion and writing description with peers.

Choreography

The experimental group (Group B) children were divided into two groups. And each group has to choreograph the content as drama or mime on their own. The teacher facilitated the children to write dialogues. The group members have to work collaboratively to set up the background, still images and making of properties to enact the drama.

Learning Outcomes

- The children could recite the poem with proper rhyme and intonation.
- They were able to use the new words and language items in proper context.
- They exchanged their ideas with peer confidently.
- The children could read the poem with proper understanding.

Also, it helped to fulfil all the expected learning skills appropriately. During the interaction, the listening and speaking skills developed. They learnt to use new words in proper context thus enriching the students’ vocabulary skill.

Assessment Method

- The experimental group and controlled group children were assessed orally by the following features.
- Rhyme and intonation
- Vocabulary
- Usage of new words
- Interactive Communication

Sl No	Name of the student	Rhythm and intonation	Vocabulary	Usage of new words	Interactive communication
1	XXXXXX	3	2	3	4

	0	1	2	3	4	5
Rhyme and intonation	Insufficient sample of spoken language .	Intonation is inappropriate . Utterances difficult to understand	Some features of 1 in approximately equal measure	Intonation is sufficiently appropriate for most of the words . Utterances to be understood, although there may be occasional difficulty for the listener .	Some features of 5 in approximately equal measure	Intonation is sufficiently appropriate and effective . Utterances to be understood easily .
Usage of new words		The range of grammatical forms is not adequate . Grammar is insufficiently accurate and the errors obscure intended meanings .		An adequate range of grammatical forms is used . Grammar is sufficiently accurate to convey intended meanings .		A wide range of grammatical forms is attempted . Grammar is mainly accurate, although minor errors may occur .
Vocabulary		Vocabulary is not adequate . Vocabulary is used inappropriately, or may be too limited to deal with the tasks .		Vocabulary is adequate . Vocabulary is sufficiently appropriate to deal with the tasks .		Vocabulary is sufficiently appropriate to deal with the tasks effectively . A wide range of vocabulary is attempted

Assessment Scale

Interactive communication		Not responding appropriately .		Interaction is good and responding appropriately .		Interaction is developed effectively and responding appropriately .
		Hesitation demands patience of the listener, and may breakdown the interaction .		Hesitation may sometimes interfere with the interaction .		Hesitation rarely interferes with the interaction .

Findings And Discussion

The data of both the group were analysed through T Test. The summary of the t tests a follow:

Mean on the rating scale points:

Group	Rhyme and Intonation	Vocabulary	Usage of new words	Interactive communication
Controlled group	3.27	3.33	3.6	3.2
Experimental Group	3.87	3.67	4.33	3.93

Results

A paired-samples t-test was conducted to compare the performance of the children from experimental group and traditional group. There was a significant difference in the scores of the experimental group ($M= 3.95$, $SD=0.414$) and traditional group ($M=3.35$, $SD=0.4098$) conditions; $t=3.9892$, $p=0.05$

Summary		
	Experimental Group	Controlled group
Mean	3.95	3.35
Variance	0.1714	0.1679
Stand. Dev.	0.414	0.4098
n	15	15
t	3.9892	
degrees of freedom	28	
critical value	2.048	

The calculated t exceeds the critical value ($3.9892 > 2.048$), so the means are significantly different. These results suggest that the children of experimental group have better learning outcomes than controlled group.

Conclusion

The result clearly shows that experimental group have better learning outcomes than controlled group. There is a major variation in usage of new words and interactive communication between two groups. Such a method of learning helped them to obtain the learning outcomes easily at primary level. These activities enhanced the student's critical thinking, imagination and creativity.

References

www.ncert.com

<https://teaching.utoronto.ca/>

Professional Learning for the Care and Education Workforce (2015)

Interprofessional Education for Collaboration: Learning How to Improve Health from
Interprofessional Models Across the Continuum of Education to Practice

www.mhrd.gov.in