



IMPACT OF PROBLEM BASED INSTRUCTIONAL DESIGN IN ENGLISH FOR RURAL LEARNERS

Education

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ABSTRACT

The study enlightens the effectiveness of Problem Based Instructional Design in English for rural learners at primary level. Special innovative Instructional Design can be supported to ameliorate the intellectual and communicative abilities of the rural learners. Problem Based Instructional Design is suitable to the learners of rural area to get achievement motivation in English. **Objectives of the study:** 1.To find out the problems of the learners of English in existing instructional design.2.To find out the significant difference in achievement mean score between the pre test of control group and post test of control group.3.To find out the significant difference in achievement mean score between the pre test of Experimental group and post test of Experimental group.4.To find out the impact of Problem Based ID in English for rural learners. **Methodology:** Parallel group Experimental method was adopted in the study. **Sample:** Sixty pupils of studying in standard V from a rural Panchayat Union Primary school, Nallur were selected as sample for the study. **Tool:** Researcher's self-made achievement test was used as a tool for the study. **Procedure of the study:** 1.Identification of the problem, 2.Planning, 3.Preparation of ID and 4.Execution of activities. **Findings:** Problem Based Instructional Design is more effective than traditional ID in learning English among the rural learners at primary level. **Educational implications:** It can be implemented in other levels for the rural pupils.

KEYWORDS

INTRODUCTION

English has to be revamped to acquire the basic needs of knowledge from various countries because it is an international language, which enhances the international understanding and cultural development of the world. So it is also to be revamped among the younger generation to stand on the platform of globalization. To enrich the fluency of English language transactions, it can be ameliorated from the primary level. Learners endeavour to learn their mother-tongue up to primary level. Traditional Instructional Design for learning was not fruitful to learn the four skills of English among the young learners of standard V and it was not suitable to the rural learners. Problem based learning is a student-centered pedagogical strategy that poses significant, contextualized, real-world, ill-structured situations while providing resources, guidance, instruction, and opportunities for reflection to learners as they develop content knowledge and problem-solving skills. Rural learners are belonged to poor lingual experienced parents in English language. Hence they are unable to improve their LSRW(Listening,Speaking,Reading and Writing) skills or four skills. Finding an innovative problem based instructional design especially for rural learners can ameliorate the skills of the rural learners.

REVIEW OF RELATED STUDIES

Abushkin, Haris K. H.; Kharitonova, Anna A.; Khvastunov, Nikolay N.; Gorshunov, Maksim V (2018). Problem-based learning is one of the promising innovative technologies for the educational process in the school. The study is based on system-activity and technological approaches. The study was based on the survey, which was attended by 185 teachers of physics, mathematics and computer science at general education schools of Mordovia. This article presents the materials of research devoted to determining the rating and status of problem education in secondary school. Based on the analysis of the results of the conducted experiment, the main difficulties of teachers in the organisation of problem education and the reasons for its low rating in secondary school are revealed. The developed recommendations are presented, the implementation of which, in our opinion, would improve the status of problem education in secondary educational institutions.

Margaret.C.Lohman and Michael Finkelstein (2006) suggest that the problem-based learning may be challenging enough on its own and it promotes problem solving skills and self-directedness.Hmelo-silver.C.E recommends that by having students learn through the experience of solving problems, they can learn both content and thinking strategies. Problem-based learning (PBL) is an instructional method in which students learn through facilitated problem solving. The goals of PBL include helping students develop 1) flexible knowledge, 2) effective problem-solving skills, 3) SDL skills, 4) effective collaboration skills, and 5) intrinsic motivation. Most of the young learners are unable to step on the Higher Education due to aversion and fear on English Language and its grammar. Most of the young learners are pertaining to rural area, which becomes barriers to

enrich the communicative skill of English Language. Negative attitude of the learners on English can be eliminated and made positive attitude on learning English by finding an innovative problem based instructional design. Researcher is specialized in primary Education, he found out a new instructional design for learning (LSRW) four skills of English Language. Many studies failed to ponder on Problem Based Instructional Design in learning English. Hence the study on Problem Based Instructional Design in learning English was selected for the study.

OBJECTIVES

The researcher has framed the following objective of the study:

1. To find out the problems of present instructional design in learning English at standard V in Panchayat Union Primary School, Nallur.
2. To find out the significant difference between the post test of control group and post test of Experimental group in achievement mean scores of the pupils in English.
3. To find out the significant difference between the Pre test of Experimental group and Post test of Experimental group in achievement mean scores of the pupils in English.
4. To assess the impact of Problem Based Innovative Instructional Design in learning English.

HYPOTHESES

The research has framed the following hypotheses

1. Students of standard V in Panchayat Union Primary school, Nallur have Problems in learning four skills of English.
2. There is no significant difference between the post test of control group and post test experimental group in achievement mean scores of the pupil of standard V in Panchayat union Primary school, Nallur.
3. There is no significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the pupils in English.
4. Learning English by using Problem Based Innovative Instructional Design is more effective than existing designs.

METHOD

Parallel group Experimental method (control group and experimental method) was adopted for the study.

Sample

Sixty pupils (30 control group +30 Experimental group=60) of standard V from Panchayat union Primary school at Nallur in Thiruvaur district were selected as sample for the study.

Tools:

The investigator's self made Achievement test was used for the pretests and post tests of both control groups and experimental groups. The same question paper was used for both pre and post tests to evaluate the

four skills of pupils in English through objective types of question which carried one mark for each question and contained 25 marks. Pupils could answer appropriately by using the Problem Based Instructional Innovative Design in English.

PROCEDURES OF THE STUDY:

Phase 1: Assessing and identifying of the problems of the learners of standard V in learning English in existing methods through administering pretest.

Phase 2: The problem of the learners in learning English was discussed with the class teachers.

Phase 3: Discussion about available instructional design for English in the school.

Phase 4: Preparation of the tool with the help of the class teacher

Phase 5: Administering pretests to the both groups of the children in learning English and tabulating the score for evaluation.

Phase 6: Preparation of instructional Design for English with experts.

Preteach

Making sure among the students to understand the goals and benefits of a problem based approach for language learning.

Using English in problem-solving activities.

- Introducing Problem and Vocabulary
- Introducing students to the problem using pictures, video, texts etc.
- Introducing vocabulary related to the problem.
- Asking students about previous personal experiences with the problem.
- Providing pre reading exercises about the problem.
- Attempting to direct their efforts or control their activity in solving the problem.

Phase 7: Validating the instructional Design.

Phase 8: Practicing the instructional Design in learning English in the classroom.

Phase 9: Executing the new instructional Design in learning in English.

Phase 10: Administering the post test towards the learners of Experimental group.

Phase 11: Finding effectiveness of the Problem Based Innovative Instructional Design.

Data collection:

The researcher administered pretest to the pupils with the help of the teachers. The question paper and response sheets were given to the individual learners and collected, evaluated and learning obstacles of the learners were identified by the pretest. The cause of low achievement by unsuitable ID was found out. The Problem Based Innovative Instructional Design was practiced in the classroom based on the subject matter of English. The posttest was administered and the effectiveness of the Problem Based Innovative Instructional Design was found.

RESULT

1. In the pre-test, students score 29% marks in learning English through conventional Instructional Design and the Experimental group students score 71% marks. It shows that Students of standard V in Panchayat Union Primary school, Nallur have problems in learning four skills in English through Instructional Design.
2. The mean scores of the post test of control group is 10.64 and post test of experimental group in achievement mean scores is (17.65), Standard deviation of control group is 3.23 and standard deviation of experimental group is 3.20 of the pupil of standard V in learning four skills of English through Problem Based Innovative Instructional Design in learning English in at Panchayat Union Primary School, Nallur. The calculated t value is (8.76) greater than the table value (2.00). Hence null hypothesis is rejected at 0.05 levels. Hence there is significant difference between the post test of control group and post test of experimental group in achievement mean scores of the learners of English.
3. The mean scores of the pre test of Experimental group is 13.70 and the post test of experimental group in achievement mean scores is (19.65), Standard deviation of the pre test of Experimental group is (3.24) and standard deviation of experimental group (3.21) of the pupil of standard V in learning four skills of English

through Problem Based Instructional Design in learning English at Panchayat Union Middle School, Nallur. The calculated 't' value is (8.54) greater than table value (2.00). Hence null hypothesis is rejected at 0.05 levels. Hence there is significant difference between the pre test of Experimental group and post test experimental group in achievement mean scores of the learners in English Grammar.

4. The above two discussions prove and confirm the Problem Based Instructional Design is more effective than traditional Instructional Design in learning English at standard V. Mean scores in pre-test of Experimental group by conventional method is 13.70 less than post test of Experimental group by using Problem Based Instructional Design mean score (19.65). Hence learning four skills of English by using Problem Based Innovative Instructional Design is more effective than existing Instructional Design.

FINDINGS

1. 'Students of standard V in Panchayat Union Primary school, Nallur have problems in learning four skills of English by conventional Instructional Design.
2. There is significance difference between the post test of control group and post test experimental group in achievement mean scores of the pupil of standard V in learning four skills of English through Problem Based Instructional Design in panchayat union primary school, Nallur.
3. There is no significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the pupils in English.
4. Learning four skills of English by using Problem Based Innovative Instructional Design gives significant improvement.

SUGGESTION

1. Problem Based Innovative Instructional Design can be extended to upper- primary level, secondary level and higher secondary level.
2. It can be encouraged to implement to use in adult education.
3. It may be implemented in teachers education.
4. It may be implemented in alternative school.
5. Slow learners can improve by using it.
6. It may be more supportive to promote Sarva Siksha abhiyan in grass root level.

CONCLUSION

The study reveals that the learners of standard V at panchayat union, Primary school of Nallur, had problems in learning English by using traditional Instructional Design. Problem Based Innovative Instructional Design is more effective in learning English. Hence it will be more supportive to promote primary education.

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