



Multimedia Scenario Based Learning Programme for Enhancing the English Language Efficiency among Primary School Students

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This research was undertaken with a view to assess the deficiencies in English language among Primary School Children and to develop Multimedia Scenario Based Learning Programme (MSBLP) for mastery of English language which required special attention and effective treatment. The experimental study with pre-test, post-test control group design was employed to carry out the experiment of MSBLP in a sample school and to determine its efficacy for enhancing English Language skills among Primary School Students. In India, the Central and State Government has made great efforts to Education for All (EFA) and initiated several programs to provide universal access to education, to reduce the drop-out rates and ensure achievement of minimum levels of learning. To our surprise the scenario had not much changed inside the classroom even implementing several programmes. However, it was still unclear how effective was the delivery of the course content in the classroom. An intensive training for teachers on a regular basis on a state-wide scale may not be feasible again and again. Hence, multimedia offers pragmatic solutions So that this research paper devoted to explore the issues of learning English and describes the creation of MSBLP as a solution in scientific manner.

Key Words: multimedia scenario based learning programme (MSBLP), remedial teaching, technological instructional practices, techno pedagogy, alternative media sources, five channels of English

INTRODUCTION

Post-independence policy of the government of India has been declared to provide free and compulsory education to all the children up to 14 years of age. The Government of India has made great efforts and initiated New National Policy of Education in 1986 and according to this policy concrete action programmes have been prepared and launched for the purpose of Education for All (EFA). For instance, the Mahila Samakhya project, the Total Literacy Campaign, Lok Jumbish and Shiksha karmi Project in Rajasthan, the Bihar Education Project, and the Uttar Pradesh Basic Education Project were some of them very important. The District Primary Education Programme (DPEP) started in the early '90s and the Sarva Shiksha Abhiyan (2002) gave another thrust to basic education. Multiple strategies specifically responsive to local realities underlie the success of these

initiatives. External aid has been useful, but its share in the total provisioning for primary education is not significant. District Primary Education Programme (DPEP), so far the largest of all externally assisted basic education projects, accounts for less than 3% of the total government expenditure on education. The importance of external assistance derives more from its potential for facilitating reforms. (Ramachandran, 2003) Some studies conducted in the second phase of the DPEP show low levels of learner achievement. Many other studies based on small samples and conducted at different periods also have come to similar conclusions in spite of the efforts expended in bringing primary education to the rural and tribal sectors of India as can be seen from the statistics published. For almost fifteen years, through Sarva Shiksha Abhiyan, the government has intensified the move towards universalizing elementary education and more recently the Right to Education bill has been passed in the Parliament of India. This push has led to impressive increases in provision and enrolment. These are clear differences between the skills of the urban and rural children. According to the census of India 2001, the literacy rates in rural and urban Maharashtra are 70.84 and 85.76% respectively. (M.H.R.D., 2007) Hence it becomes necessary to assess whether all children of primary schools in rural and tribal areas achieve the Minimum Level of Learning (MLL). Annual State Education Report (ASER) 2009 studied that, the percentage of children in class 1-5 who can read simple words (or more) in English is only 26.5% (in government run school) compared to 44.2% in private schools. (Wilima, 2009) It means around 73% students in government school could not able to read simple words of English up to fifth standard. There can be several factors affecting the minimum level of learning English such as, socio-economic status of students, mother's reading ability, Teacher's training and school environment.

The approach of minimum levels of learning (MLL), which was introduced in 1991 to ensure the quality of education, integrated various components of the curriculum, classroom transaction, and evaluation and teacher orientation.

In India, English is the major subject to promote children for higher education. Therefore government of Maharashtra introduced the English language from first grade in all schools in the year 2000. In this intension, a large scale teachers' training programme under the heading SMART PT (State-wide Massive and Rigorous Training for Primary Teachers) was undertaken by the Government of Maharashtra during 1997 to 2000. One Lack Sixty Eight Thousand and two Hundred Ninety teachers of Standards I and II were trained in year 1997-98 and 170353 teachers of standards III and IV were trained in year 1998-99. (Human Development Report, Government of Maharashtra, 2002). However, it is still unclear how effective the delivery of the course content was at the primary education level. Undertaking an intensive training programme on a regular basis on a wide scale may not be feasible and hence, a Multimedia Scenario Based Learning practices offer pragmatic solutions for quality of education. Multimedia can provide graphics, sounds, and music and animation effects in teaching learning process.

REVIEW OF LITERATURE

Traditional curriculum has been avoided in constructivist approach and recommended problem based scenario where authentic context, authentic activity, expert

performances, multi perspectives, coaching and scaffolding, collaboration, reflection and articulation all of these are provided in problem based scenarios. In this research, researcher defined the competency and learning outcomes which could be developed through intended course at first step. Learning environment had been predetermined and characteristics of students had been considered while learning scenarios were being developed and mould the content into authentic small activities according to the sequences beyond the subject matter in the scenarios. There are deferent types of writing scenario such as story writing, research reporting, documentary film, court case and Multimedia based project etc. In this research, Learning scenario had been developed on the basis of Multimedia especially animation and graphics techniques. According to McLellan, Problem presents before the learner and learner plays the role according to the context to solve the problem. Context can be: a) The actual work setting; b) a highly realistic or 'virtual' surrogate of the actual work environment; c) an anchoring context such as a video or multimedia program, (McLellan, 1994) here anchoring context such as multimedia programme has been developed and in this situation learner completely involved in learning and his or her interest also increased. Students realized the problems and motivated to solve it because problems are related to their context and content as the learning environment. In this context Brown stated that, authentic context must be provided for reflecting the way of knowledge which will be used in real-life. Another aspect of problem-based scenario is authentic activities. It is an environment where tasks can be integrated across subject areas, and it provides the opportunity to detect relevant and irrelevant material (Brown, J.s., Collins, A. & Duguid, P, 1989) many interactive multimedia programs are so 'well designed', they fail to account for the nature of real word problem solving. Steps, procedures, hints, suggestions, clues and facts that neatly add up to the 'correct' solution are interspersed within the program, waiting to be discovered by the learner. All procedures for developing the multimedia learning scenarios had been tried to use. Scenario building is necessary process in such type of learning programme.

Functional Definitions

In research, construct development is a creative and highly scientific task. Some important operational definitions are defined here which are mentioned as follow.

1. Efficiency in English: Each question is assigned one mark for correct response and zero for the wrong one. Five questions are included under each competency. The students who can attain three or more than three questions out of five in correct response to the particular competency of English are considered as efficiency in a particular competency of English.
2. Five Channels of English: Listening, Speaking, Understanding, Reading, and writing are the skills of English language are considered as Five Channels of English.
3. Multimedia Scenarios Based Learning (MSBL): The Learning Scenarios are developed on the basis of Gagne's Nine Events of Instructions and Scenarios Based Learning approaches are also applied for creating the required learning environment with the help of multimedia technology for enhancing the competencies of English Language is called MSBL for English.

OBJECTIVES AND SCOPE OF THE STUDY

The objectives of the study, as far as primary education are focused–

- a. To assess the English language skills among primary school children.
- b. To develop Multimedia Scenario Based Learning Programme to enhance the efficiency in English among students of the Grade Three of the Marathi Medium Primary School in Maharashtra.
- c. To study the effectiveness of the Multimedia Scenarios Based Learning to enhance the efficiency in English.

The project has been planned for the achievement of the above objectives. Based on the observations made an educational model on the basis of MSBL for teaching English has been developed. The scope of the study is possible to implement a similar remedial programme in other schools across the country for improving the achievement levels of English skills of primary school children. It also helps to develop teacher training programmes (certificate course) as a continuing education through distance mode so as to reach a large number of teachers located in rural and tribal areas.

Hypothesis: *H₀₁*. Multimedia Scenarios Based Learning Programme and Traditional Teaching Method of English are equally effective in developing efficiencies in Listening, Speaking, Understanding, Reading and Writing Skills of English language at primary level of Education.

METHOD

Trained mentor has tried-out the Multimedia Scenario Based Learning in a sample school as a teaching-learning process and determined the efficacy of the MSBL. In Maharashtra maximum primary schools are run under the management of Zilla Parishad and Municipal Corporation. Management wise schools status has been shown in the table 1.

Table 1: Primary Schools by management type in Maharashtra 1998-99

<i>Management</i>	<i>Number</i>	<i>Percentage</i>
Central Government	32	1
State Government	442	1
Zilla Parishad	53169	82
Municipal	4396	7
Private aided	3743	6
Private un-aided	3135	5
<i>Total</i>	64918	100

Table 1 shows that, based on the educational statistics of 1998-99, near about 82% of primary schools were under the management of the Zilla Parishad in Maharashtra. The achievements of students in English language are considered as the dependent variables. The Multimedia Scenarios Based Learning Programme are considered as controlled variables, while the background characteristics of the students like age, intelligence and socio-economic status are considered as intervening variables. For achieving the above objectives, a step by step procedure is employed.

Sampling

There was no special sampling design required, since the school has been selected based on practical considerations alone. The administration of the school runs by the Gram Panchayat

(Rural Local self-Governing Body. Hence, for this Research Project, a Marathi medium primary school, with student strength of approximately 472 in the academic year 2010-11, is selected as a sample for the study purpose. There are two divisions A & B out of which “A” was selected for experiment and another one of them “B” was selected as a control group. 51 students were in “A” division and 51 students were in B division .Total 102 students of the both divisions were selected and both the groups were made equal by grade, age and pre-knowledge and school environment.

Tools

In this study, Pre-Test and Post-test were to be prepared. The pre-tests were developed on the basis of second grade syllabus of English. The Reference Criterion Test was prepared as a pre-test to assess the English skills among the students who were enrolled in grade 3. Post-test was prepared for testing the effectiveness of Multimedia Scenario Based Learning for English which was developed on the basis of syllabus of English at primary level.

The purpose of CRT could be classification, diagnosis, comparison with established criteria and determination of knowledge and understanding. In the present study, the CRT was a diagnostic test to identify the problems, areas and concepts in Mathematics as well as English and further, the areas for remediation. The CRT focuses on determining the students’ achievement levels which are identified in the objectives of a particular curriculum domain.

PROCESS OF DEVELOPMENT OF THE MSBLP

Situation Based Learning strategies has been considered for developing the learning scenario to satisfy or provide the necessary conditions for learning and serve as designing instruction and selecting appropriate learning environment. Problem-based Learning Scenarios according to the principles of the SBL were developed as a strategy of learning. MSBL has been developed through the nine steps on the basis of Gagne’s nine events of instruction (Gagne, 1985). The processes of building the MSBLP are described as follows.

Gaining attention

Getting the attention of the learner is the first step towards motivating the learner to try out (Gagne’s conditions of learning). It establishes a learning set, directs learner’s attention toward the relevance or purpose for the instructions (Gagne and Others, 2005). This step has been developed on the basis of the principles of gaining attention. Children like fun and frolic therefore these cultural myths applied to gain the attention of child learner. The interface design has been clean navigations, functional and easy. The look and feel is attractive to hold the attention of the learner. Relevant graphics/pictures and diagrams have been used in breaking the monotony of large text areas. Keeping the on screen text, picture, graphics, and sound to the minimum and essential to improve learning power and reduce the learning stress substantially. Every audio- visual aspect of the content, such as the right size and colour of graphics and fonts proper line spacing, white space, relevant diagrams positioned at right places to get the visual balance and pleasant colour scheme and effective instructions with background music in folk as well as modern forms of animations in flash player have been used in effect of positive impact on the acceptability of the content.

Informing the learners of the objectives

At this stage “informing the learners of the objectives” is stated clearly and established an expectation of the performance desired. In unambiguous terms, what the learner will gain at the end of the programme is very important. This helps the learners to make sure that the

outcome of learning is in line with their expectations. This also helps in being mentally prepared to receive instructions and recollecting related prior knowledge. More than the learners, defining learning objectives will help the Instructional Designer to make the content focused to the objectives and to structure them in a logical flow. (Shivkumar, 2006) in MSBLP, Fairy plays role as an anchor and it describes the objectives before student in their language. It is about what they will learn after accomplish the learning scenarios. In this research, to attain the listening, speaking, understanding, reading, writing skills of English are the main objectives and enable the students to acquire the twenty three concepts are posed as the learning outcomes (see figure1. These concepts are selected from the syllabi of first to Third grade of Marathi Medium Primary School.

Stimulating recall of prior learning

In this programme, the anchor plays the role to make connection between the prior knowledge and new knowledge (new concepts) which is shown in the story board. For instance, 'Profession', Direction, 'Food'... such Twenty Three concepts were developed and presented in this learning programme. Known to unknown principle is administered here while presentation of concept. For Example the Concept of "Profession" is presented in the first learning scenario. The words of the various professions such as Doctor, shopkeeper, soldier, bus conductor, police, teacher, painter, farmer, joker, king, queen, officer, worker, housewife etc. has been organized with graphics and audio-visual forms with the animations. Separate and special small learning scenarios have been developed for attaining each concept. The perceptions of the particular concepts have been presented in sequentially from known to unknown. Here Pre knowledge has been connected to new knowledge systematically and it leads way to natural learning. Twenty three concepts have been developed with the help of animation and graphics techniques with audio-visual effects and arranged them in Stimulating to recall of prior learning manner.

Presenting the stimulus

At this step, Presents new information, procedure, process, or problem-solving task to be learned (Gagne and others, 2005). Researcher has selected the concepts from the text books of 1st to 3rd grade. Text books which are produced by the Maharashtra state Bureau of Textbook Production and Curriculum Research, Pune. The content has been developed through the content analysis of text books of grade 1st to 3rd and also chosen the words from the text-books and categorized them according to concept. All the chosen words have been categorized under the twenty three concepts which had been identified from the text books. Each word is presented with its meaningful picture for the purpose of effective learning. Each and every perceptions of the concept have been presented with the powerful stimulus such as pictures, music, graphics, animations and visual forms of effective movements. Here effective learning environment with the help of multimedia like animation and graphics and musical effects are created in the learning scenarios for fulfilling the requirement of every learning outcome. See the figure 1.



Figure 1: Story Board of Problem Based Learning Scenarios

Providing learning guidance

We know, fairy is very familiar to the children because children like fairy tales. The fairy is relevant and influenced figure in this learning scenario. It plays a role as an anchor. It has been developed for informing the objectives and learning outcomes to the learner which is shown in the learning scenario for describing the objectives. The anchor describes the learning objectives before the students in the vernacular (Marathi language) medium and creates the curiosity among the learners to learn continuously for achieving the objectives very effectively. In these scenarios some rows and signs have been developed for guiding to students. Anchor has tried to develop the learning interest the students as well as to pay attention. In this learning scenario specific guidance system is also to be provided through the anchors.

Eliciting performance

Learning activities have been provided to the learner at the end of each and every learning scenario; but instruction for doing activity is given in the vernacular medium so that learner can understand what they have to do actually after observing the scenario. The learning activity has been provided in animation form with musical effect. Teacher also provides learning activities to the students on the basis of learning scenario. Teachers or mentors have to develop the learning activities according to each learning scenario are expected here. Through these activities student can realized the concept. In this context the constructivism is more useful approach. Social constructivist approach is considered an active, social process in which individuals actively construct knowledge within the social environment and so knowledge cannot be transferred (Vygotsky, 1978).

Providing feedback

In the Learning Scenario questions are raised as, what is it? Or what is this? After posed the question before the students meanwhile the small pause is arranged for giving responses. Answer is presented as reinforcements for immediate satisfaction to the students. Teacher provides assessable activities to the students. After assessing them he gives the feedback to the students for the improvement as well.

Assessing performance

Teacher acts as a facilitator in the learning scenario. He supports the children while they are handling multimedia Learning Scenarios. Teacher provides scaffolding whereas students

face the problems. Teacher never answers the questions but promotes them to solve the problems. Teacher provides the learning activities to solve the problems and assesses them regularly.

Enhancing retention and transfer learning

The students could be able to transfer the knowledge what they gained in learning scenarios and use to do the activities which is assigned by their teacher. Students have to use English language in their day to day life. Students learn the sentence patterns and they are able to construct the sentence in the conversation.

This learning device is prepared according to the situation based learning theory and Gagne's nine event instructional design. Overall constructivist approach is applied to develop the learning scenarios.

Their gain score differences as a result of treatment in Experimental and Control groups are significant. So they are not to be equal in the development level of efficiencies in five skills of English as a result of differential treatment through the MSBLP in Experimental Group and traditional teaching in Control Group. Therefore the null hypothesis stands rejected. The language has its own unique feature of communication and expressing meaning in a flexible and effective manner. The findings of this study have been stated as follow.

DIAGNOSIS OF THE LEARNING PROBLEMS

Each competency was measured by five items. Each item was assigned one mark for correct response and zero for wrong one. The pre-test had been administered on the both the group control and Experiment and data had been collected which is shown in the table 2.

Table 2: Pre-Test Measures on Competencies in Five Channels of English

	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Listening	Experimental Group	51	2.5882	1.26770	.17751
	Control Group	51	2.2941	1.20489	.16872
Speaking	Experimental Group	51	1.7843	1.25401	.17560
	Control Group	51	1.5882	.92036	.12888
Understanding	Experimental Group	51	2.5294	1.66557	.23323
	Control Group	51	2.0980	1.71178	.23970
Match The Shapes	Experimental Group	51	4.1765	1.22810	.17197
	Control Group	51	4.5294	1.04600	.14647
Letter Identification	Experimental Group	51	2.7255	2.05989	.28844
	Control Group	51	3.2941	2.02281	.28325
Writing	Experimental Group	51	.6667	1.32162	.18506
	Control Group	51	1.0980	1.26894	.17769
Picture-Word Matching	Experimental Group	51	3.6275	1.85430	.25965
	Control Group	51	3.4902	1.92221	.26916
Comprehensive Reading	Experimental Group	51	.4314	1.15334	.16150
	Control Group	51	.9020	1.38931	.19454

Table 2 shows that, in Pre-Test Maximum sample students acquired less than three score of marks in the each competency of English language. These values indicate that the groups to

comprise of average students or slightly below average on listening, speaking, understanding, writing and reading competencies of English because average means scores are less than 3 out of 5; except the mean score in competency of matching the shapes and matching the word with picture. It means maximum students could not attain the competencies less than level which constituted of 60%; but maximum students can able to match the shapes and matching the word with picture who constitute as 92% and 79% respectively in both the group. It means students have a capability and basic foundation to prepare the learning to write and learning to read English. Obviously the problem is that, how to draw-out this ability and how to enhance this capability in real form of skills of English among primary school children was the major problem.

The highest 89% of students could not attain the writing and the reading competencies. Only a few students (11%) can read and write English even they complete the second grade of schooling. It means maximum students are struggled in learning English and facing the learning problems. Pre-test shows that, near about 78% sample student could not be able to speak simple words and sentences in English. 52% of students are unable to listening and 65% students could not understand simple English words; but maximum students can able to match the shapes and matching the word with picture; its percentage is as 92% and 79% respectively in both the group. It means students have a capability and basic foundation to prepare the learning to write and learning to read English. Obviously the problem is that, how to draw-out this ability and how to enhance this capability in real form of skills of English among primary school children. For solving this problem, the innovative practices have been required for promoting the students to acquire the capability of learning English. In this Research, MSBL for English on remedial basis offer pragmatic solution. English words Cards are also useful for developing the Learning Activity of English.

EFFECTIVENESS OF MSBLP FOR ENGLISH

Children learn through observations and experiences which are from their day-to-day lives. Hence, the material used for education needs to be prepared focusing on these experiences. Computer based Technological Instructional Practices had been tried for teaching some competencies. The remedial programme on the technological instructional practice based had been implemented over a period of three months at the beginning of the academic year 2010 by the teachers and PG students who were trained by the researcher. Consequently, the remedial material for the students of standard III had been implemented so as to strengthen the Standard II competencies in which the students were adjudged weak. A group of students were selected for the remedial programme which was implemented on the consecutive days in a week, with each session lasting one hour for English.

Experimental Group and Control Group were taught through MSBLP and Traditional Teaching English respectively. Both the group do not differ in the pre-test scores. It means both the groups are found equal at the proficiencies level in five channels (skills) of English language. The Remedial Teaching through the MSBL has been implemented in the Experimental group for three months while the traditional teaching English methods have been employed in control group. The development of the efficiencies in skills of English among the both the groups have been tested by the post-test at end of the treatment. The data has been presented in table 3.

Table 3: Effectiveness of MSBLP for English (Post-test)

English Language Competencies	F	Sig.	T	Df	Sig.	Mean Difference	Std. Error Difference
Listening	4.580	.035	8.438	100	.000	1.68627	.19985
			8.438	91.78	.000	1.68627	.19985
Speaking	3.283	.073	7.046	100	.000	1.15686	.16419
			7.046	97.960	.000	1.15686	.16419
Understanding	33.747	.000	4.318	100	.000	1.56863	.363260
			4.318	84.129	.000	1.56863	.363260
Match the Shapes	8.873	.004	1.429	100	.156	.19608	.13725
			1.429	50.000	.159	.19608	.13725
Letter Identification	35.406	.000	2.971	1000	.004	.78431	.26400
			2.971	68.097	.004	.78431	.26400
Word Reading	16.933	.000	2.323	100	.022	.47059	.20260
			2.323	80.706	.023	.47059	.20260
Reading	34.765	.000	4.087	100	.000	.86275	.21107
			4.087	80.254	.000	.86275	.21107
Writing	24.253	.000	10.963	100	.000	3.27451	.29868
			10.963	84.663	.000	3.27451	.29868

It is evident from table 3 that, the calculated values of F-test shown in the table are significant for the Listening, Understanding, Match the Shapes, Letter Identification, Word Reading, Comprehensive Reading and Writing because the significance level (.000, .000, .000, .000, .004, .000, .035) is less than 0.05 therefore the test for equal variances is rejected the null hypothesis H_0 : Variances of Treatment Group = Variances of Control Group. Effectively there is unequal variance in two groups therefore the t-test with unequal variance should be considered here. But in Case of Speaking competency, the hypothesis of equal variance which is accepted because the significant level for speaking (0.073) is greater than 0.05 level. Therefore t-test with equal variance is applied for speaking here.

H_01 : Remedial Teaching on the basis of MSBLP and Traditional Teaching Method are equally effective in developing efficiencies in Five Channels of English language.

Table 3 shows that Experimental Group and Control Group taught through MSBLP and Traditional Teaching respectively. Both the group do not differ in the pre-test scores. It means both the groups are equal at the proficiencies level in five channels of English language before treatment. The Remedial Teaching on the Basis of MSBLP has been implemented in the Experimental group for three months while the traditional teaching English methods had been employed in control group. The development of the efficiencies in five channels of English among the both the groups have been tested by the post-test at end of the treatment. Their gain score differences as a result of treatment in Experimental and Control groups are significant. Experimental group and control group are said not to be equal in the development level of efficiencies in five channels of English as a result of differential treatment like remedial Teaching on the basis of MSBL in Experimental Group and traditional teaching in Control Group. Therefore the null hypothesis stands rejected.

Implications

In the age of 6 to 10 years of child has high grasping power of acquiring multi-skills of languages. At this age, the opportunities of learning too many languages should be provided

to the children but the process of learning must be natural like learning by doing. In the schools of Maharashtra, drilling is the main ways of teaching English and reciting content is the study method in the class and as well at home. Students do not get lesson of using English in the form of day to day. Students are bored for attending the class and mostly are not found interested in learning English because of low performance in English. This is one of the major issues of learning English; obviously present research study has offered pragmatic solutions at both the level of teaching and learning. Teachers and students both were found satisfied to use MSBLP for learning English.

CONCLUSION

The present study concludes that, MSBL practices are more effective in comparison with the traditional methods of teaching English. These learning strategies could be created the effective learning environment. It is found that the MSBLP is more effective in achieving skills of listening, speaking, reading and writing English. The result of this study is similar with the earlier Kim's study. The results of that study also indicate that when visual text was presented with graphics, students may be motivated to success and achievement in L2 vocabulary learning on the current vocabulary test. In addition, the data from student's degree of certainty estimates shows that students, in general, earned a higher score indicating that their degrees of belief probabilities increased when they received multimedia instruction (Kim, 2006). The graphics, music, sounds and animation technology are used in MSBLP effectively for enhancing learning efficiency of English. It creates effective environment for desired learning outcomes in classroom. But the findings of Coats's study are found contrary with Gagne's nine events of instruction which are used in MSBLP. It seems to indicate that the theory of Gagne may need revision in regard to the nine instructional events. Whether or not they facilitate information processing and thereby increase achievement and retention is unclear, based on this research (Coats, 1985). In order to get the proper effects both the theories i.e. 'Scenario Based Learning' and 'Gagne's Nine Events of Instruction' has been applied for development of MSBLP to create the learning scenario. It generates the supportive and interactive environment. In such a specific learning Situation students perform the learning activities which are assigned to them by teacher in the scenario. An intellectual skill cannot be learned simply by hearing someone describe it. It must be practiced and applied (Gagne, and others, 2005). According to this principle, MSBLP provides application based interactive learning situation to the students with the help of multimedia. This research simultaneously focused on problem based learning scenario in which learner can identify his or her role to play it effectively in his/her situation.

The conclusion of this investigation is that the MSBLP in experimental group and traditional teaching English in the control group in comparison with post-test design has found different significant. Students take interest in learning English through multimedia programme but problem based scenarios are necessary requirement for getting involvement and accelerate learning English. Alternative media sources found useful for maintaining the quality performance of education. The students can select alternative sources for learning as per their choice or needs. This type of learning ways facilitates the interesting style of education in stipulated period to the student. This programme of Teaching-Learning gives the maximum satisfaction to the teachers as well as students but the development of learning materials convert into ICT format are the major challenges before the academicians and educators. English is the most critical and crucial subject in the primary schools of Maharashtra. Teachers teach it by using only the aids of black board and therefore the

students get bored to learn English. This research tries to make English learning joyful, delightful and designs in a way to make it more and more play-way method for it.

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Turkish Abstract

İlkokul Öğrencilerinin İngilizce Dil Yeterliklerini Geliştirmede Multimedya Senaryo Tabanlı Öğrenme Programı

Bu çalışma ilkokul öğrencilerinin İngilizce'deki eksikliklerini belirlemek ve Özel dikkat ve öğretim gerektiren İngilizce'nin gelişmesi için Multimedya Senaryo Tabanlı Öğrenme Programı geliştirmektedir. Ön-test ve son-test kontrol gruplu deneysel desen örnek bir okulda uygulanmış ve öğrencilerin düzeylerini geliştirmedeki verimliliği belirlenmeye çalışılmıştır. Hindistanda hükümet Herkes İçin Eğitim programı için büyük çabalar göstermiş, eğitime herkesin ulaşımını sağlamak, okul bırakma oranlarını düşürmek ve öğrenmenin minimum düzeyini kazandırmak için programlar başlatmıştır. Fakat sınıf içinde programların etkisi çok fazla gözlenememiştir, ve ders içeriğinin anlatımının ne kadar etkili olduğu hala belirsizdir. Ülke çapında öğretmenlere yoğun bir eğitim verilmesi de tekrar tekrar mümkün gözükmemektedir. Bu noktada multimedia faydacıçözümler sunmaktadır. Bu kapsamda bu çalışma İngilizce öğrenme konularını incelemeyi ve bilimsel bir yaklaşımla bir çözüm olarak bu programın oluşturulmasını tanıtmayı amaçlamaktadır.

Anahtar Kelimeler: multimedya senaryo tabanlı öğrenme programı (MSBLP), geride kalmışların öğretimi, teknolojik öğretim uygulamaları, tekno pedagoji, alternatif medya kaynakları, İngilizce'nin beş kanalı

French Abstract

Scénario Multimédia Programme d'Apprentissage Basé pour Améliorer l'Efficacité de langue anglaise Parmi Étudiants d'École primaire

Cette recherche a été entreprise en vue pour évaluer les manques dans la langue anglaise parmi des Enfants d'École primaire et développer le Scénario Multimédia le Programme d'Apprentissage Basé (MSBLP) pour la maîtrise de langue anglaise qui a exigé l'attention spéciale et le traitement effectif. L'étude expérimentale avec le pré-test, le design de groupe témoin post-de-test a été employé pour effectuer l'expérience de MSBLP à une école type et déterminer son efficacité pour améliorer des compétences de langue anglaise parmi des Étudiants d'École primaire. En Inde, le Gouvernement Central et D'état a fait de grands efforts à l'Éducation pour Tout (EFA) et a amorcé plusieurs programmes pour fournir l'accès universel à l'éducation, réduire les taux de licencié et assurer l'accomplissement des niveaux minimaux d'apprentissage. À notre surprise le scénario n'avait pas beaucoup changé à l'intérieur de la salle de classe mettant même en oeuvre plusieurs programmes. Cependant, il était toujours peu clair comment efficace était la livraison du contenu de cours dans la salle de classe. Une formation intensive pour des professeurs sur une base régulière sur d'un bout à l'autre de l'État l'échelle ne peut pas être faisable à maintes reprises. D'où, le multimédia offre des solutions pragmatiques Pour que ce papier(journal) de recherche consacré pour explorer les questions d'apprendre l'anglais et décrit la création de MSBLP comme une solution dans la façon scientifique.

Mots Clés: scénario multimédia programme d'apprentissage basé (MSBLP), cours de rattrapage, pratiques technologiques d'instruction, pédagogie techno, sources médiatiques alternatives, cinq chaînes d'anglais

Arabic Abstract

برنامج التعلم القائم على الوسائط المتعددة السيناريو لتعزيز كفاءة اللغة الإنجليزية بين طلاب المدارس الابتدائية

وقد أجريت هذه الدراسة بهدف تقييم أوجه القصور في اللغة الإنجليزية بين أطفال المدرسة الابتدائية وتطوير برنامج الوسائط المتعددة السيناريو القائم على التعلم (MSBLP) لإتقان اللغة الإنجليزية التي تتطلب اهتماما خاصا والعلاج الفعال. كان يعمل في دراسة تجريبية مع ما قبل الاختبار، وبعد الاختبار تصميم المجموعة الضابطة لتنفيذ تجربة MSBLP في مدرسة العينة وتحديد فعاليته لتعزيز مهارات اللغة الإنجليزية لدى طلبة المدارس الابتدائية. في الهند، جعلت الحكومة المركزية والحكومات الدولة جهودا كبيرة لتوفير التعليم للجميع (EFA) وبدأت عدة برامج لتوفير إمكانية حصول الجميع على التعليم، للحد من معدلات التسرب وضمان تحقيق الحد الأدنى من مستويات التعلم. لدeshتنا السيناريو لم يتغير كثيرا داخل الفصول الدراسية حتى تنفيذ العديد من البرامج. ومع ذلك، فإنه لا يزال من غير الواضح مدى فعالية وإيصال محتوى الدورة في الفصول الدراسية. تدريبات مكثفة للمعلمين على أساس منتظم على نطاق على مستوى الولاية قد لا يكون مجديا مرارا وتكرارا. وبالتالي، والوسائط المتعددة تقدم حولا واقعية لذلك أن هذه الورقة البحثية المخصصة لاستكشاف القضايا في تعلم اللغة الإنجليزية ويصف خلق MSBLP كحل بطريقة علمية.

كلمات البحث: الوسائط المتعددة برنامج التعلم القائم على سيناريو (MSBLP)، تعليم العلاجي، والممارسات التعليمية التكنولوجية، والتكنو التربية، مصادر إعلامية بديلة، خمس قنوات في اللغة الإنجليزية