

Developing an Instructional Package in Preparing Primary School Students for the Written Interaction Task.

Presented by **Ding Soo Juan, BA(Ed) (Primary)**, July 2018 Intake
Supervised by **Dr Ang Liang Peng**

Background:

Aiming to cultivate students to communicate and express feelings and thoughts in written forms, a new written interaction task was introduced in Primary School Leaving Examination (PSLE) in 2017. This new test item requires students to write with a specific purpose to a specific person, relaying and responding to important messages in the reading stimulus. Despite being different from the traditional writing tasks, such as writing an essay based on a topic or a series of pictures, with no specific purpose or intended audience, MOE provides no further instructions or guidelines for teachers on how to teach students to answer this question, other than providing the specimen paper and the sample question.

Purpose

This project aims to develop an instructional package that helps primary school teachers to prepare students for the new written interaction task. This contributes by providing teaching aids for in-service teachers to better teach and prepare students for the task, allowing students to have a clearer idea of how to answer this task.

Methodology

(ADDIE Model)

Analysis



Design



Develop



Implement



Evaluate

Analyze question requirements, students' current capabilities and difficulties faced by sample group (SA1 result as Pre-Test).

Design an instructional package based on analysis's result.

Create a prototype with all material according to the learning objectives.

Use the package in CL lesson for sample group

Evaluate post-test results and teachers' & students' feedback on the instruction package

Findings

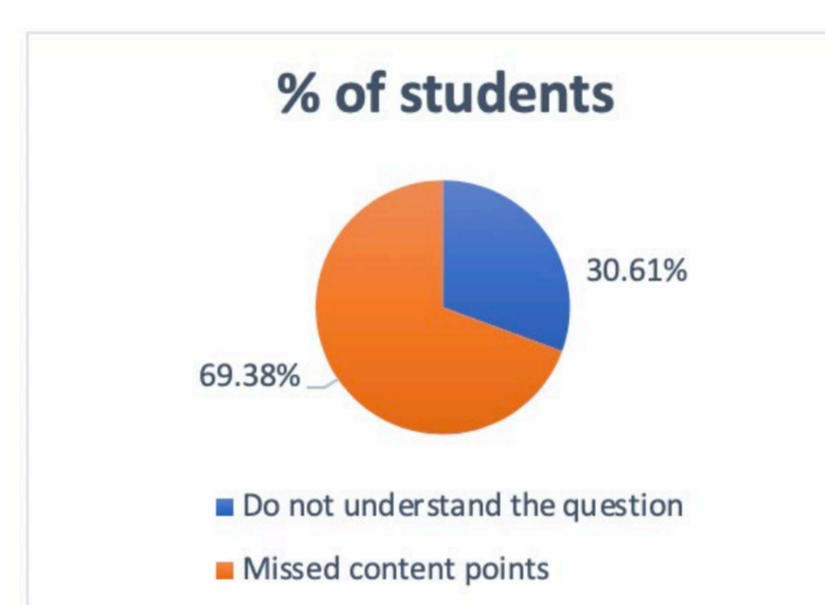


Chart 1: Main reason why students lose marks

	Mean	N	Std. Deviation
Pre-Test	1.872	51	1.306
Post-test	2.392	51	1.108

Chart 2: Descriptive Statistics of Students' Result
N = number of students

Out of 51 students in the sample group, 96.08% of them did not score full marks in their SA1. The main reason for losing marks was missing keys points for content in their answers and misinterpreting the question by writing the wrong or non-relevant messages. After knowing what difficulties students face, an instructional package was developed and implemented.

t-Test: Paired Two Sample for Means		
	Variable 1	Variable 2
Mean	1.87254902	2.392156863
Variance	1.738431373	1.253137255
Observations	51	51
Pearson Correlation	0.430889221	
Hypothesized Mean Difference	0	
df	50	
t Stat	-2.829737025	
P(T<=t) one-tail	0.003344924	

To evaluate the effectiveness of the package, descriptive statistics and t-Test were used. The descriptive statistics shows that the mean score for post-test was higher and according to the standard deviation, more students scored nearer to the mean mark as compared to the pre-test. In the t-Test, P-value 0.025 was chosen as it means that the difference between pre and post-test is "more than 0", proving that students improved. P-value of the package was 0.003 (right image), lower than 0.025, hence attest that students improved. Besides, user survey shows that teachers and students' satisfaction levels of this package are generally high.

Conclusion and limitations

The evaluation of the post-test results and the feedback survey proves that this instructional package is effective in achieving its objectives and serves its purpose as teaching aids for in-service teachers to better teach and prepare students for the written interaction task, allowing students to have a clearer idea of how to answer this task. To improve the package, the scope of the study could be increased to include more students and even different schools to bring about a clearer picture of this issue and identify any need for changes to the package if necessary. Teaching observations are recommended so as to know students' responses or difficulties teachers face during teaching and hence able to better draft the lesson plan to cater to students' and teachers' needs.