Remedial Teaching Treatment on School Students in English Teaching

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ABSTRACT

Remedial teaching in which objective of teaching is to make improvement in learning process and to bring change in behavior so that student may not repeat the mistake during learning English. In this teaching a teacher makes remedy after knowing the errors of students just as a doctor treats the patient with medicine after diagnosis. The primary aim of teaching/learning English should be concentration on the fundamental skills of language learning i.e. listening, reading, writing and speaking. But learners commit grammatical errors without being aware of them. So the teacher uses various measures to rectify those errors after diagnosing them. This study is an attempt to know the status of Errors of English Language after the Remedial treatment on School Student. Objectives of the study is to check the status of errors done in English language after the remedial treatment on school students through the selected quasi-experimental research design. For sampling the researcher selected 200 students as a sample. The researcher after finding their errors of different areas prepared total five remedial plans for the selected group to treat them on remedial teaching. First remedial plan was made on the 'Preposition and Articles'. Second was on 'Adjective and Verb'. Then 'Antonyms' and fourth on topic of 'Sentence Formation' and last was on 'Punctuation and Conjunction'. Each remedial plan was taught seven times to the selected samples and discussed regularly on the committed errors. For pronunciation the researcher made efforts on loud reading by the students and gave them some difficult words from each remedial plan to pronounce correctly. After completing treatment post-test was administered on the sample and marks were collected for the purpose to statically analyze through t-test by computing pre and post scores before and after the remedial teaching. It was concluded that remedial teaching is an effective corrective measure in decreasing the errors of English language of school students.

Introduction

Education plays an important role in the process of the development of a nation and today's child is the producer of future, so it is the responsibility of the society that it prepares today's children for the future and this is possible only through education. So it is necessary that education is imparted in the schools in this way that it may become useful for the students. Language is an essential element in the society as it is the means of communication. In fact it is the basis of all cultural activities of a social organization. Human beings communicate with each other with the help of the language and share his emotions, feelings and thoughts. Language is the only foundation of human culture and civilization. Language is "a learned arbitrary system of vocal symbols through which human beings interact in terms of their common cultural experience". Language is a linguistic code of a society - a way of communication, a habit of people. It works through a system of sounds which are uttered with a certain degree of pitch, stress and intonation. In present scenario English is taught as a compulsory subject from Primary level in the non- English medium schools and the students get opportunity to study this language even in higher education. National system of education proposed universal, compulsory and free education for children between 6 – 14 years of age for all round development of the students and language teaching is compulsory in all the schools of every country. According to three languages formula of Education Commission, three languages are taught at Upper Primary Level, where English Language is taught as a Primary or Secondary Language. Before independence English occupied privileged place in India. At present in most of the schools, English is used as a medium of language but in other mediums other than English including Hindi medium schools it is taught as a second language and students face many problems in learning it, and they do much errors related to Grammar. Human being is a social creature. He lives in society and does various types of works in his life. It is the human nature to do mistakes in his life and then he tries to improve them by using various

measures. In the same way students do various types of errors while doing study. To rectify these errors of the students, teachers use many measures to teach the students. Remedial treatment is one of them, which is used by the teachers after diagnosing the errors of English Language of the school students. This study is an attempt to see the status of the errors of English Language after the remedial treatment on School students.

1.2 Objectives of the study:
(i) To diagnose the errors of English Language of the school students.
(ii) To rectify the errors through remedial treatment.

1.3 Conceptual hypothesis:
Objective base hypotheses were constructed.
1. There is no significant difference in the errors of English Language in the students of Upper Primary Level before and after the remedial teaching.

1.4 Operational hypotheses
(i) There is no significant difference in the errors related to Vocabulary (grammar) in the students of Upper Primary Level before and after the remedial teaching.

(ii) There is no significant difference in the errors related to Pronunciation in the students of Upper Primary Level before and after the remedial teaching.

(iii) There is no significant difference in the errors related to Sentence Framing in the students of Upper Primary Level before and after the remedial teaching.

2. Research Design:
2.1 Population and Sampling for the study
The population of the study comprises all the students of Class 8th, who study English as a second language at Upper Primary Level in Rajasthan state. The students of Class 8th of Jaipur district are sample of the study. To select the sample researcher applied simple random sampling techniques for selecting schools from Jaipur district. Purposive sampling techniques are used to select students of 8th class of Hindi medium schools of Jaipur district from four schools. And, after using random and purposive sampling technique for selecting the Hindi medium schools and students of class 8th respectively, finally 200 students were selected and utilized in the above selected experimental design. The description of sample choice as table-1 which is representing the sample selection one group pre-test post-test design in which diagnostic test is administered as pre-test on 200 students and achievement test as post-test on the same group.

Table-1 (Sample)

TYPES OF SCHOOL	DISTRICT	NO. OF SCHOOLS	NO. OF STUDENTS	TOTAL NO. OF SAMPLE
GOVT. SCHOOL	Jaipur	2	50 X 2	100
PRIVATE SCHOOL	Jaipur	2	50 X 2	100
TOTAL SAMPLING		4	100	200

Thus, the researcher took total 200 samples of students of Class 8th who were taught English Language as second language as per the requirement finalized for the study.

2.2 Tools utilized in study:
Research tools are required for collection of data by the researcher. The researcher prepared diagnostic test of English language for 8th class for pre- test, achievement test for post-test and related remedial lessons for the data collection in

experimental inquiry. The selection of tools for a particular study depends upon various considerations such as – objective of the study, availability of suitable test, technique of scoring and interpretation. Research tools need to quantify the numerical data in a statistical form. The procedure of data collection and the procedure of preparation of appropriate research tools and its steps of standardization are the important issue in research and a tedious job for the researcher.

1. The tools were self-made by the researcher. It was constructed on the different dimensions discussed below and included total No. of questions 120.

2. The all tools were sent to the 2 experts of English literature and 2 experts of teacher education field and 5 school teachers at upper primary level of English language teaching for collecting their suggestions regarding text-content, types of questions, grammar, quality of question etc.

3. After receiving the suggestions of all the experts the total items were accepted and finalized to 100 acquiring tool's content validity.

2.3 Description of tools and Scoring

To prepare the both diagnostic and achievement tests on different dimensions of English language i.e. Vocabulary, Pronunciation and sentence framing Table -2 outlines the scheme of different types of questions (MCQS, fill in the blanks, true/false, one word, select the correct etc.) selected for constructing the diagnostic and achievement test for this experimental study . Table-3 also shows that question paper was designed for 100 marks containing total 90 questions in which 80 questions carrying one mark each and 10 questions carrying 2 marks each**.**

Table-2
TOOL -I DIAGNOSTIC TEST
Structure of Diagnostic test-(as a Pre-test)

Components on test	Topics	No. of Questions	Marks
1. Vocabulary(grammar	Preposition	10	10
	Articles	10	10
	Adjectives	10	10
	Sub-verb-agreement	10	10
	Opposite	10	10
2. Sentence Framing	Jumbled Sentence	10	10
	Punctuation	10	10
	Conjunction	10	10
3. Pronunciation	Paragraph	10	20
Total		90 Questions	100 marks

2.4 Remedial Programme (Preparing Procedures and Its Implementation)

After the step completion of diagnosing the errors the researcher prepared remedial programme in which five lesson plans in the form of five cycles were prepared related to the errors done by the students and simultaneously identified in pre-test through diagnostic test. The researcher gave remedial teaching to all selected students in each school. Each lesson plan was taught seven times in each school in five cycles on different dates, thus total (**7x5=35**) remedial classes were delivered by the researcher in each school.

2.5 Statistical Technique used in study

For comparing the pre and post score of the students, **t-test** has been applied for calculating the results. If after comparison the difference obtained in the results of pre-test and post-test of the students, is more than 0.05% then result is calculated as significant difference between the two groups otherwise it is considered non-significant.

3. Results and Discussion:-

Results were given by the use of mean percentage among the pre and post scores of the students related to English Language.

Conceptual Hypothesis

1. There is no significant difference in the errors of English language in the students of Upper Primary Level before and after the remedial teaching.
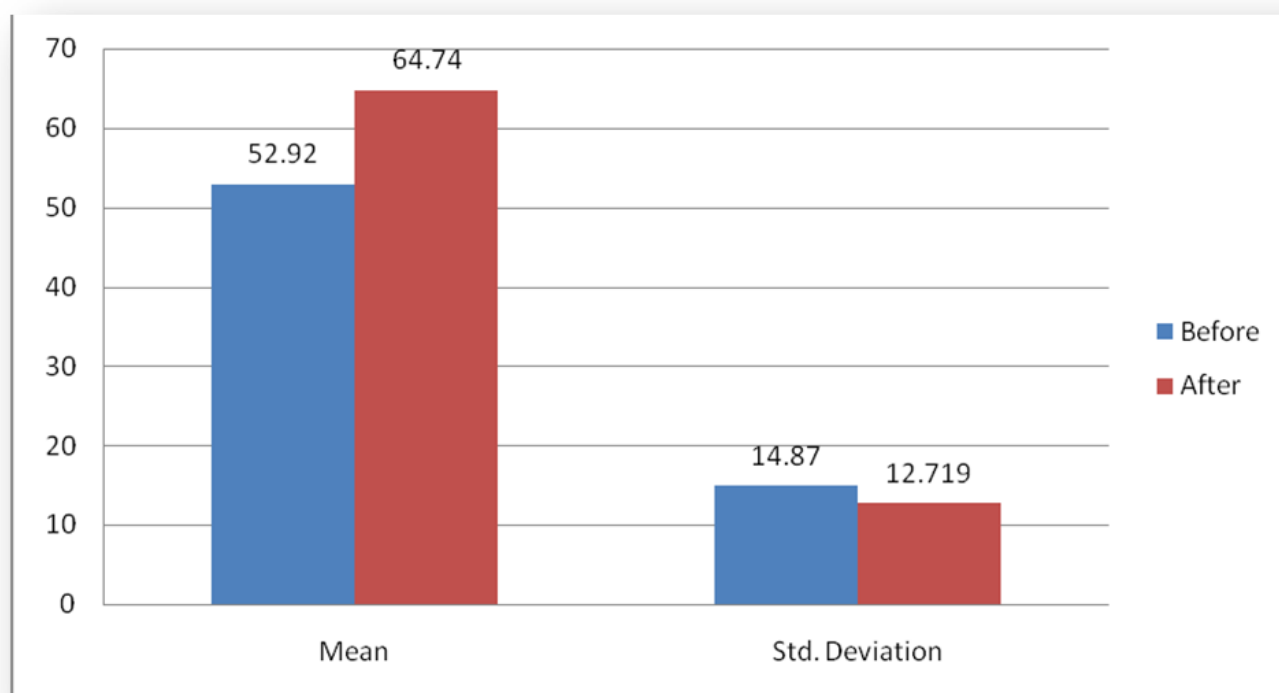
Table No. 3

Description of errors of English Language in the students of Upper Primary Level before and after the remedial teaching

	N	Mean	S.D.	SE	Mean Difference	't' Value	Level of Significance
Before	200	52.92	14.870	1.051	11.815	8.539	Not Significant at level 0.05
After	200	64.74	12.719	.899			(Rejected)

Analysis and Interpretation

Table 3 is representing the statistical scores of errors of English language in the students of Upper Primary level before and after the remedial teaching. Mean scores are 52.92 and 64.74 respectively as per table 4, this showing improvement in achievement scores during the treatment and calculated t-value is 8.539, which is greater than the table value (1.97) at 0.05 level of significance. It shows a significant difference in the errors of English language in the students of Upper Primary level before and after the remedial teaching. So the researcher concluded that significant difference was found in the errors of English language in the students of Upper Primary level before and after the remedial teaching. Before remedial teaching the number of errors was more but after remedial teaching considerate improvement was seen. Remedial teaching decreased the amount of errors. Remedial teaching is an effective remedy for decreasing the errors in English language. This may be due to correct diagnosis of errors in language and repeated teach and re-teach strategies worked for overall achievements in this case.

Fig.1

(i). There is no significant difference in the errors related to Vocabulary (Grammar) in the students of Upper Primary Level before and after the remedial teaching.

Table No. 4
Description of errors related to Vocabulary (grammar) in the students of Upper Primary Level before and after the remedial teaching

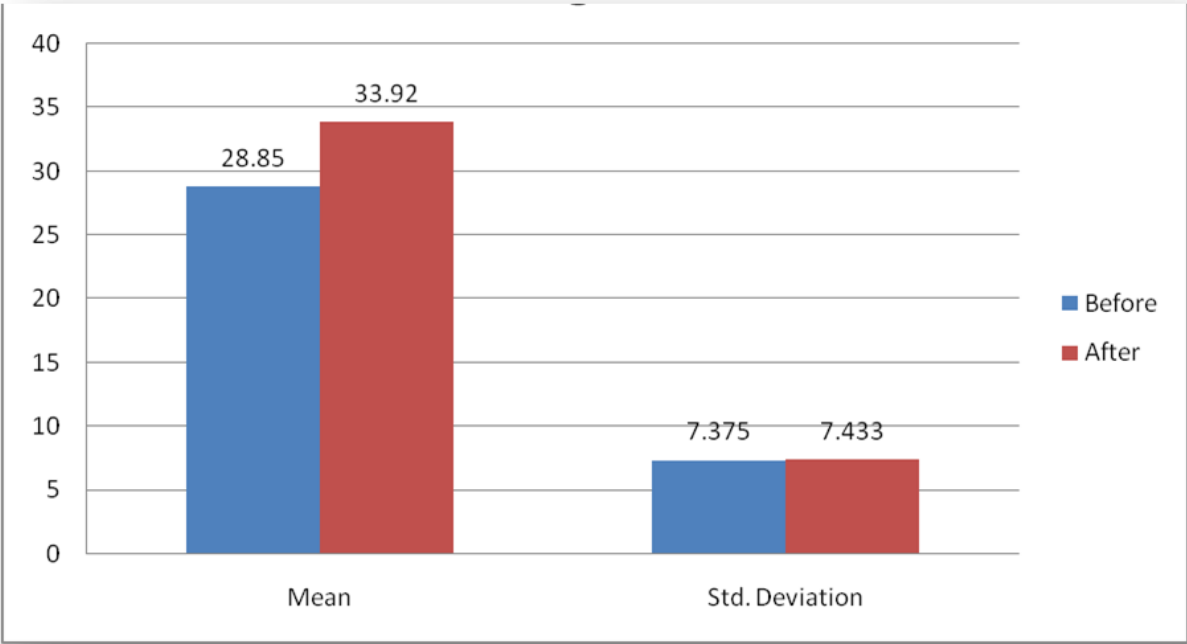|	N	Mean	S.D.	SE	Mean Difference	't' Value	Level of Significance
Before	200	28.85	7.375	.522	5.070	6.848	Not Significant at level 0.05 (Rejected)
After	200	33.92	7.433	.526			

Analysis and Interpretation

Table 4 is representing the statistical scores of errors of Vocabulary (grammar) in the students of Upper Primary level before and after the remedial teaching. Mean scores are 28.85 and 33.92 respectively as per table 5 and calculated t-value is 6.848, which is greater than the table value (1.97) at 0.05 level of significance. It shows a significant difference in the errors of Vocabulary (Grammar) in the students of Upper Primary level before and after the remedial teaching.

So the researcher described that there is significant difference in the errors of Vocabulary (Grammar) among the students of Upper Primary level before and after the remedial teaching. Before remedial teaching the number of errors was more but after remedial teaching it is decreased. The probable reasons of the result may be innovative and interesting teaching methods used by the teacher in remedial classes, sufficient interaction between the teacher and the students on problems. Identification of errors on Preposition, Subject- verb agreement, Articles, Degree of Adjectives and Opposites had been correctly diagnosed and effective use of remedial plans had been done during teaching.

Fig.2

(ii). There is no significant difference in the errors related to Pronunciation in the students of Upper Primary Level before and after the remedial teaching.

Table No. 5
Description of errors related to Pronunciation in the students of Upper Primary Level before and after the remedial teaching

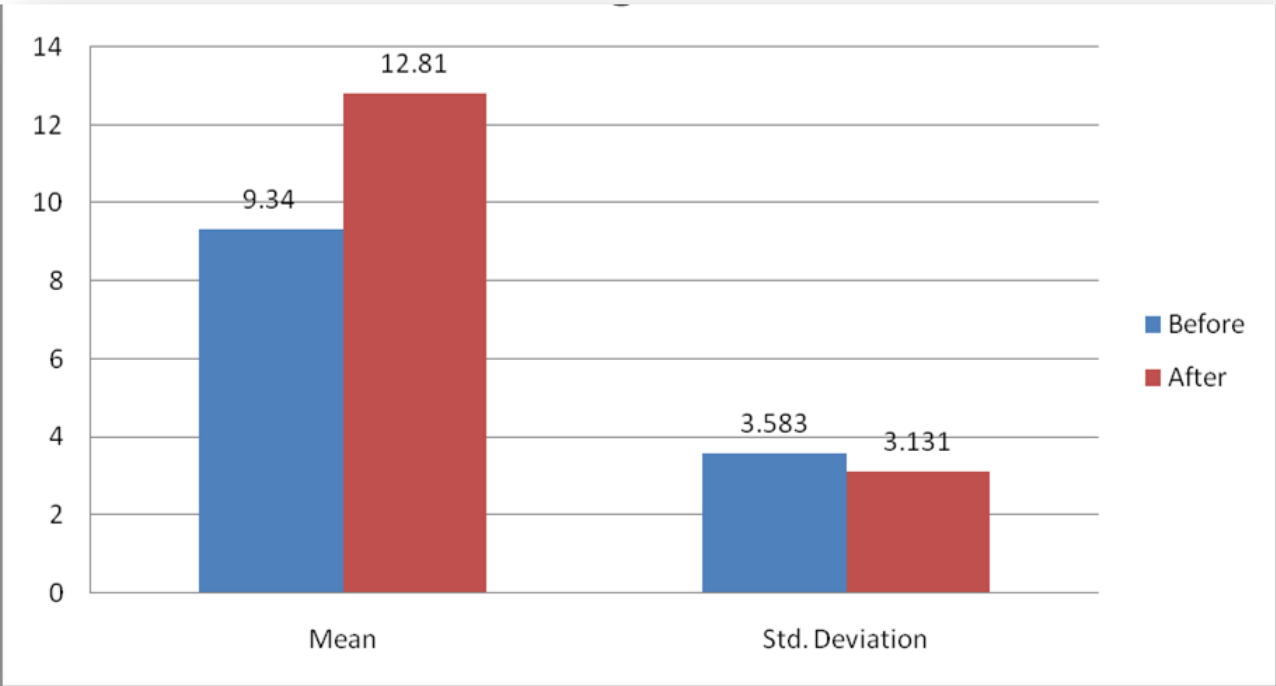|	N	Mean	S.D.	SE	Mean Difference	't' Value	Level of Significance
Before	200	9.34	3.583	.253	3.470	10.313	Not Significant at level 0.05 (Rejected)
After	200	12.81	3.131	.221			

Analysis and Interpretation

Table 5 is representing the statistical scores of errors of Pronunciation in the students of Upper Primary level before and after the remedial teaching. Mean scores are 9.34 and 12.81 respectively as per table 6 and calculated t-value is 10.313, which is greater than the table value (1.97) at 0.05 level of significance. A significant difference was established in the errors done on Pronunciation in the students of Upper Primary level before and after the remedial teaching. Before remedial teaching the number of errors was more rather very high but after remedial teaching some improvement was seen. Remedial teaching decreased the errors of pronunciation. For this researcher tried to develop the habit of reading loudly so their errors can be removed and decreased.

Fig.3

(iii). There is no significant difference in the errors related to Sentence Framing in the students of Upper Primary Level before and after the remedial teaching.

Table No.6

Description of errors related to Sentence framing in the students of Upper Primary level before and after the remedial teaching

	N	Mean	S.D.	SE	Mean Difference	't' Value	Level of Significance
Before	200	14.74	7.265	.514	3.275	4.643	Not Significant at level 0.05 (Rejected)
After	200	18.02	6.835	.483			

Analysis and Interpretation

Table 6 is representing the statistical scores of errors of Sentence Framing in the students of Upper Primary level before and after the remedial teaching. Mean scores are 14.74 and 18.02 respectively as per table 7 and calculated t-value is 4.643, which is greater than the table value (1.97) at 0.05 level of significance. It shows a significant difference in the amount of errors of Sentence Framing in the students of Upper Primary level before and after the remedial teaching. So the researcher determined that significant difference was found in the errors of Sentence Framing in the students of Upper Primary level before and after the remedial teaching. Before remedial teaching the number of errors was more but after remedial teaching improvement was seen in their Sentence Formation. Remedial teaching decreased the errors. The probable reasons for slight significant improvements are due to benefits of remedial teaching on Jumbled words, Punctuation and Conjunction which is required for sentence formation. But achievement scores also showing the more emphasis and working in this aspect during the classroom teaching.

Fig.4
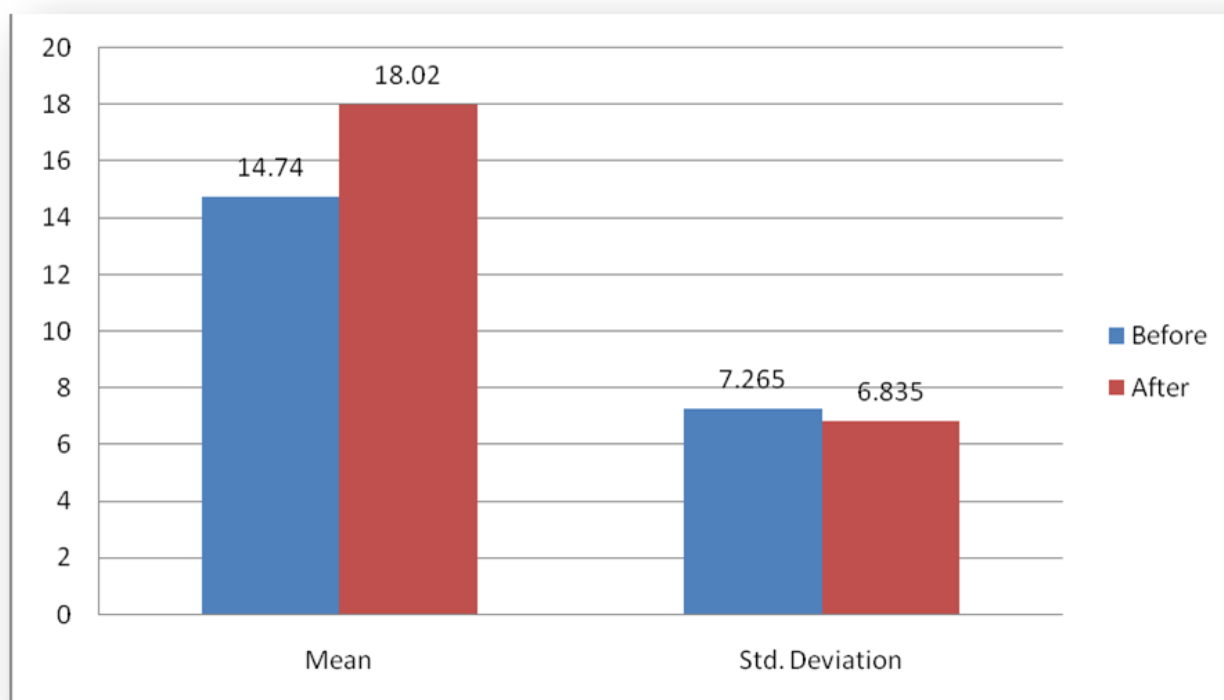
4. Major Findings of the study

The findings of the present research are as follow-

1. Remedial teaching has a positive effect on the academic achievements of students those want to improve their performance including weak category.
2. Remedial teaching requires a comprehensive and in-depth planning from teacher side.
3. It is an effective remedy to decrease the errors done by students in English language.
4. It can also be helpful to create the concentration and attention of students. Students can be motivated towards study.
5. Use of various teaching methods as per the requirement in the class improves the impact of teaching.

Educational Implications

The finding of the present research work may be of immense use in the field of language teaching. The present research work's findings indicate that though significant difference was found between the errors of pre and post-test of the school students. Some implications of the research study are stated here-

1. The self-made English Diagnostic Test is useful for teachers, students, Research scholars and Educational Planners to diagnose the problems in teaching English Language.
2. Remedial programs can be very useful for the teachers, researchers and administrators to improve the methodology in English for effective learning.
3. This research can be helpful for Principals and administrators of the schools to diagnose the actual status of errors and its remedial treatment in Language teaching.

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