

Remedial Programme in Classroom Learning: An Experiment

Dr. Chiragbhai M Darji

Assistant Professor, Waymade College of Education, Vallabh Vidyanagar, Gujarat (India)

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Corresponding Author

Email: chiragmdarji[at]yahoo.com

ABSTRACT

Vocabulary plays an important role in learning various concepts of any subjects. If the students are not proficient and understand the use of vocabulary then it creates stress and misconception in the minds of the learners. There are various types of vocabularies in English language. Similarly, there are many techniques and skills to teach vocabulary in English. Keeping this in mind, the researcher carried out a research on developing vocabulary through activity based package. The students were given a pre test prior implementing the package and immediately after the treatment of the package, the students were given the same post test to evaluate the development. The research was experimental in nature and both the qualitative and quantitative data were collected. The single group pre test post test programme design was used for the study. The students were given a feedback sheet to respond upon the researcher's treatment of vocabulary teaching. The students were also observed through observation schedule. The students opined that the techniques of teaching vocabulary were not used by the teachers in regular classes. Further, the findings of the study reflect, the students develop their active and passive vocabulary with their usages in learning the concepts.

1. Introduction

21st Century era brings many innovations at the use of ICT in various day to day functions, business, Education and so on. The use of ICT in teaching language has become common now a day. The ultimate objective of teaching is to communicate and make the learners learn. If it doesn't take place even using so called technology and innovative pedagogies, it is of no use. Learner is at the centre in any teaching practices. If the teaching takes places keeping in mind learners, learning would be interwoven. In the 21st era, English has become a medium communication and a fashion. Since, it is a global language, it is expected that the people of any region of the state must know at least the basics of English language so that the functions of the routine life can be accomplished easily. Looking at the external appearance of the language, it is easily influenced language.

Diagnostic evaluation is of great use in making the teaching and learning more effective. Therefore, the teachers should not only be acquainted with the different diagnostic tests, but should also use the sense in making their instructional programme more effective.

Sometimes teachers spend much of their time in teaching over and over again a topic to their students. Because they develop a wrong notion in their mind that their students have not understand the topic and not their mind that their students have not understood the topic and not followed them. The real fact is that these teachers have a little or no knowledge of diagnostic test. Here the weak-point of the pupil's should be diagnosed and due attention should be given to remove their difficulties.

2. Remedial Instruction:

Any diagnostic procedure must be based on extensive research to determine what types of errors are made. Once the error is tested, it is necessary to devise test procedures to

reveal. After diagnosing the weakness of the pupil, the teacher needs to give him remedial instruction.

If a doctor diagnoses that the patient is suffering from dysentery and does not give any remedy for its cure it will have no value at all. Unless, diagnosis is supplemented by remedy, it is worthless, same as in the field of education. Much work has been done so far, in diagnostic evaluation and remedial instigation for reading and arithmetic. Let us have a common idea about these two subjects in detail.

3. Rationale of the study

In India, the learners learn English as a foreign language since the school education. Due to the impact of so called globalization in business, education, religion and other sectors, English has become a global language and a medium to grow personally and professionally. Since, it has become a window language for every citizen of the nation, there must be proper planning, execution and assessment.

It is rightly said by the experts that the learning can never become possible unless and until it is being assessed and used in practical life by the learners. Similarly, in learning English language if, taught grammar points are not assessed by the teachers properly or in other words if the teachers don't evaluate the learners for their language learning competency then it does not give positive result among the learners. As we know, each classroom has a problem of diversity and the teachers will have to actualize the positive learning among the students part, it is necessary to follow the patterns of alternative assessment practices. There are many alternative assessment practices such as peer tutoring, self appraisal, e portfolio, performance task, paper pencil test, observation, rating scale and so on.

Let's talk about the two major and traditional words to track on the progress of the learners' learning. They are Diagnostic and remediation. These two words are taken from the dictionary of medical science wherein the patient is diagnosed

through various tools and practice and to cure the disease of to bring correction or innovation, remediation is done by the doctor. Similarly, in teaching the language the teachers will have to diagnose the learners after teaching the language through various strategies so that the pros and cons of learners and their learning be measured.

The remediation not only helps the needy learners but also the high attentive students in making their learning strategies effective. In short, remediation strategies of the teachers facilitate all the types of learners. Remediation basically applies when there are lacunas, weaknesses or lack of expected learning. Here, the researcher tried to diagnose the learners through test, observation and interaction with teachers for their language learning competency.

The remediation is important for the following points.

- Effective learning strategies, skills and competency
- Evaluation of teaching and learning
- Revision of need based topics and grammar points
- Quality sustenance
- Enhancing accuracy and fluency at the English language

There are many research studies on developing language competency but very few studies are carried out on developing language competency through remedial programme. Language competency emphasises on understanding grammar points and its use in relevant contexts for various functions. As it is absent in most of the school among the ESL learners, the researcher got motivated to investigate the effectiveness of remediation programme on English language competency.

4. Objectives of the Study

1. To diagnose the English language competency of the ESL learners
2. To construct and standardize (Experts' Opinion) Remediation Programme
3. To construct and standardize (Experts' Opinion) Language Competency Test
4. To study the effectiveness of Remediation programme on the students of standard IX
5. To study the effectiveness of Remediation programme in relation to the gender (Boys and Girls) of the students
6. To study the students' feedback for the enhancement of the English language competency

5. Variables of the Study

Independent variable: Remediation Programme

Secondary Independent Variable: Gender (Boys and Girls)

Dependent variable: English Language Competency

Control Variables: 9th Standard students, Second Language Learners and selected Grammar items.

6. Hypotheses of the Study

Ho1. There is no significant difference between the post test mean scores of the students of Experimental group and control group in English language competency.

7. Research Method

An experimental research method was used for the study.

The researcher selected a two group pre-test post-test design for the study. For this research, the researcher took two equivalent groups. So the research design used by the researcher is true experimental design.

8. Population of the Study

The population for the study comprised standard 9th students of all Gujarati medium Secondary level schools of Anand district which are affiliated to Gujarat State Education Board during the academic year 2018- 19.

9. Sample of the Study

The researcher used convenient sampling technique to select the sample of the study. The students of standard 9th of Saraswati Vidya Vihar Primary and Secondary School, Karamsad & Smt. K. D. Patel School, Gana, Anand comprised the sample of 107 students.

10. Research Tools

1. English Competency Test was constructed to evaluate the English language competency of the students.
2. Remediation Programme: It was constructed to develop English Language- grammar competency of the students.
3. Feedback Form: It was conducted to know students' expressions and opinions on the research activities and researcher's classroom intervention.

11. Hypotheses Testing and its Interpretation

There is no significant difference between the post test mean scores of the students of Experimental group and control group in English language competency.

English Language Competency of the Students of Experimental and Control Group

Post Test	Mean	N	SD	SEM	df	t
Control Group	27.45	54	4.78	0.80	105	9.33
Experimental Group	34.92	53	3.43			

*Significant at 0.01 level

The computed t-value i.e. 9.33 is greater than the table t-value 2.63 at 0.01 level of significance for 105 degree of freedom.

So, the null hypothesis that there is no significant difference between the post test mean scores of the students

of Experimental group and control group in English language competency is rejected.

It means, there is significant difference in the mean achievement score of the students' learning through Remediation Programme and conventional mode.

12. Feedback of the Students' on Activities of the Programme

The students were given a feedback sheet wherein they had to give their responses on each activity of the package.

This table explains which activity they liked the most and which activity they didn't like the most. Apart from this, they were also asked to select any five best activities that they liked the most.

Students' Feedback on Each Session

Sr. No.	Grammar Points	No. of Students Liked	Response in Percentage
1.	Parts of Speech	51	96.22%
2.	Simple present Tense	48	90.56%
3.	Continuous Tenses	52	98.11%
4.	Articles	53	100%
5.	'Wh' Questions	53	100%
6.	Direct Indirect speech	45	84.90%
7.	Types of Sentences	50	94.33%
8.	Degree of Comparison	48	90.56%
9.	Simple Past Tense	49	92.45%
10.	Change the Voice	42	79.24%

The students were given a feedback sheet wherein they had to tick mark on the activities they liked. Most of the students have enjoyed the activities of the programme. However, there were some students who found the activities difficult and not interesting. However, the result explains that there was only one activity on Change the voice whose lowest percentage for unlike activity is 79.24 % and there were 9 activities which were graded more than 90%. This shows that the package was interesting and effective to develop English Language competency among the students.

13. Findings of the Study

1. A Remediation Programme was effective in developing English Language Competency among the students than the conventional mode of teaching English Language.
2. A Remediation Programme was effective in developing English Language Competency among the boys than the conventional mode of teaching English language among the boys.
3. A Remediation Programme was effective in developing English Language Competency among the girls than the conventional mode of teaching English language among the girls.
4. A Remediation made an equal effect in developing Functional Grammar Competency among the boys and girls of experimental group.
5. Students reflected that the intervention of researcher's classroom teaching was effective, innovative and fruitful in developing English grammar competency.
6. On the basis of the general observation, the students participated enthusiastically in the activities and developed their English grammar competency.
7. Students could communicate in brief effectively through the use of relevant forms, words and sentences.
8. Students developed their confidence, fluency, knowledge of functional vocabulary and sentence patterns.

9. Students could develop their understanding to various grammar points and its practical usage in communication.
10. Students could reflect over their doubts, weaknesses and solved them through drilling, practice and repetition.

14. Implications of the Study

Following are the educational implications derived from the study.

- The Remediation Programme could be implemented at all the levels of levels depending upon learning styles and interest of the learners in learning English grammar.
- Various activities included in the remediation programme such as performing roles of different personalities in simulation and role play have really helped the students to develop their confidence and language as well.
- The cue cards, passing the parcel, authentic materials, animation, word treasure and simulation kind of language games were effective in developing English grammar.
- The effective planning and execution of various language activities definitely leads to the positive learning among the students.
- Use of authentic materials and objects enable the learners to develop their language and make the practical use of language.
- The literary activities like debate, elocution, declamation help the learners to be serious at the use of global language in the day to day communication.
- The standards English at the spoken language must be used by the teachers and students in their routine language. As a result, the students of the English language learners will enhance accuracy and fluency at the global language.
- The constrictive feedbacks on the students' learning and participation help the students to be sensitive at the English language.

- Trial and error theory works so effectively for the ESL learners learning the language.

15. Conclusion

In a nutshell, it was found that the students are having a major problem of lack of Vocabulary knowledge in the use of English language. Secondly, a lack of exposure in developing

vocabulary and language was also found. Third was the lack of interests or motivation of the students and parents in developing English Language. The researcher carried out a research on developing vocabulary and drastic change was found in students' vocabulary proficiency and communication.

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