



# A Study on Developing Skills of English Through Remedial Package at Medak

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## ABSTRACT

The research paper is designed to explore the achievement of the aims and objectives of teaching remedial English. It also aims to know the importance of the course and the problems of the students regarding the teaching of remedial English at school level in Medak. The Medak school students are facing various problems in learning and retaining the skills of English. The present study is undertaken to develop Remedial package for learning the LSRW skills in English in std. VII& to measure the effectiveness of remedial package with special reference to low achievers. The purpose of the study was to examine the impact of a remedial program on English writing skills of the seventh grade low achievers at Medak schools. The obtained results show that the instruction through remedial package was more effective than the traditional method in teaching skills in English & it enabled the low achievers to cope with normal students to a great extent. The study recommended the necessity of implementing remedial programs for the low achievers to bring about better outcomes in students' writing skills of the English language.

**Keywords:** Remedial package, remedial English, learning, writing.

## 1. INTRODUCTION

Language is something specific to students, that is to say, it is one of the most important characteristics of the human beings which distinguishes them from all other living beings. Language therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. It is one of the world's most commonly spoken languages. The prominence of English is increasing but not because of increases in the numbers of persons who learn it as a first language. English language through the years has become of an increase importance, not only in the West but also in the Middle East and the rest of the world. In the Middle East area, governments

provide programs for English language in almost every school and university.

Remedial intervention, particularly in the context of this study, is there to cater for students who think, or are thought to be, less able to grasp language concepts and skills in the mainstream language classes. Differentiated instruction can also be beneficial in remedial intervention. Weaker students who struggle with basic concepts will benefit from simplified instruction, more examples and more assistance. Differentiation is an approach to teaching that involves processing content in a way that all the students can make sense of despite their varying abilities. In other words, DI provides the element of inclusiveness, or, all students learning together.

## 2. LITERATURE REVIEW

**Shashi Sharma, et.al, (2013)**, English has become the de facto global standard language. Learning English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. The study was conducted using 't' test to compare the communication skill in English. In India, there are two basic streams of School Education, namely Government Schools and Private schools, especially at primary level. Generally, the medium of instruction in Govt. Schools is either Hindi or regional Language and in Private Schools, it is usually English.

**Padmavathi M, et.al, (2015)**, this study was an endeavor to find out the orthographical errors in the written work in English of the learning disabled children. The study aimed at examining whether the factors like gender of the pupils had any influence on the performance of the Learning Disabled Children on the spelling test of English. The investigator designed a Remedial programme for the Learning disabled Children and validated by the practicing teachers of LD for the purpose of the study. Spelling has received less attention than reading although the spelling difficulties of students with Learning Disabilities may be more severe than their reading disabilities and have proven to be more difficult to remediate.

**Binod Mishra, (2015)**, We live in a global world where our existence depends solely on our felicity of using English most often. Thus, getting well versed in English has become quite mandatory. While this does not pose a problem in metropolitan cities and towns, people in rural areas lack the skills to converse in English. English teachers teaching in rural areas often face the non-availability of required technical support and relevant atmosphere to teach English effectively. As regards English teachers, their roles are not confined now to a hard task master but they are expected to be facilitator, a trainer, a counselor, a manager and a supervisor. The present paper examines various resources and tools that can prove beneficial in teaching English as a foreign language.

**Patil chetan Vitthal, et.al, (2015)**, In the present scenario English communication skill teachers have always been concerned about the inadequacy of conventional methods of English communication skill teaching in Indian education systems. The teacher of 21 century should shed traditional concepts and techniques of classroom teaching and should adopt the recent and innovative

teaching techniques. Various innovative materials and strategies will assist for the effective learning of students. The aim of this paper is to showcase the use of innovative techniques for teaching English communication skill to learners. Novel methods such audio video aids, games, group discussions, Role play, brain storm will provide an easy way for learning the English communication skill and increase the confidence of the learners.

## 3. TEACHER ROLE IN TEACHING ENGLISH

Inexperienced and impassionate teachers are the problem in rural areas. Teacher should be perfect in teaching skill. Most of the time, teachers in the rural areas are not proper in their teaching and their pronunciation. Students imitate teacher's pronunciation and develop their speaking skills. So the teacher himself should be perfect in his pronunciation.

**Lack of modern technology:** Rural students deprived of technology as enjoyed by urban students. They do not have modern equipments in the learning process like internet facility, language labs, LCD projectors, CD players, microphones and some other instruments. Some institutions may have such facilities but they do not have competent staff to operate those instruments skillfully as they are not properly trained. In rural area, language teachers should be given training of advanced methods of teaching the language and of operation of advanced instruments like LCD Projectors, CD players, microphones, computers etc. language lab should be set up with successful programs to learn spoken English.

## 4. BILINGUAL METHOD OF TEACHING

In rural areas teaching of English is mostly based on translation method, as student are found very weak in listening, speaking, writing and reading the English. Considering the level of students teachers use bilingual method in which they use their mother tongue- Telugu. This affects the major purpose of teaching English. Students develop the habit of listening anything in their mother tongue. It makes student's power of understanding poor. They should remain continue with their teaching of English in English language. With the passage of time, student will be the familiar with this method and develop habit of understanding English. This will help to make students concentration in teaching and the learning will be interactive.

## 5. MOTIVATION

Another major challenge is the lack of motivation. The students don't find the prime importance of English as a second language and so their interest naturally slackens. Their poor and improper sociological conditions also compel them to ignore the language. On the other hand, learning a foreign language is an uneasy task for them and regular practices are not available to gain fluency in the use of language. However, there are some who desire to have a better vision of using English in their future career but they are somewhere discouraged by the other students. Sometimes, they are even teased and laughed. The adult students are very sensitive about their image, so they forsake "their goals under the pressure of the inhibitive student's culture." In addition, they attend the classes for securing marks in the exams, and not for personal gains. This results in their withdrawal from the proceedings in and out of the class.

**5.1 Enhancing learning environment:** The entirely new learning environment is changing process of teaching learning by adding elements of vitality to learning environments including virtual environments for the purpose. Critical thinking, research, and evaluation skills are growing in importance as students have increasing volumes of information from a variety of sources.

**5.2 Mobile based learning management systems:** Typically in India, more people have access to smart phones with internet as opposed to computers with broadband connections. This is a big cause of investing significantly in mobile based learning technology. There is no doubt that putting learning resources in the phone itself turns it into a very useful tool. Mobile based courses have to be optimized for a smaller screen, lower computing power, and slower internet. This is a difficult task, but several Indian startups have got this right.

## 6. PROBLEM OF THE STUDY

Because of the large population, the strength of classes in India is mostly over 50 and so the teachers cannot pay proper attention to the weak or creative child. This certainly hinders the intellectual growth.

Teachers are rightly remarked that "Language has a very important social purpose, because it is mainly used for linguistic communication." But while translating some English words into students' local language for better understanding, the teacher are unable and do it well. In fact, there is also lack of good translation material as teaching

aids and so a proper communication is not taken place in the classroom.

The teachers also neglect Associations/Organizations that offer the exchange of ideas, resources and information. One more problem related to this issue is the suitability of the syllabus. The teachers, who actually handle the classes, are not involved in preparing the curriculum. The teacher are not guided in Medak to arrange various classroom activities like speaking skills, group discussions, debate, seminars, role plays, preparing charts, assignments, etc. Some special training is needed through which new and interesting classroom activities can be conducted.

## 7. SIGNIFICANCE OF THE STUDY

As mentioned above, errors are considered to be an integral part of the teaching- learning process especially when accompanied by suitable analysis and correction strategies that can produce significant benefits to the learners and to the instructors as well. Analyzing learners' errors in their written performance can be of a great help to teachers to become aware of the types and sources of these errors to employ more efficient teaching methods and techniques. Errors in this case are advantageous for both learners and teachers especially when they have the potential to help the teachers in three ways: firstly to correct students' errors, secondly to improve their teaching and thirdly to focus on those area that need reinforcement. Furthermore, the importance of error analysis seems to be agreed upon many educators and has been emphasized in foreign and second language learning. For the students, it has the potential of developing students' abilities to produce more accurate and error-free writing that might lead to better written paragraphs and essays in terms of content, form and quality.

## 8. METHODOLOGY AND PROCEDURES

Experimental method is followed in the study. A remedial package was developed for improving LSRW skills in English of the low achievers of classes. In the development of remedial package, the guidelines given by the Medak, Medak was following by the investigator. The investigator took a note of examination requirements of the students too in developing the remedial package. The investigator developed some remedial exercises for the above said skills of English.

The developed package was then subjected to individual & group tryouts. On the basis of the

ratings & analysis of the tryouts correction, modification, refinements etc. were made in the remedial package. Both the try outs ensured better refinement & perfection of the remedial package. The arrangement of the views of experts who reviewed the remedial package was taken as the index of validity of the content of the package.

## 9. DATA ANALYSIS AND INTERPRETATION

For the purpose of the investigation, 50 low achieving students of class III from Medak regional schools. The low achievers were identified on the basis of normal probability curve made on the basis of their scores in the quarterly examination. They were divided into two halves to constitute the experimental group & the control group. Though there were more than 50 low achievers in four sections of Std. III, the lowest 50 low achievers only were selected for the purpose of this study. Out of fifty students finally selected for the study, two groups were formed following the systematic random sampling technique. They were placed in the order of merit. All the odd number of students formed the control group while the even number students constituted the experimental group. To see whether both the groups were matched, means & SD were calculated for their quarterly examination scores. Then the test was applied. The obtained 't' value (0.62) revealed that both the groups are matched before the experiment. The control group was taught through the traditional method while the experimental group was taught through the remedial package (RP).

To assess how far the RP enables the low achievers to cope with normal students, a normal group comprising above average students was formed. To form this group out of 300 students, every 6th student was selected on the basis of systematic random sampling technique. This normal group too was taught through the traditional method.

The experiment was conducted for a period of 30 working days. At the end of the experimental period, a posttest was conducted to the low achievers of the experimental group, the low achievers of the control group & the students of the normal group. The responses given by the group formed the vital data required for the analysis.

### Scoring Procedure:

The achievement test consisted of 30 objective type questions. The total score of the test ranged from 0-50. For each correct answer, the score was 'one' & for each wrong answer the score was 'zero'.

### Statistical Techniques:

The data obtained were analyzed by using means, standard deviation (SD) & 't' test.

The control group low achievers showed significant difference between the pre- test & post test means scores when they were taught through the traditional method. Their performance was higher in the post test than in the pre test (Table-1).

**Table: 1**

't' value of Pre test & Post test Scores of Low Achievers in Control Group

Test	N	Mean	SD	Calculated 't' value
Pre Test	35	13.6	3.25	4.64**
Post Test	35	16.32	1.6	

Significant at 0.01 level

There was significant difference between the pre test & post test scores of the experimental group low achievers when spoken English was taught to the students through the remedial package. Further, their achievement was higher in the post test than in the pre test (Table-2). Moreover, an analysis of the rate of progress made by both the control group & the experimental group throws light on the effectiveness of the teaching spoken English through the remedial package. The rate of progress shown by the experimental group taught through the remedial package was 81.68 per cent while the rate of progress made by the control group low achievers was 31.58 per cent. This shows that the advantage of teaching English through the remedial package over the traditional method.

**Table: 2**

't' value of pre test & post test Scores of low Achievers in the Experimental Group

Test	N	Mean	SD	Calculated 't' value
Pre Test	35	14.35	2.12	16.62**
Post Test	35	24.18	3.2	

Significant at 0.01 level

There was significant difference between the posttest scores of control group low achievers taught through traditional method & experimental group low achievers taught through the remedial package (Table- 3). Further the achievement of experimental group low achievers was higher than the control group low achievers. Moreover the rate of the progress made by the experimental group low achievers was higher than that of control group low achievers. The variation in the rate of progress made by both groups was the result product of operation of the remedial package & it testifies the effectiveness of the remedial package treatment.

**Table: 3**

't' Value of pretest & post test score of low achievers in control group and Experimental group

Test	N	Mean	SD	Calculated 't' value
Pre Test	35	16.3	2.6	10.26***
Post Test	35	24.05	4	

\*\*\*significant at 0.01 level

There was significant difference between the posttest of control group low achiever and normal group students. Further, the achievement of normal group students was higher than the achievement of control group low achievers (Table-4). The mean value (17.2) obtained by the control group low achievers revealed that though they have made progress through the traditional method, they could not narrow down the gap between them & and the normal group students. it means that the traditional lecture method could not enable the control group low achiever to cope with normal students.

**Table: 4**

't' Value of posttest score of control group low achiever & normal group students

Group	N	Mean	SD	Calculated 't' value
Normal Group	35	29.3	4.3	16.8**
Control Group	35	163.52	2.9	

\*\*significant at 0.01 level

There was significant difference between the posttest score of experimental group low achievers and group students. The achievement of normal group students was higher than the achievement of experimental group low achievers (Table- 5).

**Table 5- 't'** Value of pretest and posttest of normal group students and experimental group low achievers

Group	N	Mean	SD	Calculated 't' value
Normal Group	35	29.30	3.6	6.5**
Experimental Group	35	24.08	3.1	

\*\*significant at 0.01 level

However, a critical analysis of mean values signifies that the experimental group low achievers significantly improved their achievement after the requirement. Moreover, the remedial package treatment enables the low achievers of experimental group to cope with normal group students to a great extent. The narrowed down gulf of difference between both the groups bears testimony to the effectiveness of the remedial package experimental instructions. Further, a

comparative study of table 4 & 5 testifies the advantage of instruction through the remedial package over the traditional method.

## 10.CONCLUSION

After discussing the above problems, it can be concluded that the standard of English in India is considerably low. The teaching process in rural areas is hampered due to improper sources and lack of concrete policy. Hence, the main responsibility is thrown over the shoulders of the teachers to create interesting environment of English language in their classrooms. They have to gear up to meet the demands of the situation and successfully perform their duties. In short, these are the problems in teaching and learning in rural areas. As the English is our second language and not his mother tongue, Learners of rural areas are found helpless in adjusting with the language and face these problem. In this paper these problems have been discussed with its remedial suggestion. Some practical steps, along with a regular dose of academic counseling, are sure to motivate the students, and English language teaching will bear marvelous fruits in the rural set-up with its entire inhibiting factor.

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