CHAPTER - I
CONCEPTUAL FRAMEWORK

1.1. INTRODUCTION

English Language has been the link language since last century in the entire world because the British people had ruled over the most of the countries and left the English language as their legacy for the slave countries. The country of India has also been witnessing the teaching-learning of English language with varying levels of interest and proficiency since its independence. Some people learn it as a ladder towards the job market; as a sure step towards assured success in today's globalized world; as a tool for computer use; as a magic key that may open many doors; while some other learn it as a painful necessity and a necessary evil to survive. However, the country of India has passed nearly seven decades after independence, very few significant changes have been evident in the language education system i.e. 'Three Language Formula'. The Three Language Formula was developed for the educational load to promote national integration, and, to provide wider language choice in the school curriculum. According to the formula, non-Hindi speakers study their regional language (as a first language – mother tongue), Hindi or English (as a second/third language); Hindi speakers, on the other hand, study Hindi (as a first language – mother tongue), English and another language (as a second/third language). Unfortunately, the policy has not been successful due to diversity of the languages spoken and used in all the states. As a result, English as a language of commerce, science and technology preceded all other Indian languages in the total use of languages in India.

Considering the necessity of English language in the society, it has been taught as a compulsory subject at all the stages of education, from school education to college level in India. Although, it is made compulsory in schools, the condition of the English Language Teaching and Learning is not satisfactory especially in vernacular medium schools. The words of Prof. Gokak as cited in Venkateswaran (1995), appear true till today that, "The study of English in our schools is in a chaotic state. Today's pupils are taught English for about six periods a week for eight years. But it has been estimated that they hardly know 1500 words by the time they join university. This means that they hardly been able to learn English words at the rate of one word per period. They do not know how to use the commonest structures of English." The poor

status of English language in the students is also felt by Nityanandam (2009) who states, "six-month courses in a foreign language equip the student with the ability to communicate at an elementary level, but even after 8, 10 or 12 years of teaching, more than 80 per cent of our students are incapable to use English in communication". In the state of Gujarat, English is introduced and taught for four years from Std. V to VIII at primary level. These four years build the base for learning English as a second language in the students. The syllabus of the English language teaching in primary schools consists of basic knowledge of phonemic sounds, grammar, vocabulary, written texts and basic functions to be carried out by the students in the school and in real life situations. The textbooks of the subject are also prepared and implemented as per the notion and principles of Functional approach – the latest approach of teaching English. The chief objective of teaching English is to make students communicate effectively when they complete their primary school education. But most of the students fail to communicate in English at the end. This failure might have been due to inability of the students, incapability of the teachers; or inappropriateness of the syllabus taught. Whatsoever may be the reason, it becomes essential therefore to know the status of English language proficiency among the students of Std. VIII; diagnose and overcome their learning difficulties in English language learning through remediation.

1.2.   PRESENT SCENARIO OF ENGLISH LANGUAGE

The present scenario represents the importance of English as a language of science and technology. At higher levels of study, English as a medium of instruction is more useful than any other language. English is a rich language with abundant vocabulary and structures where every single expression finds its meaning. It opens new avenues into the world of learning. For higher education, mastery of English is mandatory as maximum numbers of books are available only in English. English is most commonly used and link language. The scientific and technological progress has helped the world to come together and become closer through English. Thus, English is called, 'world language' now.

The need for learning a language arises from the point of view of its adaptability, productivity, utility, universality and teach-ability. English is widely spoken and used language. If a language has the status of a second language everywhere in the world,

the role it plays in the context of contemporary developments is indisputable. When it has a strong position of national and international link language, the need arises to study it in detail.

The knowledge of English language has become 'the need of the hour' now. We need English not only as a language of international communication; it is needed for communication at the inter-state level also. India is a country with a vast variety of regional languages. It is impossible for us to master all these regional languages and consequently inter-state communication cannot be happen. It is for these reasons that English occupies a significant place in our school and college curriculum and continues to be taught as a compulsory course up to the degree level.

1.3. ENGLISH AS A SECOND LANGUAGE

Teaching-learning of a language is a matter of practice. A learner of English as a first language (L1) does not require practice in classroom as there is enough scope provided to speak in the school or in the society. It is through day to day communication one acquires language and its grammatical aspects. Whereas, a learner of English as a second language (L2) requires an extensive amount of practice in classroom as there is a little or no scope of practice to speak other than the classroom. It is therefore there is noticeable difference in teaching-learning strategies of first language learner and second language learner. According to Venkateswaran (1995), there are mainly two aspects in which the first language learning and second language learning can be differentiated:

Table No.: 1.3.1

Aspects of Language Learning Difference

Aspect	Points of difference	Comments
1. Condition	Amount of time	L1 has much time at disposal; classroom L2 learner has very restricted time.
	Structured content	L1 learner is exposed to the naturally occurring language; L2 learner is presented with carefully selected and graded input.

	Avoidance of errors	In EFL (L1), errors are permitted if they do occur and they are usually not corrected; in ESL (L2), errors are avoided and corrected.
	Age	L1 learner has innate capacity for learning language; critical period for this capacity may have passed for L2 learner, who is also cognitively more mature.
Learner	Motivation	Child has a strong motivation to learn L1 because of the importance of communication for satisfying basic needs. L2 learner's motivation is necessarily weaker.
	Linguistic knowledge	L1 learner has no previous knowledge of language; L2 learner approaches task already knowing a language and potentially transfers this knowledge.
	Cultural knowledge	The L1 learner acquires cultural norms in the process of acquiring language; the L2 learner has already acquired asset of cultural values and may experience anxiety as a result of learning L2.

The difference perceived from the above clearly indicates the critical condition of the Second Language Learner (L2) who requires comparatively more specific and contextual teaching than the first language learner (L1) does. Second Language Learner English, hence, needs more specific and contextual curriculum and teaching methodology for learning English.

1.4. ENGLISH LANGUAGE TEACHING

For centuries, language teaching was dominated by theories and practices that put grammar in the centre of language learning. This was evident in the Grammar-Translation Method and the Audio-lingual Method. The Grammar-Translation Method was first used in the teaching of English. The major characteristics of the method include explicit teaching of grammatical rules, memorization of vocabulary lists, and translation of passages from one language to the other. The Grammar-Translation Method produced students with extensive knowledge of grammatical rules but little communicative ability.

The Audio-lingual Method was developed as a reaction against the Grammar-Translation Method, with a focus on the development of spoken language. Nonetheless, spoken language was still presented in highly structured sequences of forms. Classroom techniques usually include repetition of models and memorization of dialogues. The goal of these teaching techniques is for students to produce the target language accurately. Learners' errors were viewed as bad habits that would be hard to break if they became established. Therefore, all errors were immediately corrected as they occurred.

Communicative Language Teaching (CLT) as a language teaching approach arose in the 1970s as a reaction against the view of language as a set of structures. Proponents of CLT claim that the goal of second language acquisition should be communication rather than memorization of a system of rules. In CLT classrooms, students are encouraged to use the language in unrehearsed contexts where learners negotiate meaning through interaction with others. Innovative activities such as information gap, role plays, and games aim to engage learners and sustain learner motivation. The learner-centered and communication-centered approach made CLT popular among language teachers.

Then, there is a rise of an approach called, Task-based Language Teaching, which has been considered by many as a manifestation of CLT and has emerged as a major focal point of language teaching practice. Skehan (1998) defines a task as an activity in which meaning is primary, there is a problem to solve, there is a relationship to the real world, and where there is an objective that can be assessed in terms of an outcome. In task-based language teaching, the focus is on the completion of the task.

A well-designed task with qualities mentioned above has the potential to fulfill the objectives of language teaching.

Over the past few decades, the focal attention of classroom instruction has shifted from grammar forms as in the Grammar-Translation Method and Audio Lingual Method to functional language within communicative contexts i.e. Communicative or Functional Approach.

1.5.   FUNCTIONAL APPROACH

The functional approach to second language/ foreign language instruction is assumed to develop the English language competence of the students. This assumption is based on a number of earlier studies (e.g. Halliday, 1985; Melrose, 1988; Ochola, 2001; North, 2005) that have proved the effectiveness of the functional approach to second language/ foreign language instruction in developing the grammatical and Communicative Competence in the learners of a language.

The functional approach to language teaching was popularized in the 1970s by the production of the council of Europe's book entitled "The Threshold Level" by Van Ek and **Trim (1974)**. Communicative and functional approaches to language teaching should be considered as a whole as many theoretical aspects in the functional view are based upon communicative approach to language teaching whose general principles have generated different pedagogic methods specific to a variety of social and professional needs.

Exercises: Pair Work, Group Work, Role Plays etc.

Functions: Introducing, Requesting, Apologizing, Proposing, Asking, Questioning, Answering, Responding, Promising, greeting, inviting, suggesting, guiding etc.

1.6.   AIMS AND OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE

Language is used as a basic means of communication. Mother tongue, as a First Language fulfils the communication purpose. When a learner is supposed to learn a Second Language, the teaching of LSRW skills becomes mandatory and specific. Because, the fundamental goal of any language is acquiring four skills, i.e. Listening, Speaking, Reading and Writing, which are known as language skills, a learner needs to be taught all these skills specifically and adequately. English, likewise, needs to be

taught to the students of any level of school considering each skill essential for acquiring proficiency. The following are some general aims and objectives of teaching English as stated in *Methodology of Teaching English-I (2004)*:

1.6.1. Aims of Learning English Language

- To listen and understand English when someone speaks at normal conversational speed – listening comprehension.
- To speak English for communication – speaking ability.
- To read English and understand the content – reading comprehension.
- To write English for communication – writing ability.

1.6.2. General Objectives for Teaching English

- The learner should enjoy the learning of language.
- They should listen and understand English, spoken by the teacher.
- They should be able to read and understand written English.
- They should learn to speak English with their teachers and classmates.
- They should become skilled in writing English.
- They should develop interest in study skills.
- They should develop the habit of reading and understanding short poems and fictions.
- They should learn in detail all the elements of language – sounds, words, phrases, sentences and structures.

1.7. SPECIFIC OBJECTIVES OF TEACHING-LEARNING LSRW SKILLS

1.7.1. Listening Skill

- Distinguish the characteristic speech sounds.
- Understand the tone of the speaker.
- Comprehending the listening material.

1.7.2. Speaking Skill

- To produce correct sounds and clusters of sounds.
- To use correct stress, patterns, pauses and intonation.
- To use appropriate words and sentence patterns.

1.7.3. Reading Skill

- Read the passage silently and with proper speed.
- Understand the central idea of the passage.
- Locate key words, key phrases and key sentences present in the passage.
- Guess the meaning of new words in context.

1.7.4. Writing Skill

- Write grammatically correct sentences, Follow a logical sequence.
- Use appropriate words, phrases and sentence patterns.
- Organize the writing in paragraphs, Avoid unnecessary repetition.
- Write with correct spelling and use marks of punctuation.
- Write letters with correct shape, size and sufficient spacing between words.

1.8.   TEACHING ENGLISH LANGUAGE SKILLS: LSRW

There are four skills identified as language skills with its sub-skills. They are Listening, Speaking, Reading and Writing. It is recommended by the linguists and researchers that the chronological order, as mentioned above, if followed properly can be more effectively taught to the learners. Hence, in English we follow the same order. All the skills are used in unison. Here, we remember the words of Widdowson (1985): "Nothing is to be spoken before it has been heard. Nothing is to be read before it has been spoken. Nothing is to be written before it has been read." So, in other words, language acquisition can be accelerated by following LSRW order in teaching language. The features and importance of each skill is described as below:

1.8.1. Listening Skill

Speaking and listening are complimentary language skills. Listening is one half of the communication process. Learning how to become a critical listener is an important step towards comprehension and successful communication. We should improve our students' critical listening skills through the use of listening strategies and self-evaluation. In the acquisition of language, the preliminary stage is listening to the language in use. According to Widdowson (1985), this skill has two components: the receptive and reflective. The former includes the ability to keep related details in mind, to observe a single detail, to remember a series of details, to follow oral

direction and the latter refers to the ability to use contextual clues, to recognize organizational elements, to select main ideas as opposite to sub-ordinate ideas etc.

1.8.2. Speaking Skill

Speaking a language fluently has been the ultimate goal in learning a language. Speaking ability involves being able to produce speech both accurately and fluently. Speaking skill refers to the ability to articulate sounds using specific language in oral communication. It is a practical and acquired activity and is limited by two factors: the quantity and the nature of experience concerned and the quantity and quality of the learners' own efforts at practicing the activity. Hence, it refers to the ability to communicate informally on everyday subjects with ease and fluency.

1.8.3. Reading Skill

Reading is a complex, multi-faceted activity, involving a combination of both lexical and text-progressing skills that are widely recognized as being interactive. Two major approaches have been used for developing reading skills, known as intensive and extensive reading. The sub-skills of reading include purposive selection like, skimming (reading quickly noting only the chief points), skipping (going from one part to another, making omissions), scanning (reading every part attentively), word attack (referring to dictionary), text attack (use of illustrations along with running matter) etc. The main purpose of reading is one's own understanding.

1.8.4. Writing Skill

Writing is one of the most powerful communication tools which can be used today and for the rest of one's life. Writing skill refers to forming symbols representing sounds of language and ranges to free expression. Learners reflect, puzzle things out and decide whether they really do understand or not. Construction of sentences: simple, compound, complex, use of punctuation marks, paragraphing and cohesion (e.g. conjunctions) are the contents to be taught of under composition.

To acquire proficiency in any language, one need to use it meaningfully, that is for communication. Students must possess certain pre-requisites like, knowledge of language elements, experiences and also certain abilities. A student can reach the level of acquisition if he practices the language. Mastery over rules and meanings alone will not suffice for the proficiency in language. S/he must listen carefully, speak fluently, read with comprehension and write correctly. For the teachers of English language need to be excelled with sufficient knowledge of English language,

methodology of teaching and provide instructional material so as to bring effective communication, the ultimate goal of language learning. Before going for the teaching of language skills, one must know the concept of English Language Proficiency.

1.9. ENGLISH LANGUAGE PROFICIENCY

The generally accepted meaning of the term 'language proficiency' refers to as, 'the ability (skills: listening, speaking, reading and writing) of the learner to use grammatically and contextually appropriate and correct language fluently and accurately'.

As per traditional approaches to teaching language, proficiency of the learner is described in terms of his mastery of 'structures' – that is, of the phonology, morphology, syntax and lexicon of target language. But according to Janice Yalden (1987) there are two separate concepts of proficiency that govern contemporary approaches to teaching:

A. *Standard or Generalized definition of proficiency*

It involves the setting of tests by some central body that can be a group of teachers, an institution or an educational authority. This kind of proficiency is based on the curricula and syllabuses solely determined by the central body that assumes uniformity in instruction and equality of input and output in the process. FSI, ACTFL, IELTS etc. can be the example for the proficiency concept of this kind.

B. *Variable definition of proficiency*

This kind of proficiency governs an approach in which input is believed to be affected by the learner's processing before it can turn into output. Because of such characteristic of the approach, syllabus preparation becomes very complex and therefore allowance is provided for variation in the goals and purposes of the learners, as well as for their personal characteristics.

The former originated from a view of linguistic competence as unitary consisting only of grammatical competence but now it is extended to include all components of communicative competence. The latter led to the development of courses in English for Specific Purposes (ESP) for adults as well as General English in which the syllabus and the tests are affected by a needs analysis. In other words, the teacher has to abandon the concept of single course and a single unchanging approach to teaching.

Language Proficiency has been defined by many eminent linguists like, Lado, Carrol, Halliday, Hasan, Hymes, Bachman etc. Based on their concepts, proficiency is defined considering the following ways:

A. If a test developer uses the skills and components model, the proficiency test could reflect those components, and the language proficiency tests under development would focus on skills and components.

B. If a test developer uses communicative language ability model, the proficiency test could reflect the components of the communicative language ability model, and the language proficiency test under development would focus on the communicative language ability components.

Hence, the purpose or nature of the test would make the developer choose any of the above ways or model to develop and use language proficiency test for specific use. For the developer, it becomes necessary to comprehend the concepts like, language skills; language components; language competence; communicative competence and communicative language ability. A short overview of the models as follows.

1.10. COMMUNICATIVE ABILITY OR COMPETENCE: An Overview

1.10.1. Communicative Language Ability

A. *Linguistic competence*

B. *Socio-linguistic competence*

C. *Discourse competence*

D. *Strategic competence*

E. *Pragmatic competence*

F. *Social competence*

G. *Socio-cultural competence*

1.10.2. Language Components

A. *Phonology*

B. *Morphology*

C. *Syntax*

D. *Semantic*

E. *Lexicon*

1.10.3. Language Skills

A. *Listening Skill*

B. *Speaking Skill*

C. *Reading Skill*

D. *Writing Skill*

1.10.4. Communicative Competence - by Canale & Swain (1980) and Savingson (1983)

A. *Grammatical Competence*

B. *Discourse Competence*

C. *Strategic Competence*

D. *Sociolinguistic Competence*

1.10.5. Language Competence - Given by Lyle Bachman (1990)

1. Grammatical Competence

- *Vocabulary*

- *Morphology*

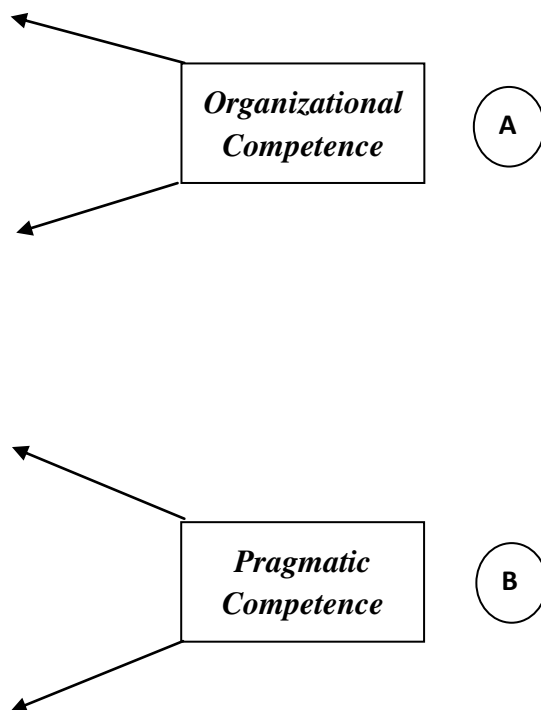- *Syntax*

- *Phonology, Graphology*

2. Textual Competence

- *Cohesion*

- *Rhetoric Organization*

> *Organizational Competence* (A)

1. Illocutionary Competence

- *Ideational Functions*

- *Manipulative Functions*

- *Heuristic Functions*

- *Imaginative Functions*

2. Sociolinguistic Competence

- *Sensitivity to differences in dialect or variety*

- *Sensitivity to differences in register*

- *Sensitivity to Naturalness*

- *Ability to interpret cultural references and figures of speech*

> *Pragmatic Competence* (B)

The general idea of the above models concludes that all of these are involved in the process of developing communicative language abilities which are characterized by linguists with varying reason and dimensions of the language. These abilities are further divided into categories so as to outline the degree of the levels of language

proficiency. The levels hence start with the 'Beginner' with lower degree, 'Intermediate' with moderate degree to the 'Proficient' with higher degree. The students in the schools are thus introduced with English as a second language with lower degree, mostly in the primary schools. They are expected to be proficient in English language at least at Beginner level. As the students proceed in the next standard, they are taught language with required higher level of proficiency.

1.11. ENGLISH LANGUAGE TEACHING IN PRIMARY SCHOOLS OF GUJARAT

English, as a second language and as a compulsory subject, is taught from Std. III or V of primary schooling to college level in India. There are many programs initiated by government for improving quality of primary education. Sarva Shiksha Abhiyan, a flagship programme of Government of India for the promotion of Universalisation of Elementary Education, has several features that seek to improve the quality of elementary education. The physical spaces of schools have been transformed into learning spaces ensuring certain basic provisioning. This provisioning includes, inter alia, an adequate number of teachers in schools, facilities for training of teachers, structures to provide regular on site academic support, grants to facilitate development of teaching learning material to aid classroom instruction, textbooks for children from special focus groups etc. Right to Education Act has also brought a great impact in primary education.

The state of Gujarat is quite progressive with regard to improving primary education. Five years ago, in 2009, a big change occurred in the field of school education when Class VIII was shifted from the secondary education to primary education. Now, Class VIII is also made free of cost by the provision of Right to Education Act - 2009. The state also brought a change with regard to recruiting subject teachers in primary schools. Teachers of English and Science subjects have been recruited for bringing quality in English language and Science education at primary level. Earlier there were only general teachers having Primary Teacher Certificate were recruited. Apart from this, Gunotsav Karyakram (Quality Enhancement Program), Vanche Gujarat, Shala Pravesotsav, Science Fairs, and many other programs are carried out by state government. A program, known as SCOPE (Society for Creating Opportunity of Proficiency in English), was initiated to enrich the knowledge of English among the

teachers and students. Hence, Gujarat Government has taken very significant measures to improve the quality of primary education. Now, the students of upper primary schools are being taught English by subject teachers. The English textbooks of upper primary level are also developed on the notions and principles of Functional Approach – the latest approach for teaching English.

1.12. NEED OF DIAGNOSIS AND REMEDIATION IN ENGLISH

English is mostly learnt as a second language by any Indian student, with an Indian language as mother tongue. As a result, the impact of the previously learnt language is very heavily felt while learning English. English and all Indian languages, having great difference in terms of vocabulary, phonology, syntax and semantic patterns create number of hindrances in second language learning.

There are many other factors which are also accounted for the poor status of English amongst Indian students; like, student and teacher related factors (social, cultural, emotional, biological, psychological), home and school related factors (family – friends and society, physical facilities, setting and environment), syllabus and teaching methods related factors (content, activities, tasks, assignments, various methods and approaches to teaching). These factors have serious impact on students learning. When students falter in learning English, it means that one or more than one factor have become barrier for them. It is found generally in the primary students in the last years. After passing four years of learning English, students perform poorly in component areas of language i.e. oral expression, written expression, reading comprehension, aural comprehension. They commit errors while using English in communication. Once the basic concepts of using English language are mastered, the students start using the language comfortably and march towards the higher level confidently. They develop their own ways of expressing and comprehending the ideas. If the basic concepts of language are not acquired, they remain confused with the poor basic knowledge of language components and its use in communication and consequently exhibit poor performance in learning the language.

Hence, to find out and locate the learning problems in component areas of the language i.e. oral expression, written expression, reading comprehension, aural comprehension; diagnosis is required. As in medical science the doctor diagnoses the diseases through several tests and systematic careful analyses for providing most

suitable treatment (remediation) to the patient, the teacher also need diagnostic approach to overcome the learning problems of students in English. Diagnostic approach is one of the scientific approaches that identifies, locates and rectifies the problem of learning by providing remedial measures.

1.13. DIAGNOSTIC TEACHING AND REMEDIATION

1.13.1. Meaning and Concept of Diagnosis

The term, 'diagnosis' means a judgement about what a particular illness or problem is, made after making an examination. The term 'diagnosis' is derived from medical science and as mentioned above, the doctor makes careful diagnosis before giving treatment to the patient. It is always remembered that the more precise the diagnosis is, the more accurate treatment is.

According to Good (2010), "Diagnosis seeks to formulate a theory or hypothesis of causation, pointed toward the adjustment or development of the individual, institution or community." Hence, diagnosis is concerned with identification of difficulties through careful analysis of the problem in order to find the cause of problem and to provide thereby necessary remedial measures to overcome the difficulties.

In educational context, diagnosis means the procedure of answering the questions after teaching a unit or units of the content. These questions are:

1. Who are the pupils having trouble?
2. Where are the errors located?
3. Why did the errors occur?
4. What remedies are suggested?
5. How can errors be prevented?

The first four questions deal with corrective diagnosis and the last one deals with preventive diagnosis. Diagnosis does not mean making the students to memorize the right answer of the questions they could not answer earlier. It actually means to fill up the gaps between learning and teaching, to find out where is the saying goes 'prevention is better than cure', The teacher, like the physician, uses test instruments to obtain scientific and definite proof for making better diagnosis of pupil's difficulties in learning. Therefore, diagnostic tests can be defined as the tests which provide a detailed picture of strengths and weaknesses in the areas of pupils' learning. These tests are instruments to find out gaps in their learning. Ross (1947) states that

the immediate purpose of the diagnosis is 'correction', but the ultimate purpose of the diagnosis is prevention.

1.13.2. Importance of Diagnostic Approach

Very often complaints are made when a student or a group of students shows low standard of attainment in exams. The deterioration of educational standards is, hence, worried. As an attempt to solve, the situation is viewed seriously but could not be known why and how it has arisen and how it can be remedied. Many times we found that a student, who is strong in one area of study, is severely weak in some other area. In such a case, intelligence cannot be judged as a factor or cause of failure. Something must be wrong with the learning of students or the subject area in which they falter. The role of teacher is very important in such a case. It does not end with achievement testing only. Achievement tests only reveal the standards of achievement of different pupils i.e. high, average, low. But, why a particular pupil is having difficulties in some content area is not revealed. Hence there is an utmost necessity of having a diagnostic approach towards the pupils' learning.

1.14.   REMEDIATION

Remediation is an instructional effort to upgrade underachievers by remedying their errors. It is a process of filling in the gaps in the previous learning, a process of removing distortions that have crept into pupils learning. It is a type of instruction through which errors are corrected and repetition of earlier flows is prevented. Any attempt to give a child remedial instruction must be based on a thorough diagnosis of his unique learning needs and personal characteristics. Such a diagnosis is the very core of successful programs of correction, whether they are for the less complex problems met in the classroom or for the more complicated problems.

1.14.1 Remedial Teaching: An Overview

Characteristics of Students having Learning Difficulties

The students may have one or more than one of the following learning difficulties: poor memory, less attentive, poor comprehension, lacking learning motivation, lacking self-confidence, can't grasp information effectively, having difficulty in understanding new/abstract concepts, Can't transfer knowledge to related learning areas, need more time to complete assignment or tasks etc. The remedial teacher therefore needs to design diversified teaching activities and adopt various teaching methods to help the student.

Principles of Remedial Teaching

1) The teacher should prepare the lesson plans based on the learning needs of identified students.

2) The teacher should devise different learning activities with the same teaching objective to develop students' varied abilities and skills.

3) The teacher should specifically design meaningful learning situations, language environment, games or activities so as to provide personal learning experiences.

4) The teacher should teach new concepts using various methods and approaches so as to provide more meaningful illustrations at a pace in line with the learning abilities of the students.

5) The teacher should give pupils short and clear instructions to avoid confusion. Their poor understanding may lead them to confusion.

6) The teacher should summarize the main points at the course of teaching so as to ensure the success of learning.

7) The teacher should enhance students' interest and motivation in learning by using various techniques.

8) The teacher should encourage the students to take active participation in class activities.

9) The teacher should ensure the success of learning process by giving ample opportunity, assistance and feedback to the students.

10) The teacher should reinforce the performance of the students and show concern for their attempt. The teacher should also observe the learning process in the classroom and give assistance to the needy students.

Process of Remedial Teaching

1) Analysis of the pupils on the basis of prerequisites, learning needs, learning abilities, learning styles and interests.
2) Setting teaching objectives (Before classroom teaching)
3) Adapting the curriculum (Before classroom teaching)
4) Organizing teaching material (Before classroom teaching)
5) Choosing appropriate teaching strategies (Before classroom teaching)
6) Collecting and preparing supporting material (Before classroom teaching)
7) Teaching (Group/Individual/Co-teaching)
8) Evaluation/Observation
9) If achieving targets go for advanced learning or learning new points
10) If facing obstacles in learning go for revision or adapt another teaching plan

Curriculum Adaptation

1) The teacher should adapt the curriculum to accommodate the learning characteristics and abilities of the students.
2) Teaching should not be directed by textbooks which should not be taken as the school curriculum. Also no need to cover all the content in the textbooks.
3) The teacher should make good use of varied teaching aids.

Homework policies

1) The homework should be targeted at the teaching objectives and serve the purpose of learning.
2) The teacher should consider the following points when designing homework for students:
    a. The homework should have clear objectives and can accommodate the level and needs of students,
    b. The form and content of homework should be of great variety so as to develop creativity, self-learning and collaborative skills,
    c. The homework should match the content taught in the class,
    d. Teacher should give clear and simple instruction

e. Assign appropriate amount of homework each day,

f. Ineffective and mechanical drills should be avoided,

g. Homework should be used as a tool for evaluation and feedback to enhance the motivation and effectiveness of learning.

Formulations of Teaching Plans

1) The teacher should formulate practical teaching objectives that meet the learning characteristics and weaknesses of students. Moreover the learning items should be classified into different levels and taught through small and simplified steps to facilitate comprehension.

2) The teacher should set down the main points for remedial teaching considering the common difficulties encountered by the students and make adjustments promptly according to the performance of the students.

3) The teacher should make a brief record of the learning aspects, teaching objectives key learning points, activities and use of teaching aids.

4) Post-lesson reviews should focus on the teaching process and students' performance with specific and critical evaluations made. Like, common difficulties of the students, the effectiveness of teaching strategy and class activities, need to break down or re-arrange teaching steps etc.

Remedial Teaching Strategies

1) Individualized Educational Programme: The programme, geared to the learning needs of individual students, aims at reinforcing the foundation of learning and help students overcome their learning difficulties and develop their potentials. Teaching can be done in small groups or for individual.

2) Peer Support Programme: Remedial teacher may train up students who perform better in a certain subject to become teaching assistants to help schoolmates with learning difficulties. It is more helpful in developing interpersonal relationships. But this programme is more suitable to students of higher grades.

3) Reward scheme: The reward scheme has positive impact in enhancing students' motivation. It aims at guiding students to set their own objectives and plans and gain a sense of satisfaction and achievement during the learning process.

4) Handling Students' behavior problems: The teacher should observe the following when dealing with the behavior problems of the students:

   a. Always observe the performance of student in class their behavior in groups

   b. Establish close relationship with pupils, develop mutual trust and listen to them

   c. Help students understand the effect of their behavior on the other as well as on their own selves

   d. Keep in close contact with parents to find out the cause of the behavior problems

   e. Help students build up self confidence and a healthy self-image

   f. Give positive reinforcement to students' good behavior

Assessment and Record on Learning

1) Assessment plays a very important role in teaching and learning. By means of assessment, the teacher can know the learning progress as well as strengths and weaknesses of the students. Hence the teacher may design different teaching activities accordingly to help students learn in effective manner.

2) There are two most common assessment methods listed for the remedial teacher:

   a. Formative Assessment: The teacher can understand and assess the learning abilities of students from their daily class work and homework as well as individual or group projects or assignments.

   b. Summative Assessment: The teacher may assess the performance of students by means of examinations or tests with reference to allover progress of teaching. The test paper must cover all the main points with appropriate level of difficulty.

3) The teacher should keep a detailed personal record for each student under remedial programme. A comprehensive record provides information on the learning progress of students and serves as a reference.

1.15. ORGANIZATION OF THE CHAPTERS

The thesis has been organized into five chapters. Chapter one is related to introduction. This chapter tells in nutshell about the significant changes occurred in the field of education with respect to English language teaching, importance of English language, status of English language, English language in school curriculum in India as well as in Gujarat, methods and approaches to English language teaching, the concept of Functional approach and its various aspects, Communicative Competence, Concept of Diagnosis and Remediation, need and importance of diagnosis and remediation in English Language Teaching. Chapter two presents the review of related literature that contains the studies conducted in India as well as abroad. It also contains subject wise presentation of all the reviewed studies. The subjects are namely English Language Proficiency, Error Analysis, Diagnosis and Remediation, Instructional Material and Language Skills' development based on that the research gap were pointed out for implication in the present study. Chapter three presents the methodology of the present study. This chapter includes rationale of the study, statement of the problem, objectives of the study, operationalization of the terms, hypothesis, area and type of the study, plan and procedure of the study, delimitation of the study, population and sample of the study, tools of the study, data collection and data analysis. Chapter four presents the analysis and interpretation of the data with respect to students' performance in pre-test and post-test, performance in Diagnostic Tests. Chapter five presents the summary of the study which tells in nutshell about the methodology of the study and contains findings of the study, discussion based on findings, conclusion, implication of the present study and suggestions for further researches.